



## 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.*

To recognize our outstanding preceptors, the student body nominates and votes on the IPPE (and APPE – once we have APPE students) Preceptor of the Year. The 2018-2019 Introductory Pharmacy Practice Experience Preceptor of the Year Winner is **Dr. Gerry Reyna, PharmD, RPh**, Walgreens Staff Pharmacist – Store #3924, who was also featured in the 1<sup>st</sup> Quarter Preceptor Newsletter. Dr. Reyna will be recognized in the fall at the 2<sup>nd</sup> Annual Preceptor Recognition Dinner.



### What does this award mean to you?

*This award illustrates the importance of making deep connections with students and the impact that a preceptor can have on their students. As a graduate of 2015, I know how it feels to go through IPPEs, APPEs, OSCEs, and benchmark tests, and how a good preceptor can make the difference between a simple mandatory experience, or a truly eye-opening and transformative experience that aids you in other aspects of pharmacy school. It is truly an honor to be chosen because it lets me know that I am helping make an impact on their education!*

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

*There are so many things I enjoy about precepting students! I enjoy staying connected with students and seeing the enthusiasm most students have for their education in pharmacy, particularly when they are about to graduate. They come prepared with great questions and they keep me on my toes. It gives me the opportunity to reflect on why I became a pharmacist and reignites my excitement for what I do. Sometimes we even end up learning something new together, or they end up teaching me something new that I may have missed out on doing a CE about like a new clinical guideline update, or the new tools they are being taught for counseling patients, or changes in the profession such as the ongoing fight for provider status. This transferring of knowledge makes precepting students a most rewarding endeavor. When my students leave my rotation, especially after an APPE rotation, my hope is for them to be as ready as can be to practice pharmacy in a retail setting with their heart open and their brain ready to be the best pharmacist they can be, and seeing their growth and preparedness is truly what I enjoy the most (especially when they keep in touch and tell me about their job offers and their residency matches)!*

Congratulations, Dr. Reyna. Thank you for your contributions 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 Pharmacist<sup>1</sup>.

<sup>1</sup> Adopted by the membership of the American Pharmacists Association October 27, 1994

## Student Spot light:

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**Cristina Ortega**  
**PharmD Candidate Class of 2021**

Cristina is the student representative for the Preceptor Excellence Team. She was born and raised in El Paso. She hopes to “one day serve this beautiful borderland city as a pharmacist.”

For this newsletter, we asked Cristina some questions to get to know her.

### **What sparked your interest in pharmacy?**

*As I began high school I wanted to pursue a career in the medical field, specifically a pediatrician. Soon after that, I realized that I had a weak stomach and becoming a doctor was no longer an option. At that point the pharmacy profession was introduced to me. The closer I get to becoming a pharmacist, the more I know that this is my vocation and I am enjoying every step of this journey.*



### **Why were you interest in the UTEP School of Pharmacy?**

*Having been raised in this family-centered community, I wanted to stay close to home while still pursuing my dreams and goals. After high school I was accepted in to the UTEP-UT Austin Cooperative Pharmacy Program however I decided to complete my bachelor's degree first. I graduated with a BS in Biology in May 2017 and thankfully entered UTEP SOP August 2017.*

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

*I absolutely enjoy our Integrated Systems-Based Pharmacotherapy. Although it has been the hardest and most challenging course, I love to learn more about the body and how patient centered therapies are implemented.*

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

*I have always seen myself in the Academia setting. With both my parents being high school teachers, I feel as if I have a part of them in me. I hope to one day teach and plant seeds in future generation of pharmacy students.*

### **What are you involved in at school?**

*I had the opportunity to serve as a P1 class liaison and student representative for two committees as a P1. During my P2 year, I served as a mentor for a pre-pharmacy undergraduate student and a student representative in the Preceptor Excellence Team committee (PET). I hope to continue as a student representative in PET and I will be serving as the Communications VP in our APhA-ASP chapter during my P3.*

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

*Even though I was aware of all the different areas in which pharmacists can practice in, I didn't really comprehend the scope of practice that they encompass. My two years in pharmacy school have allowed me to see the importance of our profession and the enormous responsibility that we have to advocate for our patients.*

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

*I have had many pivotal moments here at UTEP SOP that have definitely kept me motivated. Our IPPEs at times seem scary—as I've never worked in a pharmacy before—but I have learned to step out of my comfort zone, practice what I have learned, and my preceptors have taught me so much. These opportunities, especially my 2-week community IPPE, have giving me more confidence and the reassurance needed to continue this life-long learning experience.*

## Preceptor Excellence Team Community Members:

The Preceptor Excellence Team (PET) is established to develop, recruit, retain, evaluate, and recognize UTEP School of Pharmacy preceptors. The team meets quarterly and meetings are open to all UTEP preceptors. Membership includes representatives from community and hospital rotations and a member-at-large.

In addition to providing preceptor representation on the committee, these preceptors serve as liaisons of the school in the community. They can help if you have questions, concerns, or ideas for the school.

The 2019-2020 PET community representatives are:

### Community:

- Robert Longoria – Walgreens
- Alex Jaria – Walgreens

### Hospital:

- Tony Martinez – The Hospitals of Providence – Sierra Campus
- Jennifer Navar – Las Palmas Medical Center

### Member-at-Large:

- Gloria Carrillo – University Medical Center

## Free Continuing Education:

Texas health and human Services provides free CE, including pharmacist CE.

Found here: <https://www.txhealthsteps.com/>

*Per TSBP Rule 295.8, pharmacists can receive CE credit for programs approved by the American Medical Association (AMA) as Category 1 Continuing Medical Education (CME) and accredited by the Accreditation Council for Continuing Medical Education*



## Up Coming Events:

**Aug 2-4<sup>th</sup>:** TPA Conf and Expo, Irving, TX

**Aug 6<sup>th</sup>:** Preceptor Excellence Meeting, Campbell building, room 708

**Aug 24<sup>th</sup>:** White Coat Ceremony

**Aug 26<sup>th</sup>:** Fall semester begins

**Sept 7<sup>th</sup>:** ELEVATE CE event

**Sept 26<sup>th</sup>:** Texas IPE Consortium meeting

**Oct 16<sup>th</sup>:** Proposed Fall HOPE fair date

**Oct 26<sup>th</sup>:** Tentative date for the EPPA Annual conference

**Nov 7<sup>th</sup>:** Preceptor Recognition Dinner



**Update our Calendar:**

**Send us your events!**

## CORE ELMS Corner

Get ready! We will be requesting availability soon for the 2019-2020 fall and spring semesters, and the 2020-2021 Summer IPPE and APPE availability. Below is a summary on entering availability in CORE ELMS.



Once you log in, click on “Scheduling” and then “Submit Availability” (indicated by Orange arrows). From there, the right hand side of the screen will direct you to “filter by Rotation Date Group”. Select the rotation date Group you wish to provide availability for (e.g. Year 2019-2020).

Once you have selected the date group to provide availability, you can select the date ranges to provide (green arrow), select the rotations for that availability, you can select specific dates with times (optional; orange arrow), and number of students per date range. Fall and Spring IPPE weeks begin on Mondays and end on Sundays.

Year: 2019-2020

If you need to submit availability for multiple rotation dates, select a rotation date, submit your rotation dates and student availability for the first rotation type, then click dupe next to the rotation dates that you need to add additional rotations, etc.

Rotation Date	Rotation Type (optional)	Course (optional) / Daily Schedule	Students	Status
Fall IPPE week 3 09/09/19 - 09/15/19	Select Rotation Type	SU M TU W TH F SA Start Time End Time [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	0	New
Fall IPPE week 4 09/16/19 - 09/22/19	Select Rotation Type	SU M TU W TH F SA Start Time End Time [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	0	New
Fall IPPE week 5 09/23/19 - 09/29/19	Select Rotation Type	SU M TU W TH F SA Start Time End Time [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	0	New

At the bottom of the screen, you can provide an overall maximum number of students (e.g. I am available for 10 weeks and 3 APPE blocks, but only want 6 students this year) or any additional comments regarding your availability. Finally click “Update availability for Group.”

**What is the maximum number of students you can accept for this group.**  
(Leave blank to account for all submitted availability)

Add limits for each rotation date

**Please provide any additional information regarding this availability group:**

Update Availability for Group

## School of Pharmacy News:

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### New Face in the OEE:



Sara Smith has joined the Office of Experiential Education as an Experiential Education Clinical Coordinator. Dr. Smith has a background in Community practice. Dr. Smith will be coordinating experiences in the P1 year, along with the Summer Community IPPE and Community APPE.

**Dr. Smith's contact info:**

[scrico@utep.edu](mailto:scrico@utep.edu)

915-747-8270

Campbell building, room 705

### Question from the field:

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*Is two hours enough time to be on an IPPE?*

Great question. The IPPEs that our tied to our lecture classes (didactic IPPEs as we call them) are shorter in nature, but they target specific skills or activities the student and preceptor should focus on. Often these shorter IPPEs provide a means to reinforce and practice knowledge and skills from the classroom. This is not meant to be the only opportunity for that particular skill set/activity. The summer IPPEs and APPEs provide additional time to reinforce and practice the broader skill set applicable to that practice type.

Refer to the didactic IPPE objectives to review the specific skill or activity the student should focus on. Reach out if you have questions on adapting or implementing a specific IPPE in your practice.



The Preceptor Application is now electronic! It can be found at:

<https://www.rxpreceptor.com/signup/?UTEP>

Code: UTEPSOP

Tell your co-workers!



## Student Pharmacists in Action

This past spring semester had the students busy promoting health and wellness in the community and conducting health assessments. On March 30<sup>th</sup>, our P1 and P2 students were at the SUNS health fair at Dolphin Terrace Elementary completing Blood pressure assessments and educating about reading OTC and Rx labels.

On April 17<sup>th</sup>, our students were at the HOPE fair at the Opportunity center for the homeless providing elements of MTM, encouraging smoking cessation, blood pressure assessments, and many other activities.



poster at the SUNS fair



Figure 3 P1 IPPE students at the HOPE fair encouraging smoking cessation



Figure 2 P1 and P2 IPPE students at the Blood Pressure table at the SUNS fair



### Another Preceptor Benefit:

The **UTEP YWCA's University Heights Early Learning Academy** is open to all UTEP students, staff, and faculty including preceptors such as yourselves.

The center serves children from birth to age five.

For information: call 915-747-6000 or [www.utep.edu/childcare](http://www.utep.edu/childcare)

## Precepting Literature:

Below is a summary of the article: Factors Associated with Students' Perception of Preceptor Excellence from the American Journal of Pharmaceutical Education (AJPE 2014; 78(3) Article 53).

Qualities of effective preceptors has not been well defined in the pharmacy literature. From the medicine field, research has found effective preceptors to have the following characteristics: actively engaging students, fostering a positive environment for learning, giving constructive feedback, and being open to questions, among others.

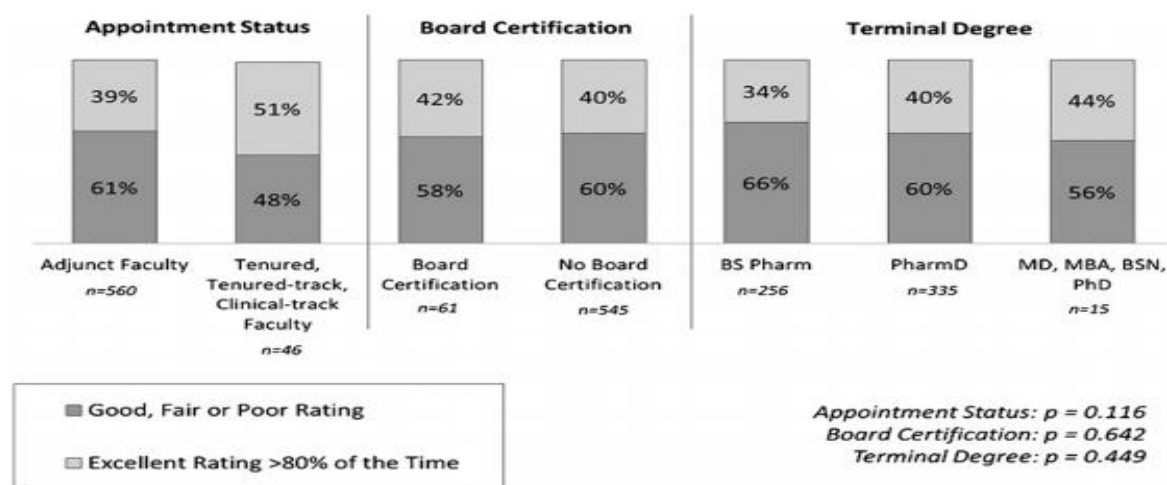
The authors evaluated APPE preceptor evaluations and the students' overall rating of the preceptor from 2009-2012 (2639 evaluations of 549 preceptors). Students were asked to evaluate all preceptors, not just their primary preceptor. Preceptors were defined as excellent if 80% or more students ranked them as excellent.

The authors found that factors associated with student perceived preceptor excellence with the most strongly associated being showing interest in teaching and relating to the student. The full results are in table 1 and figure 1. Statistically significant findings in green.

**Table 1 Comparison of Advanced Pharmacy Practice Experience Student Evaluations of Preceptors<sup>1</sup>**

Student Evaluation Item	Odds Ratio (95% CI)	P
This preceptor is interested in teaching this rotation.	2.3 (1.69 – 3.20)	<0.001
This preceptor related to me as an individual.	2.0 (1.53 – 2.66)	< 0.001
This preceptor encouraged students to actively participate in discussion and problem-solving exercises.	1.9 (1.50 – 2.66)	<0.01
Good direction and feedback were provided.	1.5 (1.2 – 1.95)	<0.01
This preceptor served as a role model for a pharmacist practicing in this practice setting.	3.4 (2.57 – 4.72)	<0.01
Rotation activities were well-organized and structured.	1.5 (1.23 – 1.84)	<0.01
The preceptor discussed patient care and/or practice-related issues with me an average of (#hours).	1.2 (1.12 – 1.36)	<0.01
Students were encouraged to use resource materials.	0.9 (0.68 – 1.23)	0.55
The preceptor described their approach to thinking about therapeutic problems.	1.1 (0.88 – 1.50)	0.34
This preceptor was readily available to answer questions and concerns.	1.4 (1.13 – 1.84)	0.004
The preceptor is knowledgeable in their response to questions or their approach to therapy.	1.04 (0.73 – 1.49)	0.81
This preceptor evaluated me at the mid-point and the end of the rotation.	0.98 (0.080 – 1.19)	0.81
This preceptor evaluated me at the end of the rotation in a manner which was helpful to me.	0.95 (0.74 – 1.22)	0.68
The goals and objectives of the rotation were outlines and/or explained at the beginning of the rotation.	0.97 (0.76 – 1.25)	0.82

**Figure 1. Student Ratings of Preceptors, by Appointment Status, Board Certification, and Terminal Degree of Preceptor.<sup>1</sup>**



## Precepting Nugget: Fast Learners

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There may be times when student who complete an assigned activity/task faster than expected. Keeping up with “fast learners” can be exhausting and challenging, but it does not have to be.

If a student comes to you and says they have completed the assignment/task, consider the following:

- Assess the completeness of the work. Is there something missing, or incomplete?
- If the assignment/task is part of a larger project, can the student move on to another task in the project?
- If the student is there for a specific skill/activity, is there more advanced skills/activities the student move on to? (e.g. the objective is “Collect subjective information in Spanish.” To complete the objective, you had the student sit with the intake Tech. If the student masters this task, move the student to the outtake window to focus on communicating in Spanish at this different station.
- Have the student take a “teaching” role for the skill/activity. The student could begin the write up for a policy or review and suggest edits for an editing one. The student could create staff education. Maybe start a quality improvement project – that could span multiple students.



Having a game plan ahead of time can prevent last minute scrambles and frustration. If you have questions about an IPPE/APPE you precept, reach to the Office of Experiential education.

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.

**For Submissions:** [exedpharmacy@utep.edu](mailto:exedpharmacy@utep.edu)