

# 1ST QUARTER | APRIL 2020

## MINER RX NUGGET

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

### COVID-19 and Experiential Education:

We are grateful for precepting our students, especially during the difficult times!

UTEP SOP continues to support UTEP leadership decision as well as follow guidance from ACPE, other Texas schools and colleges of pharmacy, and clinical sites to continue participation in experiential education.

For your students on rotation:

#### Engagement in Patient Care

- Students should not be involved in direct care of patients with respiratory conditions involving infectious processes. At the preceptor's discretion, this may be broadened to restrict involvement with any patient presenting with respiratory symptoms.
- Students should not be the first person to assess any patient that presents with a fever or with respiratory symptoms.
- Student must not be in contact or engaged in patient care of patients with confirmed or suspected COVID-19.

#### Preceptor and Sites

- We ask that all preceptors remain responsible for the oversight and effective communication of applicable protocols and precautions.
- Any student scheduled at a practice site where quarantine guidelines are implemented must report this to the Office of Experiential Education immediately (see reporting contact below). Students who must leave a site due to quarantine policies will be placed at an alternative site based on availability.
- Should a student be exposed to a patient with presumed or confirmed COVID-19, the preceptor and/or site must inform the Office of Experiential Education immediately (see reporting contact below).

The Office of Experiential Education is taking the following steps to evaluate student exposure risks.

#### Student Monitoring

- Students will be instructed to self-screen on a daily basis. Screening will include symptoms (such as fever, cough, shortness of breath), travel, and/or contact with a person diagnosed with COVID-19.
- If a student has a positive self-screening or believes they may be infected, they must not attend rotation. Students will be instructed to self-report (to preceptor and UTEP SOP OEE) and seek medical care. We will work with the student and their preceptor to address any missed course work.

**FOR REPORTING**, PLEASE CONTACT Jacquelyn Navarrete, Pharm.D. at [jpnavarrete@utep.edu](mailto:jpnavarrete@utep.edu)

#### Opportunities:

Think about how the situation with COVID could create opportunities for students. Students can help extend pharmacists services all while completing their educational requirements.

As this situation continues to evolved, please be well and stay in touch!



## Preceptor Spot Light: Fernando (Lee) Jaquez

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

### What do you want other preceptors to know about yourself? (introduce yourself)

*Hello all! I'm a Pharmacy Manager at Walgreens, whom I've worked for since graduating in 2008. I received my Pharm.D. from Texas Tech University Health Science Center School of Pharmacy. I'm also an El Paso native who loves to travel and spend time with family.*

### What IPPE or APPE rotations do you precept?

*I precept for Spanish, Community and Immunization IPPE's.*

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

*I like to reflect on my own rotation experiences as a student and do my best to emulate those preceptors whom I learned a great deal from in order to make it a positive learning environment.*

### What do you enjoy most about precepting students?

*I find precepting to be a rewarding experience that allows me to give back to the profession and the future generation of pharmacists.*

## ACPE Accreditation Updates

On March 13th the School of Pharmacy received an official notice from ACPE that, due to the COVID-19 situation, our April 1-2, 2020 accreditation site visit will be postponed until fall 2020. ACPE acknowledged and appreciated the hard work of faculty, preceptors, staff, and students in the preparation of the spring site visit in their official notice.

What you need to know:

- Our site visit will be rescheduled for fall 2020.
- We will need preceptor participation for the fall ACPE site visit.

**Thank you** all for your work and dedication to prepare for our accreditation site visit. Your efforts will need to be continued as we prepare for our fall 2020 site visit. We will need your participation in the ACPE preceptor's meetings this fall. We will provide updates regarding specific site visit dates as this information becomes available.

## Student Spotlight: Alexis Betancourt (Class of 2022)



### Can you introduce yourself?

*Hello, my name is Alexis Betancourt, I am a second-year pharmacy student candidate at the University of Texas at El Paso School of Pharmacy.*

### What sparked your interest in pharmacy?

*While working as a pharmacy technician to finance my undergraduate studies, I fell in love with the practice of pharmacy and being able to serve patients and the public. As a pharmacy technician in various settings, I had the privilege of being mentored by many passionate pharmacists who inspired me to pursue pharmacy as my career. There was always something to learn and I truly looked forward to working as a pharmacy technician every day. Also, I worked as a pharmacy technician instructor to students that I hope will one day feel inspired and as passionate as I do to pursue a doctorate in Pharmacy.*

### Why were you interested in the UTEP School of Pharmacy?

*El Paso is my hometown, through my pharmacy experiences I have realized there is a huge void in the pharmacy realm to fill within this community and the country. I want to be a part of the transition of healthcare and growth potential within the pharmacy arena in El Paso and choosing UTEP SOP will allow me to continue to contribute positively here in my hometown.*

### What class(es) have you enjoyed the most?

*Pharmaceutical Therapeutics! Through my experiences in pharmacy I have become an avid learner of pharmacy. This course has not only challenged me to understand how medications work in the body but also the importance and impact of how continued learning will be utmost essential through this career path.*

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

*Before pharmacy school I saw myself working in a clinical hospital setting, which is still holds true today. After graduation my goal is to specialize as a pharmacist in clinical pharmacy, although, I have not decided on a particular specialty yet. I have also considered academia as a long-term goal for the future. I look forward to starting APPEs to help me determine which specialty I will be most passionate about.*

### What are you involved in at school?

*In my first year of pharmacy school I held the P1 student liaison position for the UTEP TSHP student chapter. This year as a P2 I am currently the UTEP TSHP student chapter President, which has allowed for a lot of various participation both in and out of the school of pharmacy. I am also one of the UTEP School of Pharmacy representatives of the inter-professional collaboration. This position allows me to participate in events with other students in other healthcare professions within the health sciences at UTEP (ex. PT, Nursing, OT, rehabilitation therapist, speech therapy). In addition, interacting with future healthcare leaders like myself will allow me to build strong relationships outside the scope of pharmacy practice. Taking these positions has taught me the importance of leadership, time management, and working within multidisciplinary teams. Soon I would like to evolve my leadership goals by participating at the city and state levels of organizations.*

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

*I have noticed how new the term "pharmacy" is for many health care providers in this community with the current upcoming university presence. Something most of the community does not know is pharmacists can assist tremendously in various healthcare settings and continue to do so even at the legislative level. This makes me excited for what the future of pharmacy will look in El Paso.*

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

*I have been able to learn something positive out of all my IPPE experiences, even in difficult situations. They also allow for a lot of networking within the pharmacy community. Participating in community outreaches within the UTEP TSHP student chapter organization, engaging with the community, and representing UTEP SOP has been most rewarding. Lastly, the relationships I have formed with my peers and instructors has allowed for the continuous growth of building a great pharmacy school, and the future looks bright.*

## Calendar:

May 25 - July 3: APPE Block 1

June 1 - June 12: IPPE Block 1

June 15 - June 26: IPPE Block 2

June 29 - July 10: IPPE Block 3

July 6 - Aug 14: APPE Block 2

July 13 - July 24: IPPE Block 4

July 27 - Aug. 7: IPPE Block 5

Aug. 10 - Aug. 21: IPPE Block 6

Aug. 17 - Sept 25: APPE Block 3

Sept. 28 - Nov. 6: APPE block 4

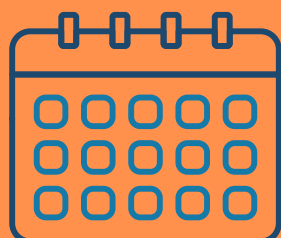
Nov. 9 - Dec. 18: APPE Block 5

Jan. 4 - Feb. 12: APPE Block 6

Feb. 15 - March 26: APPE Block 7

March 29 - May 7: APPE Block 8

**Update your calendar:  
Send us your events!**



## New Face at the School: Dr. Marc Cox, PhD Chair of Pharmaceutical Sciences



In addition to his new appointment as Professor and Chair of Pharmaceutical Sciences in the School of Pharmacy, Dr. Cox is Professor in the Department of Biological Sciences, Director of the Investigator Development Core within the Border Biomedical Research Center, and Deputy Director of the BUILDing SCHOLARS Center at the University of Texas at El Paso (UTEP).

Dr. Cox is a molecular endocrinologist with expertise in intracellular receptor signaling pathways. In addition to identifying, characterizing, and therapeutically targeting steroid hormone receptor regulatory proteins for the treatment of prostate cancer, he also has expertise in various model systems, including yeast, that prove useful in large-scale toxicity screens, as well as for high throughput screens for novel drug candidates. Dr. Cox also has expertise in the molecular chaperone-mediated stress response and maintains a wealth of reagents relevant for research in any system and/or disease involving chaperones and the stress response including a wide variety of cancers, neurodegenerative diseases and toxicant-induced cellular stress. As a result Dr. Cox collaborates on a number of projects that are outside of his major research foci. In addition to environmental monitoring and prostate cancer therapeutics, Dr. Cox has published with collaborators in areas as diverse as Alzheimer's Disease, stress and depression, and chronic pain.

Dr. Cox was named the 2016 Inventor of the Year by the Intellectual Property Law Section of the State Bar of Texas for his breast and prostate cancer treatments developed at UTEP. In addition to his research accomplishments, Dr. Cox has served on the Executive Committee of the UT System Faculty Advisory Council, as the Founding Director of the Center for Faculty Leadership and Development, as the UTEP Faculty Senate President, and on a number of university-wide committees that provide leadership and guidance on curriculum assessment for SACS/COC accreditation, academic program assessment, conflict resolution, the Handbook of Operating Procedures, and intellectual property protection.

# APPE Activites for Busy Times

Be it a planned vacation, regular day off, or educating multiple students, you may be looking for ideas for addressing students' needs during those times. APPE students do not need to be with you at all times to have a successful rotation. Consider the following options:

1. Other pharmacists, staff members, or other members of the interdisciplinary team to educate the student during that time. Remember for any dispensing activities, the student needs to be under the direct supervision of a preceptor.
2. Project time! There could be up to 80 hours (2 weeks) of project time. This could be done on site or virtually from the students home. If the student is on project time, make sure to have clear guidance about what the student should be working on and how to report back. The syllabus will have example activities.

By utilizing one or both of those techniques, you can still have an APPE student while on vacation or even have multiple students without compromising the learning of any of the students.

Need help still? Talk to your OEE coordinator to get additional ideas.



## CORE ELMS Corner: Absences

Students are expected to attend all experiential education related activities. It is the responsibility of the student to inform each preceptor/site of any absences. For instance, APPE students may want to attend conferences or residency/ job interviews or may be ill.

For any absence of one day or more, the absence should be recorded in CORE ELMS under "Absences" by the student. If possible, the form should be completed at least 30 days prior to the absence. In the event the absence is not scheduled, the Absence Request form should be submitted to the preceptor and OEE within three days of the student's return.

While it is the responsibility to record any absence, excused or not, the preceptor also has the ability to record a student absence.

The "Absences" section can be found on the left hand blue bar.

It is the responsibility of the course coordinator, working with the preceptor, to determine if the student can successfully complete the rotation. A detailed plan for the make-up of the missed days will be completed if it is possible to make up the missed days.

# Mid-Term Evaluations: Giving Student Feedback on Their Progress

Preceptors should continuously give feedback to the student about rotation progress. This prevents surprises at the end and gives the student an opportunity to improve. There are now Mid-term evaluations for both the summer IPPEs and APPEs. This simple evaluation should be completed:



**For Summer (Course) IPPEs;** at the end of the first week (of the 2 week rotation)

**For APPEs:** at the end of the third week (of the 6 week rotation)

## IPPE evaluation:

- At this midpoint of the IPPEs, does the student and preceptor agree that the student is on track to meet all required components and PASS the IPPE (based on the syllabus, required activities, and required Entrustable Professional Activities (EPAs)? (Yes/No)
  - If you answer "No," there is an area to document an action plan to bring the student up to a passing level.

## APPE Evaluation:

- The preceptor and student have reviewed the syllabus, required activities, and required EPAs. Student and preceptor agree that the student is on track to meet all required components of the APPE. (Yes/No)
- The preceptor and student have discussed at least three (3) things the student has done well during this rotation (strengths) (Yes/No)
  - Area to document strengths.
- The preceptor and student have discussed at least three (3) things the students needs to improve on during this rotation (weakness). (Yes/No).
  - Area to document weaknesses.
- Based on the syllabus, required activities and EPAs, at this midpoint evaluation , the student is on rack to PASS this APPE. (Yes/No)
- If the student is not on track to pass, has an action plan been discussed with the student to bring the student to a passing level? (N/A, Yes, No)
  - Area to include action plan details.

Making sure students have constant feedback on their performance gives the student a chance to continue doing things well and a chance to improve in areas that are not going well. While you may want to give more frequent feedback, at a minimum complete the mid-term evaluations with your student to document student progress at that point. Negative mid-term evaluations will alert the OEE that the student is not on track to pass. If that happens, the OEE will be in communication with the preceptor to check if additional support is needed. If you have any questions or concerns about the evaluation, reach out to the OEE.

Thank you for all the support you provide in educating the next generation of pharmacists!

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

Part 3 of a series looking at the experiential evaluation scale and how it applies to the practice environment.

Previously, 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 the third part of the series, we will look closer at the Reinforce and APPE ready levels.

Defined in the scale:

**Reinforce** - Student knows how to achieve competency in knowledge, but has not demonstrated it at an acceptable level. Student requires significant intervention from preceptor.

**APPE ready** - Student performed the competency in knowledge at an acceptable level. Student has met expectations but requires occasional intervention from preceptor.

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 the student performing a blood pressure assessment at the **Reinforce** level, the student is able to place the cuff and measure the blood pressure of some patients, but may make technical mistakes or take longer than necessary to measure the blood pressure. The student's technique is not smooth. Whereas, the student at the **APPE ready** level can check blood pressures easily and only needs help on the occasional or more challenging patients.

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

For a student at the **Reinforce** level, the student recognizes drug interactions on a patient's profile and would begin to formulate a plan to address. However, may not consider patient specific factors in the DI plan of action. At the **APPE ready** level, the student recognizes the drug interactions, takes into consideration several, but maybe not all patient specific factors, and can articulate a plan of action.

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 activity at a higher level (e.g. less preceptor intervention such as enter patient into the computer, but all other activities are at a lower level, the evaluation should document the lower level for that EPA. for that student.

Because the rotation assessment is on expectancy, assigning a particular level is not necessarily a bad thing as the level of expectancy increases as the student advances in the curriculum. The **Reinforce** level would be expected for students during their P3 Summer (Hospital IPPE). The **APPE ready** level would be expected for students entering and throughout the APPE year. Each syllabus will spell out the minimum levels of expectancy.

# Preceptor Literature:

Access for free  
through the  
UTEP library

Below are some recent articles published dealing with precepting:

- Wasserman JA, et al. **Responding to Unprofessional Behavior by Trainees — A “Just Culture” Framework.** N Engl J Med 2020; 382:773-777

<https://www.nejm.org/doi/pdf/10.1056/NEJMms1912591?articleTools=true>

## Specialties in CORE:

Let students know more about you. Add your specialties under your profile. Don't see your specialty listed? Let the OEE know. We'll make sure to add it.

## Free Continuing Education and Preceptor Development Opportunities



The School has partnered with CEImpact to offer a full library of resources to support your work as a preceptor, teacher, and mentor for our student pharmacists with access to over 30 hours of accredited pharmacy education focused on teaching and mentoring skills, student performance assessment (including giving effective feedback), fostering interprofessional education, and more. In addition, CEImpact offers a monthly live journal club (Login to Learn) where preceptors and students can learn in an online, collaborative environment.

To get started, sign into CORE ELMS and go under "External Resources" to get the UTEP sign up code.



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](mailto:exedpharmacy@utep.edu)