



Fall 2018

Miner Rx Nugget

Spot Light:

Preceptor Excellence Team (PET):

Thank you to our outgoing members!

- Erika Estrada – Hospital Representative (El Paso Children's)
- Rachel Kennedy – Amb Care Representative (previously EP VA clinics)
- Lori Garcia – Hospital Representative (THOP-Memorial)
- Megan Stowell – Community Representative (McCoy's)
- Christian Chavez – Hospital Representative (THOP-East)

The Preceptor Excellence Team is charged to develop, recruit, retain, evaluate, and recognize the school's preceptors. Our pharmacy preceptor members represent one of the areas of the four core rotations (Community, Hospital, AmbCare, and Inpatient General Medicine).

During the 2017-2018 Year the team accomplished:

Preceptor Excellence Team has completed the following:

- Identified sites and preceptors for Fall in-course IPPEs as well as for future APPEs
- Recruited new members for PET including Daniela Castaneda (ICE) elective, Rachel Kennedy (VA) amb care
- Established PET consisting of community, hospital, inpatient general, ambulatory care, and elective rotation representation
- Created avenue for interested preceptors to complete application and find information
- Created and tweaked UTEP SOP preceptor orientation and reporting avenue
- Created site/preceptor evaluation
- Created OEE Handbook with details for preceptors
- Provided two preceptor development events totaling 6 hours for over 70 preceptors
- Created quarterly newsletters for preceptor recruitment, SOP update, preceptor and student spotlights

Upcoming Events:

Oct 6 – SOP

Homecoming tailgate
3pm

Oct 20-23 – AACP

Global Conf. on Clinical
Pharmacy – Seattle

Nov 3 - EPPA ACPE

Conference/ UTEP SOP
Preceptor CE

Nov 3 – SOP Open

house for High School
and pre-pharmacy
students

Nov 6 –PET meeting

Campbell Building
room 708, 2-3pm

UPDATE OUR CALENDAR

Send us your events!



Student Spot Light:

Rebecca Belmontes

PharmD Candidate Class of 2019

What sparked your interest in pharmacy?

My interest in pharmacy came as an accumulation of experiences. I started off at a Silva Health Magnet, where I realized I loved math (yes, even calculus) and chemistry. During this time, I volunteered with University Medical Center at the Prescription Assistance Program office and was deeply affected by the number of patients in the community that needed assistance to afford medications, the efforts of the technicians to get them that assistance and how grateful the patients were. Being a tutor of chemistry during my undergraduate years at UTEP let me realize I loved being able to breakdown difficult concepts to others. For me, pharmacy was the perfect combination of math and science, with the addition of being able to have the chance to impact a patient's life.

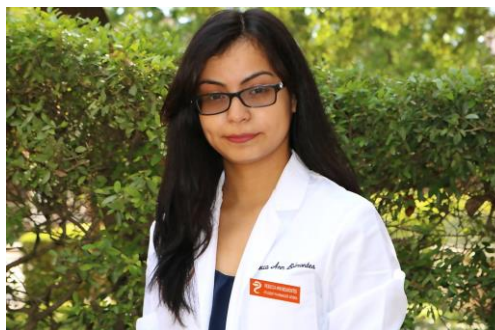


Figure 1: Rebecca Belmontes, PharmD Candidate

What class(es) have you enjoyed the most?

The classes I enjoyed the most were the ones where I was challenged to step outside my comfort zone. In particular, the classes for nonprescription medications and the course on counseling are excellent examples of this. These were the courses where I had to not only learn material but put it into practice for the first time. Going through these was definitely applicable as I worked in community pharmacy, and I got to keep learning and adding the knowledge I gained from courses as a result.

Do you have relatives in the health care field?

I have a few family members in the health care field, but none in the pharmacy field. In particular, my sister went to nursing school so I grew up with her studying late nights and working night shifts. Nursing was the predominant career for those of my family that were in the health care field.

When you started Pharmacy school what practice setting did you see yourself in? And now?

When I started pharmacy school, I had more experience with community pharmacy so I was anticipating going that route or apply for a major drug company to work in pharmaceutical development. I knew pharmacy was where I wanted to be, but still I was open to learning about different options within the field. Currently I am still on rotations so I have more opportunities and experiences to go through, so the setting I see myself in can absolutely change before the year is done. Currently my interests include informatics and infectious disease so I am investigating residencies with those in mind.

Know of a great pharmacist who would make an excellent preceptor?
Encourage them to submit a preceptor application to the School. It can be found at:
https://www.utep.edu/pharmacy/office_of_experiential_education/become_a_preceptor.html
It's simple and easy.

Amir Rastegari
PharmD Candidate Class of 2021



Figure 2: Amir Rastegari, PharmD Candidate

What sparked your interest in pharmacy?

I was always interested to become a healthcare professional because I believe health is the most important thing that a person could have, and I wanted to play a role in helping people to achieve a better health. I first became interested in pharmacy after I graduated from high school. At the time, my sister was attending the University of Incarnate Word and told me about their new pharmacy program. I was curious to learn more about the profession, so I started to shadow a pharmacist and decided to pursue it as my career. I am thankful to have been accepted as part of the first cohort of the UTEP School of Pharmacy right after graduation. I feel that I was destined to become a pharmacist.

What class(es) have you enjoyed the most?

My favorite class so far has been Principles of Drug Action. I thought the class was fun and coordinated very well. While the course was an introduction to pharmacology it also provided the foundation for future courses, which actually helped me with the upcoming courses. My other favorite classes include the study away course and the community IPPE course. For my study away trip I went to Presidio and got the opportunity to explore health care in a rural community. I also liked my two-week community IPPE as it gave me more hands-on experience in a retail pharmacy setting.

Do you have any relatives in the healthcare field?

As a child I was influenced by my grandfather, who is a maxillofacial surgeon, to enter the healthcare field. He definitely supported my decision to apply to pharmacy school and helped me along the way.

When you started Pharmacy school practice setting did you see yourself in? And after one year, has that changed?

As a new pharmacy student, I was not sure what field of pharmacy I would like to work in since pharmacy can be very broad with so many different opportunities. I believe the best time for me to make an informed decision about which practice setting to pursue, would be at the end of my P4 year, after having gone through the rotations. However, as of now the idea of practicing under a collaborative agreement sounds appealing to me.



**Have an immunization or
health screening event that you could use assistance
with?**

Contact the OEE! Between the IPPE curriculum, Student Organizations and Co-Curriculum, the OEE can assist in finding an appropriate partner.

School of Pharmacy News:



Figure 3: The UTEP School of Pharmacy Class of 2022

White Coat Ceremony:

The UTEP School of Pharmacy hosted the White Coat ceremony for the Class of 2022 on August 25th, 2018 (see picture above). Preceptor Dr. Robert Longoria gave an inspiring keynote address to the class. With this class, the class size increases to 57 students. Congratulations Class of 2022! Welcome to the pharmacy profession!

Experiential Education:

The P1 and P2 class are beginning their fall rotations. The P1 students are completing their Foundations' IPPEs, exploring the differences between Community and Non-Community Pharmacies; Spanish; and Poison Control. The P2 students are completing their Immunization and the UMC Medication History IPPE. Thank you to all the preceptors taking our students this fall!



Figure 4: P2 Student Elizabeth Riley gives Dr. Howe her flu shot during a flu clinic at the School

Spring and Summer 2019 IPPEs:

For Spring and Summer 2019, the school will be seeking preceptor availability shortly. Starting thinking about how you can incorporate students into your existing workflow or new/additional offering or services in your pharmacy. Not sure where students fit into your pharmacy? No Worries! Reach out to the OEE for assistance. The OEE would be happy to walk you through the IPPE/APPE curriculum to find places where students may best fits your practice.

Spring 2019 IPPEs:

P1 IPPEs:	Hours	Activities
Patient Counseling	4	Observe and apply counseling in a community pharmacy practice setting under the direct supervision of a pharmacist
Spanish 1b	2	Converse with a patient in Spanish in the community pharmacy setting
Health and Wellness	4	Participate in a Health and Wellness screening
P2 IPPEs		
Practical Applications Lab: Patient assessment	3	Apply patient assessment skills in a pharmacy setting
GHC: Behaviors and Perceptions of Health	4	<i>Explore behaviors and perceptions of health across various cultures and age groups at a community site that serves clients representing the lifespan</i>

Summer 2019:

P2 IPPEs (the current P1s)	Hours
Community	90
P3 IPPEs (the current P2s)	
Hospital	90

Accreditation:

The Accreditation Council for Pharmacy Education Board of Directors reviewed the Doctor of Pharmacy program of the School of Pharmacy for purposes of advancement to Candidate status at its June 20-23, 2018, meeting. It was the decision of the Board that Candidate accreditation status be granted to the Doctor of Pharmacy program. The UTEP School of Pharmacy will continue to track and document student outcomes, and expects a focused on-site evaluation during the 2019-2020 academic year.

AACP Preceptor of the Year:

Congratulations to Drs. Salvador Baeza and Robert Longoria for being nominated for the American Association of Colleges of Pharmacy (AACP) Preceptor of the Year Program. Through this program, Drs. Baeza and Longoria will receive a 2-year complimentary AACP individual affiliate membership beginning January 2019. The membership will allow programming, resources, and tools that will enhance the professional development of adjunct/affiliate preceptors, who are key members of the educational and patient care team.



UTEP School of Pharmacy Teacher of the Year 2017-2018:

Congratulations Dr. Sweta Andrews!



Dr. Andrews earned her Master of Business Administration and PharmD degrees from The University of Findlay in Ohio. She completed a PGY1-1 residency at The University of Oklahoma, College of Pharmacy and a PGY2 residency at Cedarville University, School of Pharmacy. She joined the University of Texas at El Paso, School of Pharmacy as a Clinical Assistant Professor in 2016. Dr. Andrews brings with her significant teaching experience that she gained during her teaching rotation and residency trainings. Dr. Andrews states, “She is honored and humbled to receive the recognition for outstanding student teaching for the year 2017-18.”

Figure 5: Dean Rivera and Associate Dean Chavez present the Teacher of the Year Certificate to Dr. Andrews.

Manuscripts and Publications:

Chang, J (with Nili, M., Luo, L., Feng, X., Tan, X.) (2018) Disparities in Hepatitis C Virus Infection Screening among Baby Boomers in the United States (*American Journal of Infection Control: Accepted for Publication*)

Chang, J (with Patel, I., Chapman, T., Camacho, F., Shrestha, S., Balkrishnan, R., Feldman, S.) (2018) Satisfied Patients and Pediatricians: a Cross-Sectional Analysis (*Patient Related Outcome Measures: Accepted, 9: 299-307*)

Louie JM, Hong LT, Garavaglia LR, **Pinal DI**, O'Brien CE. Evaluation of Home Medication Reconciliation by Clinical Pharmacists for Adult and Pediatric Cystic Fibrosis Patients. *Pharmacy*. 2018; 6(3):91.

Frietze, G., & Cohn, L. D. (2018). Texting and tombstones: Impact of mortality salience on risky driving intentions. *Transportation Research Part F: Traffic Psychology and Behaviour*, 59, 1-11.

Alvarez, M., Oviedo, S., **Frietze, G.**, Field, C., & Zarate, M., (2018). A meta-analysis of Latinx acculturation and intimate partner violence. *Trauma, Violence, & Abuse*. (in press)

Padilla, M., Frietze, G., Shengerber, J., Carrillo, M., Loya, A. (2018). Influenza and Intentions to Vaccinate in an Underserved Hispanic Population: The Role of Theoretically Derived Constructs. *Journal of Pharmacy Practice*. (Accepted and in final revision phase)

Howe V. Virtual Quality Assurance Experiential Site Visits: further research needed. (2018) *American Journal of Pharmaceutical Education*. (accepted for publication).

Padilla, M. Latina Maternal and Child Health Review: Latina and Maternal Health Immunizations. (2018) Presentation at Casa Chirilagua, Alexandria VA and Briefing on Hill on September 27, 2018.

Study Away

Wichita, KS:

UTEP School of Pharmacy students Hendreta Kinbong and Sandra Saenz completed a Study Away Experience in Wichita, Kansas under the direction of Dr. Amanda Loya. This experience took place May 30 - June 7, 2018 and was conducted in collaboration with the University of Kansas School of Pharmacy faculty and students from the Wichita campus. While in Wichita, UTEP and KU pharmacy students had the opportunity to explore community health centers serving underserved patient populations of Wichita as well as community health and wellness initiatives. They also completed service activities including helping to prepare food at a local food kitchen and volunteering at a free healthcare clinic for uninsured or underinsured patients in Wichita. For a glimpse of rural health issues, the students travelled to nearby Greensburg, a rural town of approx. 800 people in western Kansas. This community was devastated by tornado in 2007 and has since rebuilt into “green” community. While in Greensburg, pharmacy students served lunch and visited with older adults at the local senior center before visiting the “Big Well” and museum, which is the site of the world’s largest hand-dug well with exhibits chronicling the tornado and rebuilding of the community. To help provide perspectives on civic engagement in Wichita, pharmacy students attended the District 1 Governmental Breakfast where they met and engaged with a city council member, Kansas state representatives and senators, as well as community members on various community issues. Finally, students had the opportunity to explore local culture and events, including visits to the All-American Indian Center and the Keeper of the Plains which provided key historical perspectives of Native American communities in the mid-West.



Figure 6: Dr Loya with Hendreta Kinbong and Sandra Saenz during the Wichita Study Away

Ireland:

The students’ time in Ireland allowed an exploratory introduction of humanistic approaches to health care through cultural immersion and community engagement. Students had an opportunity to engage in service-learning in a local hospice care setting. Students explored the overlap between important questions in health care and humanities (e.g., What is quality of life? What is a well-being? How does society influence health and well-being? What health disparities are observed? What is the patient experience of illness? What does it mean to relieve human suffering?

The students visited health care facilities and had guest lectures from both pharmacy and humanities faculty at Trinity College Dublin and Queen’s University Belfast, providing students with a basic understanding of pharmacy practice, health care, and culture in Ireland and Northern Ireland. The students also participated in a number of other activities, including museum visits, excursions (opportunity to kiss the Blarney Stone), and Irish dance lessons.



Figure 7: The Ireland study away group at a pharmacy in Ireland.

Providing Students' Feedback

Why Preceptor feedback is important to students

How am I doing? How can I improve? What can I do differently? These are questions that a lot of us ask of ourselves. Additionally, we should be asking and receive gracefully feedback from those who are evaluating us. According to Daniel Kahneman, awarded the Nobel Memorial Prize in Economic Sciences in 2002, "True intuitive expertise is learned from prolonged experience with good feedback on mistakes." Pharmacy preceptors are in a position to provide this feedback and evaluation to our pharmacy students.



Providing feedback and assessment to students is a requirement from schools and colleges of pharmacy. Per the Accreditation Council for Pharmacy Education (ACPE) Standards, "the curriculum allows for timely, formative performance feedback to students in both didactic and experiential education courses."¹

Students also value feedback. An article by O'Sullivan and colleagues, collected student comments on their preceptors. The researchers conducted a thematic analysis on 459 comments resulting in 17 themes. One of these themes listed that students valued was that the preceptor provided feedback. This is consistent with an article by Young and colleagues, in which it was identified that providing feedback was a significant characteristic of an excellent preceptor.³

Feedback does not have to be fancy, complicated, or time intensive, but has to occur. Wilkinson and colleagues published the article *Preceptor Development: Providing Effective Feedback* in the Journal of Hospital Pharmacy. The article provides tools in providing timely, effective, and quality feedback to residents and pharmacy students. Feedback comes in many different forms and is different from evaluation. Feedback is a process that is ongoing, formative, and nonjudgmental. Evaluation is a process that is judgmental. Both feedback and evaluation are up to the preceptor evaluating the student. Most importantly, in an evaluation, there should not be any feedback that the student is hearing for the first time and should be discussed prior to the evaluation.⁴

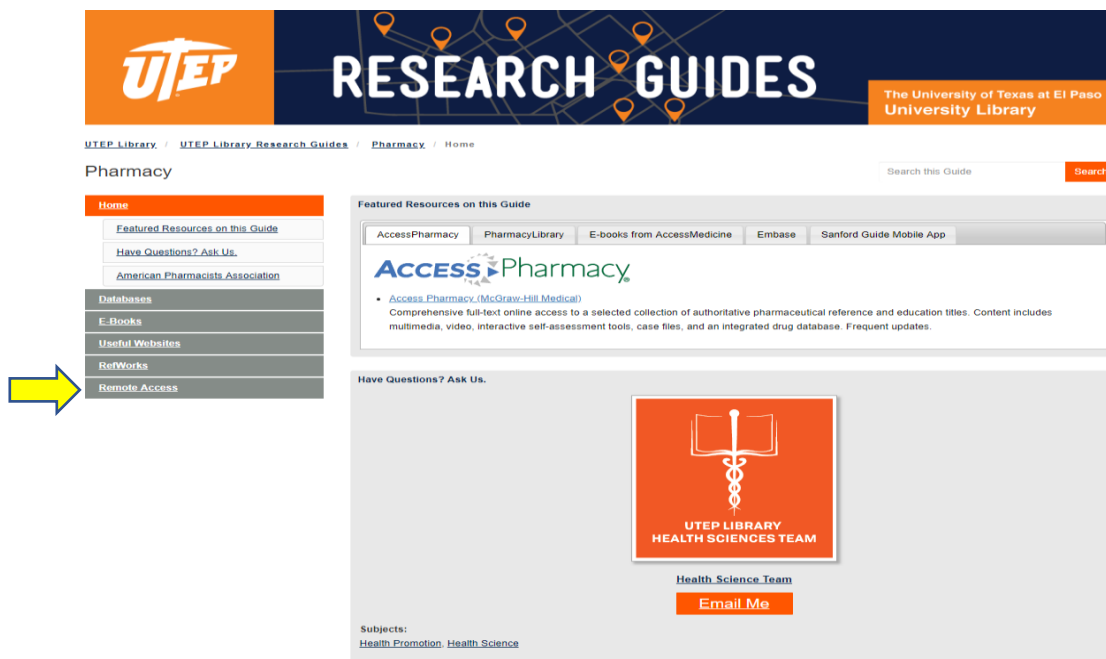
Feedback is important for a student's growth. Not only is feedback and assessment a requirement per pharmacy schools' accreditation standards but is valued to students. Tools are available for approaches to providing feedback. Lastly, during an evaluation, students should not be hearing feedback for the first time and have a good idea of their final assessment.

1. Accreditation standards and key elements for the professional program in pharmacy leading to the Doctor of Pharmacy degree, standards 2016. Chicago (IL): Accreditation Council for Pharmacy Education; 2 Feb2015. <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>. Accessed August 16, 2018.
2. O'Sullivan TA, Lau C, Patel M, et al. Student-valued measurable teaching behaviors of award-winning pharmacy preceptors. *Am J Pharm Educ*. 2015 Dec 25; 79(10): 151.
3. Young S, Vos SS, Cantrell M, Shaw R. Factors associated with students' perception of preceptor excellence. *Am J Pharm Educ*. 2014;78(3) Article 53.
4. Wilkinson ST, Couldry R, Phillips H, Buck B. Preceptor Development: Providing Effective Feedback. *Hosp Pharm*. 2013 Jan; 48(1): 26–32. Published online 2013 Jan 1. doi: 10.1310/hpj4801-26PMCID: PMC3839441.

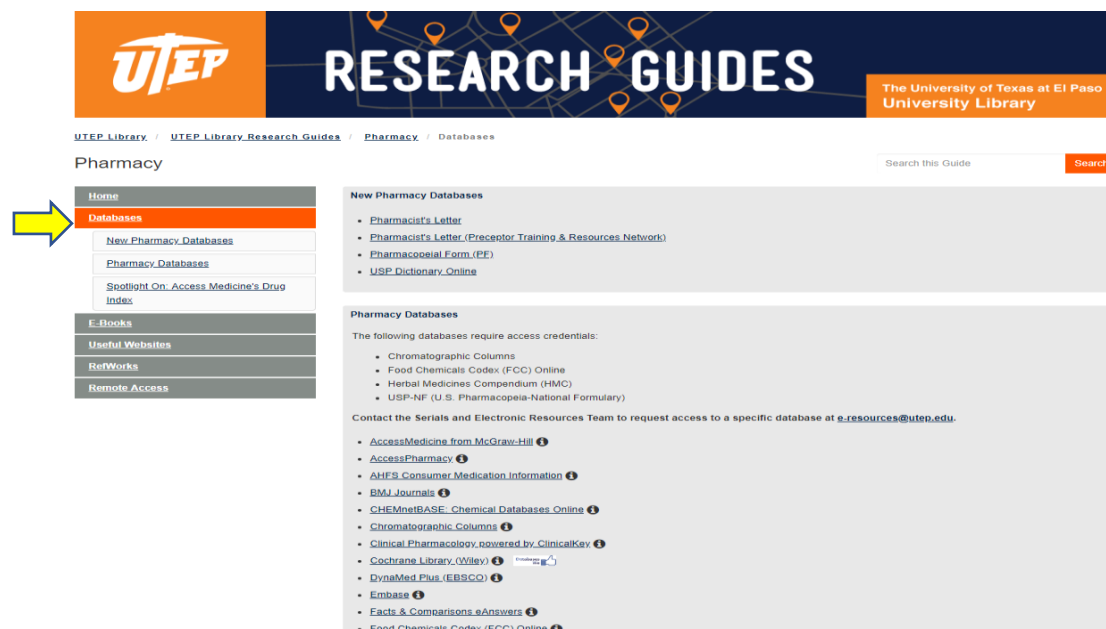
Accessing the Library:

One of the benefits to being a UTEP preceptor, you have access to the UTEP library – databases, journals, books, etc. Pharmacy specific holdings can be found at: <http://libguides.utep.edu/pharmacy>

If you are accessing the library from off campus, click on “Remote Access” and follow the instructions to connect via the VPN



Once connected through the VPN, you can click on Databases to view available pharmacy resources.



Preceptors also have free access to the **Pharmacist's Letter** and **Pharmacist Letter Journal Club**!

To get access, click on the following link to self-register for online access:

<http://info.therapeuticresearch.com/pharmacists-letter-journal-club-application>

Incident Reporting

Did an incident happen during rotation (e.g. student continually late; didn't show up for rotation)?

Now, there is an incident tracking form in CORE to document the incident. The form can be found on the home page when you log in. It can also be found in the document library.

The form facilitates documentation the necessary information (situation, background, assessment and recommendations). It guides the preceptor to have the student lead the assessment and recommendations, with preceptor input. Both the student and preceptor should sign off on the document.

Completed documents should be uploaded into CORE ELMS under "Incident Tracking." This will notify the OEE of the incident.

Serious incidents should be notified to the OEE by phone in addition to the form.

Remember: clearing communicating expectations is an important element to student success!

STUDENT INCIDENT REPORTING TEMPLATE	
Use this form to document student incidence in collaboration with the student. Provide signed copy to the student at the end of documentation and upload into Incidence Tracking into CORE ELMS.	
Student Name: _____	
Semester and Rotation Name (e.g. Spring Community IPPE) : _____	
+	
Preceptor-led	
Situation (What happened?)	
Background (What previous expectations have been set? What has been the previous communication been with student?,	
Student-led	
Assessment (How do you account for your performance? Have the learner reflect upon why this performance measure is important?, What barriers are there to meeting this expectation?, What motivates you to meet this expectation?, How do you self-assess your performance?, What else do you want to charge?)	
Recommendation: Action Plan & Timeframe (What will you do to succeed?)	
Preceptor Signature	Date
Student signature	Date

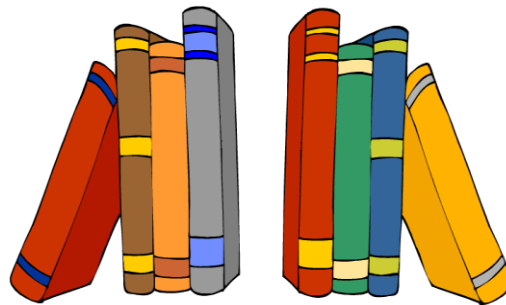
Additional Preceptor Resources:

The following books are available to preceptors:

Soric M, Schneider S, Wineski S. **The Effective Pharmacy Preceptor. ASHP Publications**, 2017.

Soric, M. **Maximize Your Rotations: ASHP's Student Guide to IPPEs, APPEs and Beyond.** ASHP Publications, 2013

Cuellar LM, Ginsburg DB. **Preceptor's Handbook for Pharmacist, 3rd Edition.** ASHP Publications, 2016.



To “check out” any of the above books, contact to OEE.

CORE ELMS Corner

Is your CORE ELMS profile up to date?

An up to date profile is essential to communicate with the program and the school valuable information including:

- Contact information
- Place of employment
- Practice specialties
- Rotation description and documents
- Specific student requirements for rotations at your site.

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: exedpharmacy@utep.edu