



Summer
2018

Miner Rx Nugget

Preceptor Spot Light:

The quarterly UTEP School of Pharmacy (SOP) Preceptor Newsletter highlights pharmacists and non-pharmacist preceptors providing Introductory and/or Advanced Pharmacy Practice Experiences for UTEP SOP pharmacy students.



Dr. Jesus Ortega, PharmD, is the Pharmacists-In-Charge of Walgreens #1293 on 1210 Wedgewood Dr.

How long has he been precepting?

Dr. Ortega graduated in 2014 and began to precept pharmacy students in 2015. He has been taking Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE) students from the UT Austin/El Paso Cooperative Pharmacy Program (COOP) and IPPE students for the UTEP School of Pharmacy (UTEP SOP).

How does he prefer to precept?

Dr. Ortega states, "Most of the students I have prefer hands on training and visual representations. This is exciting for most because it brings the classroom setting to real life."

What do his students say about him?

When in need of a preceptor for our students, he can be counted on to providing a good quality learning experience. He has been quoted by a student that "he has transformed my impression of the experience into a highly clinical and precise practice." He has been expressed as having a passion for teaching and is a great mentor.

Can you remember a preceptor that was instrumental to your learning and how did he/she help you?

Dr. Ortega states, "I remember Dr. Margie Padilla. All the exposure she gave me still helps me today. It's important to know what your patients are being exposed to and she showed me how important that is. I really admire her positive energy towards the pharmacy profession and it's important for students to see that. Without that positive energy, I can't challenge myself or my students. I have to say that her rotation helped me out with my career. Understanding your patients concern(s) and showing empathy is vital to the profession."

Thank you Dr. Ortega for your contribution in precepting both COOP and UTEP SOP pharmacy students! Your passion for teaching and active learning activities have made an impact on students. Thank you for utilizing your "knowledge, skills, experiences and values to prepare the next generation of pharmacists" as part of the Oath of a Pharmacist¹.

Upcoming Events:

Preceptor Excellence

Team Meetings:

(Campbell Building
room 708, 2-3pm)

July 3rd

Aug 7th

Sept 4th

Oct. 2nd

Everyone Welcome!

July 13th-15th, 2018: TPA
Conference & Expo, The
Woodlands, TX

Aug. 25th: SAVE THE
DATE: UTEP SOP White
Coat Ceremony

Aug 27th: Fall Semester
begins

UPDATE OUR
CALENDAR –

Send us your
events!



Are you FERPA Complaint?

You live and breathe HIPAA compliance every day. But what about FERPA?

FERPA stands for the **F**amily **E**ducational **R**ights and **P**rivacy **A**ct, affording **STUDENTS** educational privacy rights¹.

Under FERPA, a preceptor must maintain confidentiality of the student's educational record and only disclose to those with a "need to know."¹

Items that would be covered by FERPA include:

Schedule, evaluations, previous coursework, exams/papers, photographs, emails, grades (**list not inclusive**)¹

What does this mean for the preceptor? The preceptor should not disclose student education records with individuals unless there is a NEED TO KNOW (e.g. do not discuss the student's progress with other preceptors).¹ If concerns arise about a student, contact the OEE.

More about FERPA can be found here: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

¹ University of Texas at El Paso. "FERPA 101: What Every Employee Should Know About Family Education Rights and Privacy Act" PowerPoint Presentation. <https://www.utep.edu/student-affairs/registrar/Files/docs/FERPA%20101.pdf> Accessed 5/15/18.

Student Evaluations:

Student evaluations will be based on the AACP [Entrustable Professional Activities](#) (EPAs). Based on Preceptor feedback, individual EPAs have been assigned to the various IPPE and APPE types. These form the base of the student evaluation. Each EPA will be assessed based on the level at which the student demonstrates the EPA. There are four levels: Introductory, Reinforce, APPE Ready and Apply (refer to table 2). Refer to the IPPE/APPE syllabus for specific information about that course's EPAs and for activities to reach the assigned EPAs.

Table 1: Summer Community IPPE EPAs

EPA: The Student can...	Min. Expectancy Level
Maximize the appropriate use of medications in a population	Introductory
Minimize adverse drug events and medication errors	Introductory
Educate patients and professional colleagues regarding the appropriate use of medication.	Reinforce
Collect information to identify a patient's medication-related problems and health-related needs	Reinforce
Analyze information to determine the effects of medication-related problems, identify medication-related problems and prioritize health related needs.	Reinforce
Identify patients at risk for patients at risk for prevalent diseases in a population.	Reinforce
Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s) and other health professionals that is evidence-based and cost-effective.	Reinforce
Follow-up and monitor a care plan.	Reinforce
Collaborate as a member of an interprofessional team.	Reinforce
Fulfill a medication order.	APPE Ready
Provide culturally and linguistically appropriate care to patients.	APPE Ready
Ensure that patients have been immunized against vaccine-preventable diseases.	APPE Ready

Table 2: Demonstration levels

	4 = Student is at APPLY level	3 = Student is at APPE READY level	2 = Student is at REINFORCE Level	1 = Student is at INTRODUCTORY level	N/A
Knowledge/Skills/Attitudes	<p>Student has excelled in performing competency-in knowledge</p> <p>Student has met expectations and requires minimal to no intervention from preceptor</p>	<p>Student performed the competency in knowledge at an acceptable level</p> <p>Student has met expectations but requires occasional intervention from preceptor</p>	<p>Student knows how to achieve competency in knowledge, but has not demonstrated it at an acceptable level</p> <p>Student requires significant intervention from preceptor</p>	<p>Student knows how to achieve competency in knowledge, but rarely demonstrates it</p> <p>Student requires significant intervention from preceptor, and preceptor must often complete for student</p>	Does not apply

School of Pharmacy News:

Curriculum:

In May 2018, the (now P2) students completed their Immunology and Immunizations course and received the APhA Immunization. Currently the students are completing their two week/90-hr Summer Community IPPE, which focuses on Over-The-Counters, Counseling, and applying the Pharmacist Patient Care Process in a community setting.

In the fall, the P2 students begin the Integrated System-based Pharmacotherapy coursework (reach out to the OEE for details on which topics are covered in the P2 year), Biostatistics and Epidemiology and Pharmacy Informatics and Drug Information. The students will continue their longitudinal coursework in Spanish, Law and the PILLS (Professional Innovations Leadership and Life Skills) series. Also, students begin their CAPStone projects. The CAPStone project will help develop students' research skills.

The P1 students will be taking Principles of Drug Action, Human Metabolism, Calculations, Pharmacy Foundations

As for the fall Experiential Education, the OEE will seeking preceptor availability for the below IPPEs.

P1	IPPE Objective(s)	Hours
Foundations - Community	<ul style="list-style-type: none">Examine the legal/regulatory requirements for a pharmacyRecognize the roles/responsibilities of the pharmacist and technicians in that practice settingEvaluate the pharmacy setting/environment for workflow and safetyDescribe the legal requirements of a prescriptionReview the steps of the Pharmacist's Patient care Process	2 hrs/site type
Foundations - Non-Community		
Spanish	<ul style="list-style-type: none">Collect subjective information (patient history) in Spanish	2 hours
P2 Year	IPPE Objective	
Immunizations	<ul style="list-style-type: none">Triage and immunize patients according to vaccine schedules and guidelines	3 hours

Students will be completing their IPPE hours Monday – Thursday after 3pm. On Fridays, after 1pm for P1s and anytime on Fridays for P2s. For didactic IPPEs, it is important to know the exact hours the preceptor/site (if the site shares students – see page 2 for details) can host students. The official call for preceptors will occur in July. However, those interested can provided availability through CORE anytime. To learn about providing availability through CORE click [here](#).

Admissions:

The UTEP School of Pharmacy has concluded its admissions process for Fall 2019 entry and we are excited to bring in a new cohort of IDEAL students! We are confident in our current numbers and optimistic that we will maintain admissions through the summer to be within our goals. Thank you to everyone who helped us with recruitment, interviews and other admissions tasks. We couldn't do it without you!

Study Away: Nashville, TN

As part of required study away program, seven students from the University of Texas at El Paso (UTEP) School of Pharmacy traveled to Nashville, TN during their spring break in March 2018. The faculty coordinator Dr. Sweta Andrews collaborated with a local organization called Renewal House that provides specialized addiction treatment to women and their children. Renewal House is the only long-term residential addiction treatment program in Middle Tennessee that treats women and their children together. This experience provided our students with an opportunity to interact with the recovering residents of Renewal House. Our students facilitated a session on how to prepare healthy low-cost meals under 15 minutes. The students also organized a potluck for the residents where everyone brought a healthy meal to be shared among the group. The students used the local bus-system to explore the city of Nashville by visiting several cultural and historical places. Additionally, the students also attended their first National Pharmacy conference - American Pharmacists Association (APhA) where The UTEP School of Pharmacy received its APhA-ASP Charter.

The unique experience of a different culture and a different area of the country helped students become more open-minded, embrace diversity and gain greater self-confidence as they stepped out of their comfort zone.



CORE ELMS Corner

Student Evaluations:

Beginning summer 2018, the student evaluation function will be active in CORE ELMS. To complete any pending evaluations, click on the left hand tab "Evaluations", go to "Evaluations of Student."

From here, you can click on the bolded evaluation name found in the right-hand column (as indicated by the blue arrow on the screen shot below).

Students	Rotation Dates	Rotation Types	Evaluations
Test Test 2021	10/02/17 - 10/08/17	TEST ROTATION	Didactic IPPE Student Evaluation
Test Test 2021	10/09/17 - 10/15/17	TEST ROTATION	Didactic IPPE Student Evaluation
Test Test 2021	10/23/17 - 10/29/17	TEST ROTATION	Didactic IPPE Student Evaluation
Test Test 2021	01/22/18 - 01/28/18	TEST ROTATION	Didactic IPPE Student Evaluation
Test Test 2021	03/19/18 - 03/25/18	TEST ROTATION	Didactic IPPE Student Evaluation

Precepting Literature:

Accreditation Council for Pharmacy Education (ACPE) 2016 Standards describe that preceptors should demonstrate 10 desired behaviors, qualities, and values and an aptitude in teaching in different roles: instructing, teaching, modeling, and facilitating. An article in the American Journal of Pharmaceutical Education, “Student-Valued Measurable Teaching Behaviors of Award-Winning Pharmacy Preceptors” describes that preceptors encourage application of didactic knowledge as a coach, role model, and facilitator. Coaching is defined as preceptors guiding students through experience and aid in situations where decisions may be difficult. As a role model, preceptors demonstrate professional attitudes, values, and ethics during the rotation experience. As a facilitator, preceptors create the learning infrastructure to allow student learning. Coaching and teaching is harder to distinguish but easier to measure when combined. Teacher-coach role is different from role modeling as in role modeling students learn subconsciously, through seeing and listening, or emulating. Per ACPE, preceptors need to be evaluated as a teacher-coach, role model, and learning facilitator.¹

Past studies on precepting behaviors requiring student responses to educator-defined values exist but none on student-defined and valued preceptor behaviors. This study was to create measurable statements of preceptor behaviors that students could understand and could be used as student-derived quality measures for preceptor performance.¹

This study conducted a thematic analysis of student responses on 21 preceptors over about four-and-a-half-year period. Four hundred fifty-nine qualitative statements were collected by 286 students on 21 selected preceptors.¹

As a result, fifteen themes were translated to roles (table 1): 5 into descriptors of role-modeling behaviors, 6 into teaching-coaching behaviors, and 4 into facilitating behaviors and used in future student evaluations of preceptors.¹

Table 1: Theme coding rules and measurable descriptor developed from theme analysis

	Theme	Measurable Descriptor
	Role-Modeling Behavior	
1	Positive preceptor attitude	Acts in a positive manner during interpersonal interactions
2	Very knowledgeable	Demonstrates expertise in practice area
3	Enthusiasm and passion for patient care	Displays compassion for patients
4	Works well with other health care professionals and colleagues	Respected by the health care team
5	Advocates and has enthusiasm of the profession of pharmacy	Expresses enthusiasm that supports and promotes the profession
	Teaching/Coaching Behaviors	
6	Interested in student learning and success	Displays a genuine interest in student learning
7	Goes out of his/her way and always makes time for student	Consistently available for student questions and guidance
8	Answers and asks student questions, has discussions	Stimulates dialogue that encourages critical thinking and aided in problem solving
9	Teaches students; shares own learning	Dedicate time and energy to teaching student
10	Clear in his/her expectations, provides feedback	Provides useful feedback and clear expectations

11	Solicits input and suggestions from students	Seeks and is receptive to student input into the learning experience
	Facilitating Behaviors	
12	Flexible, organized, accommodating to student learning and scheduling	Effectively organizes appropriate learning activities
13	Willing to provide a variety of experiences	Tailors learning opportunities to meet student needs and interests
14	Creates great working environment for the student	Creates a respectful and welcoming environment where students feel their work is meaningful and appreciated
15	Trusted student with responsibilities; provides independence	Allows and encourages students to build independent practice skills

Some limitations of this study include, most of the student feedback was based on advance pharmacy practice experiences and not on introductory pharmacy practice experience, unknown themes from students who chose not to comment, student demographics, and placement of open-ended prompts after student Likert-scale responses.¹

In conclusion, this study identified measurable behaviors valued by students, may help in instrument development of standard assessment for preceptor evaluation and quality assurance. Additionally, this study used methods that other schools can use to create criteria for preceptor excellence.¹

1. O'Sullivan TA, Lau C, Patel M, et al. Student-valued measurable teaching behaviors of award-winning pharmacy preceptors. *American Journal of Pharmaceutical Education*: 2015; 79 (10) Article 151.

Precepting Nugget:



UTEP SOP students are expected to maintain “high professionalism standards” per the OEE Student and Preceptor Handbook¹. Students review and sign a Professionalism Expectations and Contract before their P1 year which spells out 22 expectations. Some of themes of those expectations are: **Communication** (contacting the preceptor prior to each rotation (generally defined as 2 weeks in advance), speaking effectively communicate absences); **Actions** (protect patient information, be respectful, dress in appropriate, professional attire); and **Education** (actively participate in all rotational experiences, meet all deadlines).

If you see a student struggling in an area of professionalism, provide the student with clear, concise feedback. You should provide the student with your expectations and a time line to meet those expectations. If the student continues to fail to meet Professional expectations, notify the Office of Experiential Education.

¹ University of Texas at El Paso School of Pharmacy (2017). *Office of Experiential Education: Student and Preceptor Handbook*. Retrieved from CORE ELMS

Awards and Achievements:

Accepted Abstracts:

Margie Padilla, Emily J. Christenberry; Ian Mendez ; Jennifer Hartman, Jessica M. Shenberger-Trujillo, Amanda M. Loya, Fadi T. Khasawneh, Jeri J. Sias, Fatima Alshbool, Sweta Andrews; Jose O. Rivera. *Bridging Pharmaceutical Sciences and Pharmacy Practice through a Required, Longitudinal CAPstone Research Experience*, accepted for the 2018 AACP Annual Meeting in Boston, MA.

Manuscripts:

Saugat Adhikari; Saloni Daftardar; Filip Fratev; Miguel Rivera; **Suman Sirimulla**; Kenneth Alexander; Sai Hanuman Sagar Boddu "Elucidation of the Orientation of Selected Drugs with 2-Hydroxypropyl- β -Cyclodextrin Using 2D-NMR Spectroscopy and Molecular Modelling", *International Journal of Pharmaceutics*, 2018 Accepted, In Press.

Fratev, Filip; **Sirimulla, Suman (2018)**: An Improved Free Energy Perturbation FEP+ Sampling Protocol for Flexible Ligand-Binding Domains. *ChemRxiv. Preprint.*<https://doi.org/10.26434/chemrxiv.6204167.v1>

Md Mahmudulla Hassan Daniel Castaneda Mogollon Olac Fuentes **suman sirimulla**; "DLSCORE: A Deep Learning Model for Predicting Protein-Ligand Binding Affinities", *ChemRxiv. Preprint.* 2018 <https://doi.org/10.26434/chemrxiv.6159143.v1> (This manuscript has received a high attention score on Altmetric; it's in the top 10% of all research outputs ever tracked by Altmetric.)

Role of I κ B kinase β in regulating the remodeling of the CARMA1-Bcl10-MALT1 complex. Karim ZA, Hensch NR, **Qasim H, Alshbool FZ, Khasawneh FT.** (Corresponding author: Zubair Karim)

Biochem Biophys Res Commun. 2018 Jun 2;500(2):268-274

Chang, J (with Cho, N., Ke, W., Atems B.) (2018) How Does Electronic Health Information Exchange Affect Hospital Performance Efficiency? The Effects of Breadth and Depth of Information Sharing (*Journal of Healthcare Management* Vol 63(3): 212-228)

Chang, J (with Goyat, R., Rai, P., Ponte, C., Tan, X.) (2018) Cardiovascular Mortality of Oral Anti- Diabetics Drugs approved before and after the 2008 United States Food and Drug Administration (FDA) guideline for Industry – a Systemic Review and Meta Analysis (*Clinical Drug Investigation: Accepted for Publication*);

This is a quarterly publication of the UTEP OEE/PET

We'd love to hear from **YOU** – article ideas, events, or awards/achievements/celebrations!!

For Submissions: vlhowe@utep.edu