

4TH QUARTER | DECEMBER 2019

MINER RX NUGGET

Updates for the preceptors of the University of Texas at El Paso School of Pharmacy

Dean's Welcome

Greetings Preceptors and friends!

I would first like to thank you all for the many ways that each of you has contributed to the UTEP SOP and to the development of future generations of pharmacists in our region and beyond. Today I would like to provide a brief description of what the SOP is doing to explore future opportunities for our profession and our graduates. We are making a concerted effort to respond to a changing healthcare market in ways that allow us to meet the range of new challenges and opportunities that these changes bring. This fall the SOP started a series of presentations and workshops aimed at exploring current training and job opportunities in academia, high-level clinical practice, government, military, and pharmaceutical industry. We will be recording some of the presentations and plan to make them available for you to view at your convenience.



Our first presenter, Dr. Michael Katz from the University of Arizona College Of Pharmacy, visited us to discuss training and job opportunities in academia and high-level clinical practice. We will be scheduling additional presentations in the near future and would like to extend a warm invitation to you all. We would value your presence and participation.

In early November the UTEP SOP hosted the Texas Pharmacy Congress. Members of this Congress represent all the Colleges/Schools of Pharmacy, Texas Pharmacy Association (TPA), Texas Health-Systems Pharmacists (TSHP), and the Texas State Board of Pharmacy. We enjoyed hosting this event at which a number of important issues were addressed. One important discussion addressed two highly relevant bills (HB 3441 and 1757) that were recently approved and will become effective in January 2020. These bills will have a direct impact on the future of pharmacy practice in Texas; specifically in the area of reimbursement for services. Both TPA and TSHP are planning to provide a tool kit (TPA) and presentations (TPA and TSHP) to guide pharmacists in better understanding how they can benefit from this legislation. We will be communicating with both of these professional organizations to monitor their progress. Although El Paso has been only modestly represented in these organizations in the past, this is a great time to consider getting involved in order to stay abreast of these exciting changes in our profession.

The UTEP SOP continues the journey to obtain full accreditation from the Accreditation Council for Pharmacy Education (ACPE). We have worked hard toward this important goal and will be having an ACPE site visit on April 1-2, 2020. We will be reaching out to our highly valued preceptors to participate during this visit in various ways. We hope to see you there. As always, we are very proud and grateful to be working with so many great people in our community. We couldn't do what we do without you.

Finally, we want to wish you all a very happy and meaningful holiday season!

Sinceramente,



Preceptor Spot Light: Michael Lugo

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

Can you introduce yourself?

My name is Michael Lugo and I am a clinical pharmacist at the Hospitals of Providence Transmountain Campus. I am a graduate of the UT Austin College of Pharmacy class of 2016 through the UTEP/UT Cooperative Pharmacy Program. I both staff in the pharmacy and round with the Internal Medicine, Family Medicine, and Critical Care teams.

What IPPE or APPE rotations do you precept?

As a preceptor I take P1-P4 pharmacy students, as well as medical students from Texas Tech. I precept 2-hour IPPEs throughout the P1 year, as well as a 2-week Hospital IPPE for P3s. In the future I will be taking 6-week APPE students for Inpatient General Medicine and Hospital Health Systems.

What are you doing as a preceptor to positively prepare the next generation of pharmacist?

We do our best to ensure that interprofessional teamwork and patient centered care are the emphasis during all our practice experiences.

What do you enjoy most about precepting students?

The thing I like most about precepting is the look on the students faces when they finally understand something they had been struggling with; like a moment of realization comes upon them. It is a rewarding experience to give back to the students and help shape the future of the pharmacy community.

Thank you Dr. Lugo for your contribution in precepting 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.

¹ Adopted by the membership of the American Pharmacists Association October 27, 1994.



Got Emails?



The School sends all emails through CORE ELMS.
Save no-reply@corehighered.com to your safe list.
Looking for an old email? You can view old messages in the
Message Center in CORE ELMS.



Student Spotlight: Babette Pedregon (Class of 2021)



Can you introduce yourself?

My name is Babette Pedregon and I am a P3 student at the UTEP School of Pharmacy.

What sparked your interest in pharmacy?

After being undecided as to what career path to pursue, I was approached by a counselor to see if I would be interested in applying for the pharmacy technician program. Unsure, I decided to fill the last remaining available seat. And after working several years as pharmacy technician, I knew that pharmacy was my passion. I knew that I wanted to go above and beyond the limitations as a pharmacy technician and advance in the pharmacy profession.

Why were you interested in the UTEP School of Pharmacy?

Upon completing my undergraduate coursework, I was prepared to apply to the University of New Mexico College of Pharmacy. I was informed that UTEP was opening a School of Pharmacy the following year. Therefore, I decided against applying to UNM and wait the year to apply at UTEP. This was the perfect opportunity because it allowed me to stay in my hometown and remain close to family.

What class(es) have you enjoyed the most?

The class I have enjoyed the most is ISBP [*Integrated Systems-based Pharmacotherapy*]. As overwhelming and stressful as this course is, I have really enjoyed learning about different disease states and how to treat them. This course is challenging but also rewarding as therapeutics is one of the principal courses in pharmacy.

Do you have relatives in the health care field?

No, I am a first-generation college student and have no other family members in the health care field.

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

When I started pharmacy school, I knew that I wanted to pursue practice in an Ambulatory Care setting. By being exposed to this type of setting prior to applying to pharmacy school, I witnessed firsthand what clinical pharmacists did and I knew immediately that this setting was my passion.

What are you involved in at school?

I am currently involved in several organizations: EPASHP- Pharmacy Technician Liaison; SSHP- Member; ASHP- Member; APhA- ASP- member; EPPA- Member.

How has your perspective on the profession of pharmacy changed since joining the School?

My perspective has positively changed because the pharmacist plays a vital role in many different areas of patient care. Pharmacists are being utilized more for their expert recommendations regarding safe medication use in a multidisciplinary team approach.

What has been some of your favorite moments at the UTEP SOP so far?

First and foremost, I am very excited to be part of the inaugural class in my hometown and the opportunity to give back to my community. I am grateful for the amazing friends I have met in pharmacy school and glad we motivate and support each other during the difficult and stressful times.

Calendar:

Dec 18th: APhA-ASP
Counseling Competition

Jan 24,25: Admission
Interviews

Jan 30: TeamSTEPPS IPE event

Jan 31: Sim Hospital Day

Feb 5: Sim Hospital Day

March 13: Sim Hospital Day

April 1: Sim Hospital Day

April 1, 2: ACPE Site Visit

April 3,4: Admission Interviews

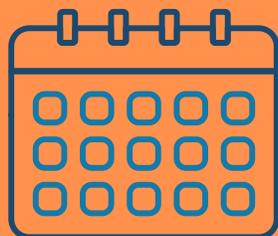
April 4: EPASHP's Frontiers in
Pharmacy

April 10: Admission Interviews

April 15: HOPE fair

May 25: APPEs begin

Update your calendar:
Send us your events!



Dealing with Academic Misconduct



What do you do if you have a student on rotation and run into some misconduct issues - academic or professional? Is the student demonstrating harassing or discriminatory behavior?

The School has policies and procedures in place to address misconduct on rotation. Below is a brief summary. However, if you ever have questions about conduct on a rotation, reach out to the OEE for guidance.

Professional Misconduct:

First, try to mediate any professional misconduct with the student directly and inform the appropriate OEE coordinator. Also, document the facts of the misconduct and any mediation attempts. You can document this in the "Incidents" tab in CORE ELMS. There is an "Incident Report form" found on the Home page and in the "Document Library" in CORE ELMS to facilitate documenting the student medication attempt.

If the issue is not successfully mediated, contact the Director of Experiential Education. From there, the OEE will follow the School's policies and procedures dealing with the specific type of misconduct.

Academic Misconduct, Harassment, Discrimination:

Contact the Director of Experiential Education to initiate UTEP and School of Pharmacy Policies. As in professional misconduct, document the facts or evidence of the misconduct.

If at any time you are unclear which action to take, contact any of the members of the OEE either by phone or email to discuss the best course of action.

Communicating with students

Students should be communicating with preceptors to either confirm IPPE times or schedule their IPPE. Please indicate in CORE what is your best communication means, if not email. Make sure to confirm back with students so they know when to report.



Additional Preceptor Opportunities

Looking to precept students in the spring? The students will be completing the following IPPEs during the spring semester. If you are interested contact the OEE for further details.

- P1 - Spanish Counseling - 4 hrs
- P1 - Health fairs/health and wellness promotion - 2/4 hrs
- P2 - Physical assessment - 2 hrs

In addition to IPPEs and APPEs at your site, the School hosts various events you can be involved in. Occurring this spring:

- APhA-ASP Counseling Competition: in Jan (video review on your own time).
- TeamSTEPPS IPE : Jan 31st 10am-Noon; 1300-1500 and 1530-1730
- Simulated Hospital Days: Jan 31st noon-1630; Feb 5th 8am-noon; March 13th Noon-1730, April 1st 8am-noon.
- Admission Interviews: Jan 24, 25; April 3, 4; April 10th

If you are interesting in volunteering for any of the above events, contact the OEE.



CORE ELMS Corner: Document Library

Looking for a syllabus? Need to view the Experiential Handbook? Head to the Document Library in CORE ELMS.

The School posts relevant documents in the Document Library found in CORE ELMS.

Some items current in the document library:

- List of CE opportunities
- Information on Library Resources
- Incident Reporting form
- Summer Community IPPE resources
- Summer Hospital IPPE resources
- Past Preceptor Newsletters

If you are looking for something and cannot find it posted in the document library, let us know! If it is relevant to you, we'll make sure to get it in there.

Effective Precepting Strategies:

Assessment of Prior Knowledge and Expectations

Before the start or at the beginning of a rotation, it is helpful to assess the student's prior knowledge and expectations. It can help refresh what they need to know and do to be successful and identify areas where additional support is needed.

To assess prior knowledge, consider having students:

- self-assess their own prior knowledge
- use open-ended questions
- create a concept map.

To assess expectations, consider completing:

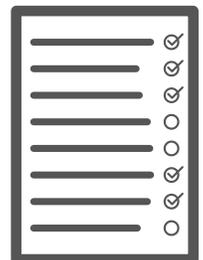
- A student interview (e.g. what are your goals; how can I help you achieve your goals; what reservations, if any, do you have; what skills do you think you need for this rotation?)
- a self-assessment of their skills sets necessary (e.g. time management - do deadlines cause you stress or motivate you; independence - are you adept at meeting goals; study skills - how do you like to learn?)

By understanding where the student is entering your rotation in both knowledge and expectations, it will allow you to adjust your rotation to best support the student to be successful.

If you have additional questions or need assistance in implementing, contact the OEE.

Preceptor Evaluations

In the previous UTEP School of Pharmacy Quarterly Preceptor Newsletter published September 30, 2019, information was provided on how to access preceptor evaluations from students. If you are having any trouble accessing these, please don't hesitate to contact us at the Office of Experiential Education at exedpharmacy@utep.edu or 915-747-8519.



Student Organizations Updates



Phi Lambda Sigma

The UTEP School of Pharmacy is pleased to announce that they have received approval from the Phi Lambda Sigma (PLS) Executive Council to charter the Epsilon Kappa chapter of PLS. PLS is an honorary leadership society that recognizes students, faculty, and staff that are leaders within their respective schools/colleges and the profession of pharmacy. The Epsilon Kappa chapter will be seeking nominations from eligible P2 and P3 students to join the charter class. New member initiation and the chapter installation ceremony will be held in the Spring of 2020.

APhA-ASP Chapter

APhA-ASP held its first annual Student Pharmacists Jeopardy Competition (SPJC) on Nov 7th. We would like to thank the members of our SPJC committee, participants and audience for putting on a great show!" (See photos below.)



SSHP CHAPTER

This month the SSHP will be collecting various items (image below) for the Child Crisis Center till December 11th. The organization was also able to sponsor 3 midyear registrations to Gaspar Quintana, Marisol Blanco, and Cristina Ortega.

Congratulations to the chosen members and thank you all for representing the UTEP SOP SSHP chapter while attending ASHP Midyear in Vegas this year!

APPEs start May 2020

On Nov 18th, the OEE released the APPE availability to the current P3 class. Don't miss out on the value that APPE students bring to your site. Students are pharmacists extenders! If you provided APPE availability, the OEE will be in touch end of Jan/early Feb with a tentative APPE schedule. If you still need to provide APPE availability, do so today to not miss out.

Start planning for APPE students now. If you have questions on what IPPEs or APPEs you could take or how students could fit in, let the OEE know.

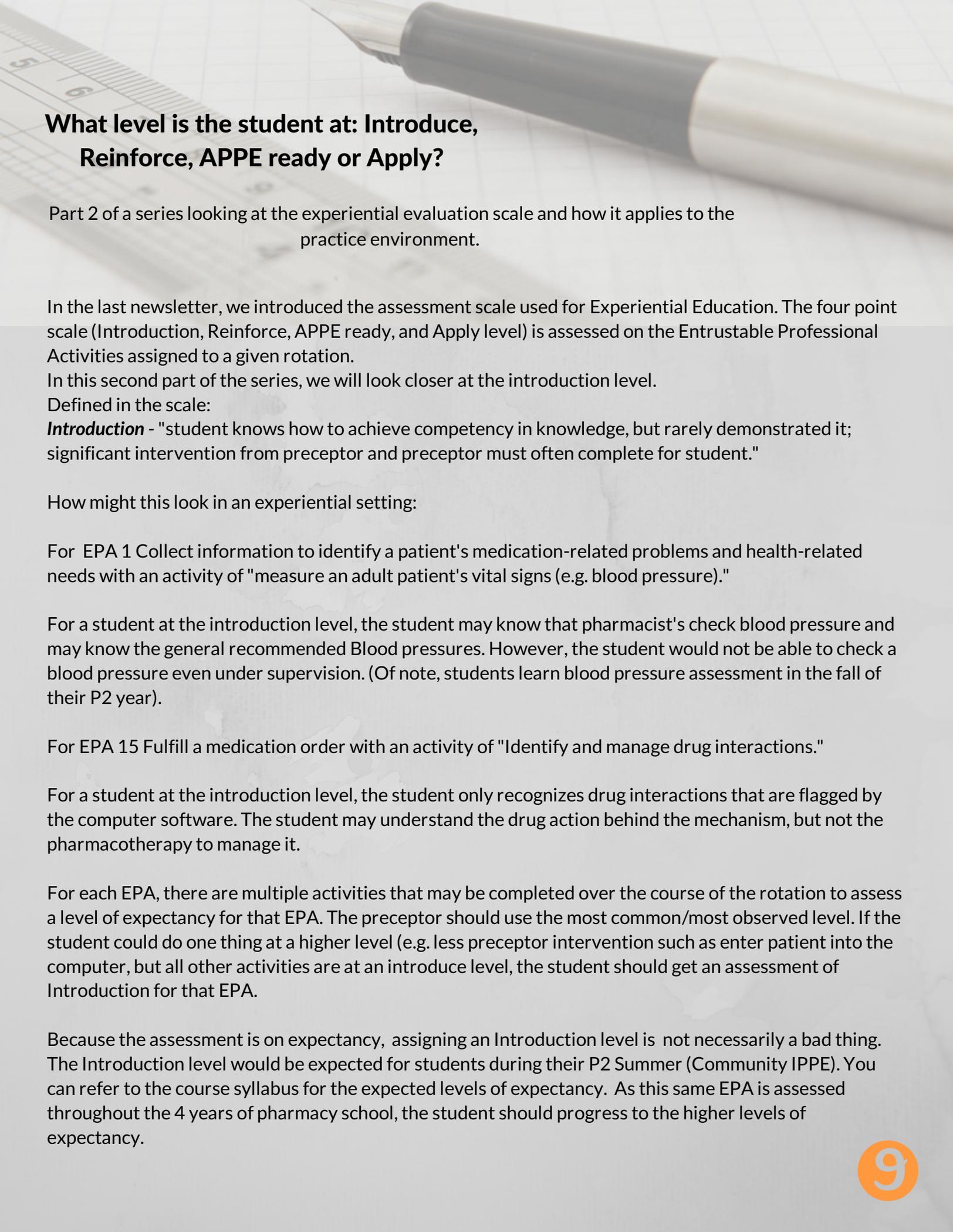


2nd Annual Preceptor Recognition Dinner

On Nov 7th, the UTEP OEE recognized the outstanding contributions our preceptors make to our students. Over some great BBQ, we recognized our Preceptor of the year Nominees: Kevin Lambeth, Fernando Jaquez, Victor Rosales, and Michael Lugo. And the winner Dr. Gerry Reyna.

Thank you to all Preceptors for your contributions!!





What level is the student at: Introduce, Reinforce, APPE ready or Apply?

Part 2 of a series looking at the experiential evaluation scale and how it applies to the practice environment.

In the last newsletter, we introduced the assessment scale used for Experiential Education. The four point scale (Introduction, Reinforce, APPE ready, and Apply level) is assessed on the Entrustable Professional Activities assigned to a given rotation.

In this second part of the series, we will look closer at the introduction level.

Defined in the scale:

Introduction - "student knows how to achieve competency in knowledge, but rarely demonstrated it; significant intervention from preceptor and preceptor must often complete for student."

How might this look in an experiential setting:

For EPA 1 Collect information to identify a patient's medication-related problems and health-related needs with an activity of "measure an adult patient's vital signs (e.g. blood pressure)."

For a student at the introduction level, the student may know that pharmacist's check blood pressure and may know the general recommended Blood pressures. However, the student would not be able to check a blood pressure even under supervision. (Of note, students learn blood pressure assessment in the fall of their P2 year).

For EPA 15 Fulfill a medication order with an activity of "Identify and manage drug interactions."

For a student at the introduction level, the student only recognizes drug interactions that are flagged by the computer software. The student may understand the drug action behind the mechanism, but not the pharmacotherapy to manage it.

For each EPA, there are multiple activities that may be completed over the course of the rotation to assess a level of expectancy for that EPA. The preceptor should use the most common/most observed level. If the student could do one thing at a higher level (e.g. less preceptor intervention such as enter patient into the computer, but all other activities are at an introduce level, the student should get an assessment of Introduction for that EPA.

Because the assessment is on expectancy, assigning an Introduction level is not necessarily a bad thing. The Introduction level would be expected for students during their P2 Summer (Community IPPE). You can refer to the course syllabus for the expected levels of expectancy. As this same EPA is assessed throughout the 4 years of pharmacy school, the student should progress to the higher levels of expectancy.

Preceptor Literature:

Access for free
through the
UTEP library

Below are some recent articles published dealing with precepting:

- Susan Vos, et al. (2019). When Experiential Education Intersects with Learning Disabilities. *American Journal of Pharmaceutical Education*: Volume 83, Issue 8, Article 7468.
- Ann M. et. al(2019). Educational Prescriptions to Document Evidence-Based Medicine Questions in Ambulatory Care Advanced Pharmacy Practice Experiences. *American Journal of Pharmaceutical Education*: Volume 83, Issue 8, Article 7299.
- Lisa Nguyen, Kyle Fischer, Juan Castro, Sandy Diec, Student-led foot-care sessions for patients with diabetes, *American Journal of Health-System Pharmacy*, Volume 76, Issue 22, 15 November 2019, Pages 1823–1824, <https://doi.org/10.1093/ajhp/zxz206>
- Lisa Nguyen, Kyle Fischer, Juan Castro, Sandy Diec, Student-led foot-care sessions for patients with diabetes, *American Journal of Health-System Pharmacy*, Volume 76, Issue 22, 15 November 2019, Pages 1823–1824, <https://doi.org/10.1093/ajhp/zxz206>
- Baretta R Casey, Marie Chisholm-Burns, Morgan Passiment, Robin Wagner, Laura Riordan, Kevin B Weiss, Role of the clinical learning environment in preparing new clinicians to engage in quality improvement efforts to eliminate health care disparities, *American Journal of Health-System Pharmacy*, , zxz251, <https://doi.org/10.1093/ajhp/zxz251>



This is a quarterly publication of the UTEP Office of Experiential Education/Preceptor Excellence team.
We'd love to hear from YOU - article ideas, events, awards/achievements/celebrations, or interested in becoming more involved.

Contact the OEE/PET: exedpharmacy@utep.edu

