



SCHOOL OF PHARMACY

2ND QUARTER | JUNE 2021

MINER RX NUGGET

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

Contents

- ANNOUNCEMENTS.....P.2
- Message from the Director.....P.3
- Featured Article.....P.4
- ACPE Standards Update.....P.9
- CORE ELMS Corner.....P.10
- Preceptor Spotlight.....P.11
- Student Organization Update.....P.12
- Acknowledgement.....P.14

Inaugural UTEP School of Pharmacy Graduates Class of 2021



Calendar:

Aug. 10th - PET Quarterly Meeting

Aug. 21st - White Coat Ceremony

Aug. 23rd - Start of Fall Semester

Sept. 11th - UTEP 3rd Biennial
Preceptor Education Conference

Sept. 26th - Oct. 2nd - UTEP
Homecoming

Rotation Dates:

2021-22 APPE

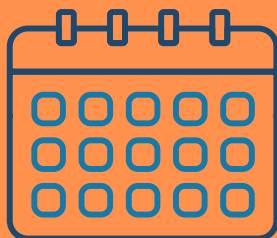
July 5 - Aug. 13: APPE Block 2

Aug. 16 - Sept. 13: APPE Block 3

Sept. 27 - Nov. 5: APPE Block 4

Nov. 8 - Dec. 17: APPE Block 5

Update your calendar:
Send us your events!



Announcements



SCHOOL OF PHARMACY

SAVE THE DATE

2021 3RD BIENNIAL PRECEPTOR EDUCATION CONFERENCE

PRESENTED BY:



Saturday, September 11th, 2021

8:00AM-3:00PM

LIVE Virtual Preceptor Conference

6 hours of Preceptor CE Pending ACPE approval

More information to come!

Thank you Preceptors!

Message from the Director

Inaugural UTEP School of Pharmacy Graduating Class of 2021

We did it! It's been more than four years in the making that all members of The UTEP School of Pharmacy (SOP) have contributed to the successful graduation of the first pharmacy student cohort. As you all know, students are not able to graduate without meeting the minimum number of intern hours as outlined per our accrediting body Accreditation Council for Pharmacy Education (ACPE), the UTEP SOP curriculum, and the Texas State Board of Pharmacy (TSBP). The Office of Experiential Education (OEE) relies heavily on our community and faculty preceptors to ensure these requirements are met.

Faculty, staff, and our preceptors were instrumental in this glorious accomplishment. You all fully embodied the part of the Oath of the Pharmacist,

"I will utilize my knowledge, skills, experiences, and values to fulfill my obligation to educate and train the next generation of pharmacists."

Because of your time, dedication, flexibility, patience, and joy of teaching, you all helped students with over 12,000 Introductory Pharmacy Practice Experiences (IPPEs) and 67,200 Advanced Pharmacy Practice Experiences (APPEs) with a combined of almost 80,000 intern hours that were supervised, assessed, recorded, and approved. Wow!

And that is not all! Our preceptors are not only instrumental to educating the next generation of pharmacy, we have preceptors who have gone above and beyond by their involvement in student interviews and UTEP SOP committees such as the Admissions Committee and the Preceptor Excellence Team.

Thank you, thank you, thank you for your dedication to the UTEP SOP students, the mission of the UTEP SOP and UTEP, and most importantly, the continual elevation of our profession for the benefit of patients in our region and beyond.

I hope for a better year and look forward to many more years with our established relationships. Cheers to you all!

Dr. Jacquelyn Navarrete
Director of Experiential Education



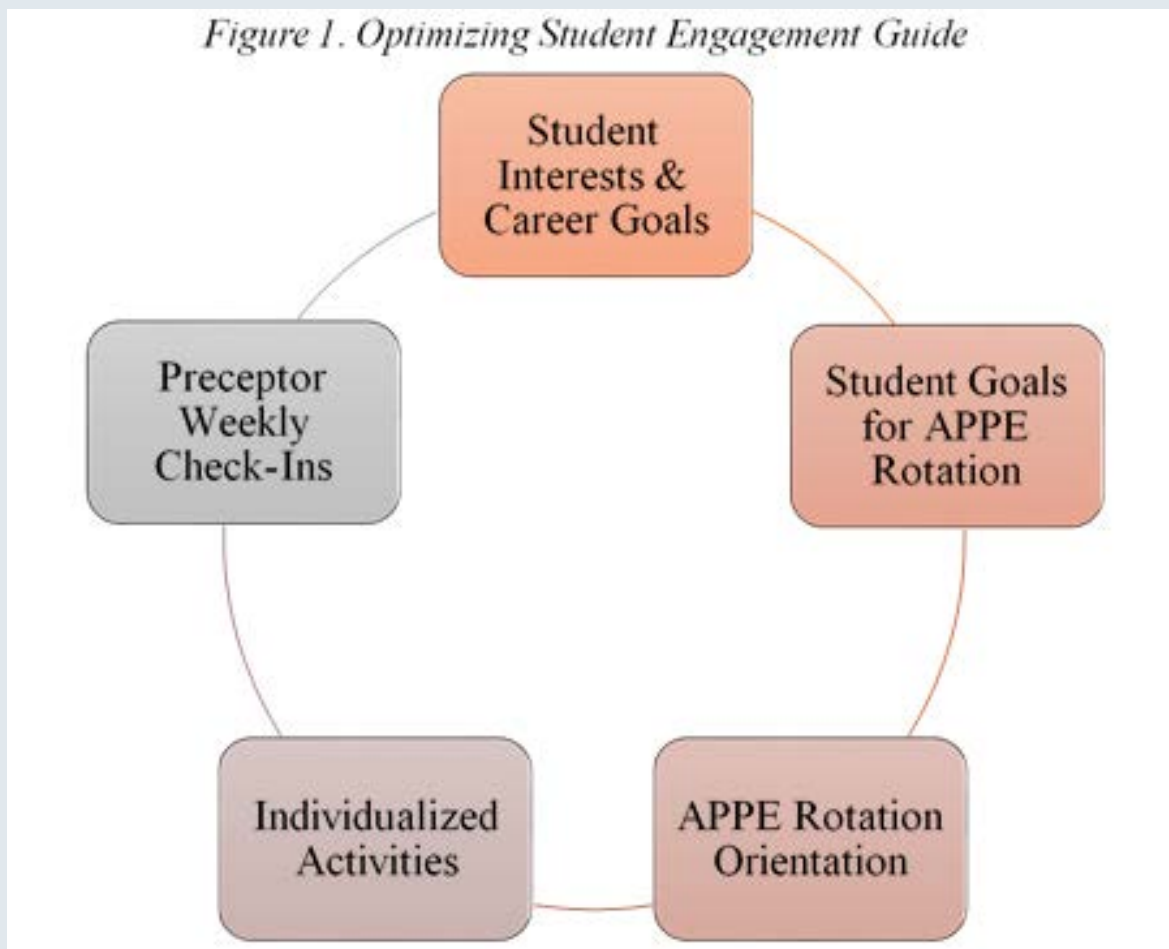
Featured Articles

Optimizing Student Engagement During Advanced Pharmacy Practice Experiences (APPEs)

By: Cristina A. Ortega | PharmD Candidate 2021 & Jacquelyn P. Navarrete PharmD, BCACP

Deciding to become a preceptor can seem daunting but your role is vital in the professional growth and development of future pharmacists. Precepting APPE students can be rewarding as well as pose challenges, especially during unexpected times such as the COVID-19 pandemic where restrictions have limited and changed the way experiences are provided.

The American Journal of Pharmaceutical Education (AJPE) has helped identify barriers and challenges preceptors might encounter with students during rotations and recommended actions that can be taken to minimize those challenges. (1) Through personal experience, as a P4 student, I have identified different teaching styles and methods my preceptors have used that have been impactful in my professional development and how they kept me engaged and motivated. For that reason, with the guidance of the AJPE recommendations and my personal experiences, I have developed Figure 1. *Optimizing Student Engagement Guide*. This guide includes reviewing students' interests and career goals, student rotation goals, APPE rotation orientation, individualized activities, and the incorporation of preceptor check-ins, all of which can be completed in no particular order. (1)



Optimizing Student Engagement During Advanced Pharmacy Practice Experiences (APPEs) (Cont.)

Review Student Interests & Career Goals (1)

Students are more engaged when preceptors are curious about their student's interests and goals. Identifying and incorporating the student's interest will help motivate and engage the student during the APPE rotation.



Suggestions include:

- Encouraging student to share their interests and career plans
 - Knowing the student interests and career plans can help pinpoint student specific projects or activities that are both relevant to the student and rotation site.
- Brainstorm topics to cover over the course of the rotation.
 - E.g., Can include student identified weak areas/topics that can help them gain further knowledge and understanding while helping them review for NAPLEX.



Identify Student Goals for APPE Rotation (1,2,5)

Allowing students to identify goals that they want to accomplish throughout their rotation can inspire students to take an active role in their own learning and growth. This can be done by identifying a minimum of three (3) SMART goals. Developing goals can be created with the used of the acronym SMART—specific, measurable, attainable, relevant, and time-based goals. (2)

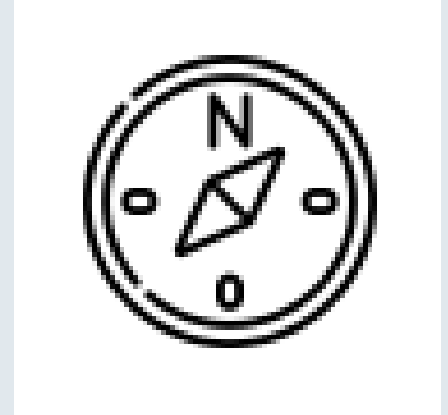
- Using the SMART goal method can help the student set goals that are deliverable.
- An example of a SMART goal is, "I will review one disease state found in the ACCP study material and create a topic discussion each week for six weeks to aid in preparing for the NAPLEX exam".

Optimizing Student Engagement During Advanced Pharmacy Practice Experiences (APPEs) (Cont.)

Conduct APPE Rotation Orientation (1,3,5)

Once students have identified their own personal interests, career goals, and rotation specific goals, preceptors can then conduct the APPE rotation orientation. At this point, objectives and preceptor expectations can be discussed. The following are suggested discussion points that can be included during the orientation however it is not an all-inclusive list.

- Rotation objectives
- APPE syllabus, expectations, and rotation schedule
- Tour/overview of pharmacy department
- Introduction to team/staff



Plan Individualized Activities (1,3-6)

Site-specific projects are encouraged to be selected based on the dialogue previously held on interests, goals, and objectives, making them individualized activities. The preceptor and student may discuss and plan activities that can be completed to meet the needs of both individuals and the pharmacy department—if specific projects are requested. *Table 1. APPE Projects and Activities* exhibits a non-inclusive list of possible activities and projects that other schools and colleges of pharmacy have provided for their APPE rotations. (3-6)

Creativity and innovation are encouraged when selecting projects, remember that this project is centered and specific to the student, preceptor and APPE site.

- UTEP SoP APPE rotation syllabi found in CORE ELMS also include a list of project examples along with those activities required.
- Impromptu activities (1)
 - AJPE advises to involve APPE students in unexpected opportunities, when they arise, to participate with other disciplines or in non-project activities—meetings, webinars, etc.

Optimizing Student Engagement During Advanced Pharmacy Practice Experiences (APPEs) (Cont.)

Table 1. APPE Projects and Activities³⁻⁶

APPE Rotation Types	Activities
Non-specific site	<ul style="list-style-type: none"> ▪ Journal Club ▪ Weekly Topic Discussions ▪ Non-formulary issues ▪ Patient education pamphlet ▪ P&T projects/reports ▪ Pharmacy staff development modules or in-service ▪ Medication Use Evaluation (MUE) or Drug Utilization Review (DUR) ▪ Newsletter ▪ Renal dosing and Pediatric dosing ▪ Drug information questions for other disciplines (if applicable) ▪ Drug Monographs (e.g., New FDA-approved drugs or Drug of the Month) ▪ Community outreach (e.g. COVID-19 vaccine clinics)
Community	<ul style="list-style-type: none"> ▪ Compare and contrast similar OTC cold medications. Which would you recommend to a patient and why? ▪ Compare and contrast medications that available as both OTC and RX, include cost. ▪ Compare and contrast multivitamin products. Which would you recommend to a patient and why? ▪ Identify the implementation of Texas Law into daily activities (MPJE preparation)
Hospital/Health Systems Pharmacy or Inpatient General Medicine	<ul style="list-style-type: none"> ▪ Medication Reconciliations ▪ IV to PO conversions ▪ Pharmacokinetic dosing ▪ Calculations (NAPLEX preparation) ▪ Chemotherapy/Biohazard spill protocols

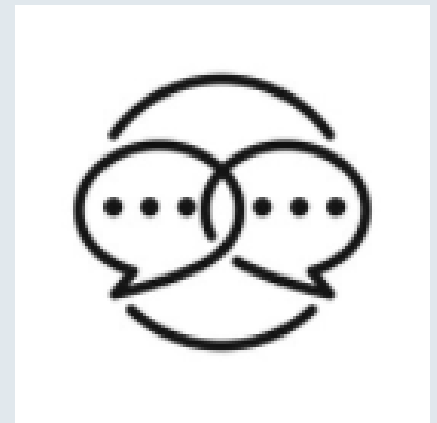
Engage in Preceptor Check-Ins (1)

Preceptors engage in a “brief daily check-in” with their student to identify if any additional support is needed. (1) These daily check-ins can provide a safe environment for the student to feel comfortable asking for assistance. Daily check-ins aren’t always feasible, for that reason and in my experience, weekly check-ins work well and are extremely beneficial. As a P4 student, preceptors who had daily or weekly check-ins with me allowed a moment of reflection on the day or week, identify areas of improvement, and solidify areas of interest.

I found the check-ins reassuring and motivating to continue to grow as a professional. Below are suggestions on what can be included during preceptor check-ins.

Incorporate student weekly reflections

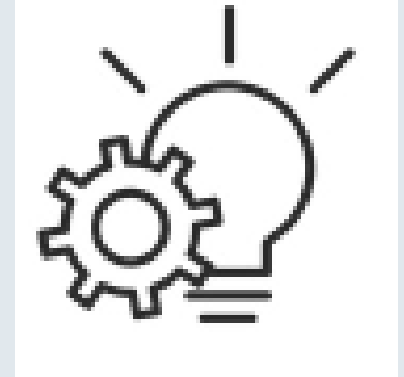
- Evaluate student progress on projects and assignments
- Encourage open communication and feedback between preceptor and student
- Provide support in prioritize tasks—planners or to-do lists
- Review Field Encounters submitted on CORE ELMS



Optimizing Student Engagement During Advanced Pharmacy Practice Experiences (APPEs) (Cont.)

For additional information and resources available, refer to the list below.

- UTEP School of Pharmacy
 - [Preceptor Resources](#)
 - [Continuing Education](#)
 - [Library Resources and Databases](#) *(UTEP log-in credentials required)
 - [CORE ELMS](#) *(Log-in credentials required)
 - CEI impact
 - APPE Syllabi
- [ASHP Preceptor Toolkit](#) (ASHP members only)
 - Student-specific Preceptor Resources
 - Busy day toolkit
- [National Community Pharmacists Association](#)
 - Pharmacy Self-Assessment
 - Design Student Activities
 - Create Syllabus



* If you have any questions or don't have log-in credentials, contact the Office of Experiential Education (OEE)

AJPE identified challenges, such as COVID-19 limitations, that have made precepting difficult and harder for students to continue to stay motivated and engaged. These suggestions and recommendations are extracted from AJPE, based on personal experiences and on efforts made by the wonderful preceptors I've had the honor to learn from.

Thank you, Preceptors, for the vital role you play in the professional development and growth of future pharmacists. All your work and endless dedication does not go unnoticed and is deeply appreciated.

Resources

1. Hundal AK, HBSc, Watterson TL, Hayes KN. Addressing challenges of precepting student pharmacists in remote, research-focused advanced pharmacy practice experiences during COVID-19. *Am J Pharm Educ.* 2021;83(11). doi: 10.5688/ajpe8311.
2. SMART Goals: Definition and Examples. Indeed Career Guide. <https://www.indeed.com/career-advice/career-development/smart-goals>. Accessed May 5, 2021.
3. Pacific university of Oregon. Ideas to Maximize the Pharmacy Practice Experience. <https://www.pacificu.edu/sites/default/files/documents/IdeastoMaximizetheAPPEorIPPE.pdf>. Accessed April 29, 2021.
4. Angelo LB. Engaging students in self-care activities during an advanced community pharmacy practice experience. *Am J Pharm Educ.* 2006;70(6):143. doi:10.5688/aj7006143
5. Northeast Ohio Medical University. Precepting Advanced Pharmacy Practice Experiences (APPEs). https://www.neomed.edu/wp-content/uploads/sites/3/COP_ACD_PreceptingAPPE.pdf. Accessed April 29, 2021.
6. Marshall University School of Pharmacy. Advanced Community APPE Suggested Activities-Readings List. <https://www.marshall.edu/pharmacy/files/PHAR-883-Suggested-Activities-and-Readings-List1.pdf>. Accessed April 29, 2021.



Calling all preceptors!
Provide your Availability

It's never too late to submit your availability for the 2021-2022 course IPPEs and APPEs. Email ExEdPharmacy@utep.edu to start the process.

ACPE Standards Update

Pharmacy school curriculum is dictated by the Accreditation Council for Pharmacy Education (ACPE) standards. ACPE is in the process of updating the current standards and is seeking comments, which standards as written should be included, which standards as written should not be included, and which standards, as written require revision and other additional required elements, through the end of 2021. Comments can be submitted on any or all of the standards through the weblink below or through the school's AACP faculty delegate: Dr. Howe (vlhowe@utep.edu).

In the next couple of newsletters, the current ACPE standards addressing experiential education will be summarized.

Experiential education is mostly addressed in standards 12 (Pre-APPE Curriculum), 13 (APPE curriculum, 20 (Preceptors) and 22 (Practice Sites). However, elements of experiential education can be found in other standards.



Some key highlights from standard 12:

- Students must complete at least 300 IPPE hours, only 60 of those hours can be simulation based.
- A minimum of 150 of the 300 hours must be equally split between community and institutional health system settings.
- IPPEs “expose students to common contemporary US practice models, including interprofessional practice involving shared patient care decision-making, professional ethics and expected behaviors, and direct patient care activities.
- IPPEs are structured and sequences to intentionally develop in students a clear understanding of what constitutes exemplary pharmacy practice in the US prior to APPEs.

Select highlights from standard 13:

- APPE have a patient care emphasis with a majority of the APPE year focused on direct patient care.
- APPE duration is no less than 36 weeks (1440 hours).
- Required APPEs occur in four practice settings; 1) Community Pharmacy, 2) Ambulatory Care Pharmacy, 3) Hospital/Health System Pharmacy and, 4) Inpatient General Medicine.

Have feedback but not sure where to start? Contact the OEE at ExEdPharmacy@utep.edu. We would be happy to receive your feedback and provide context on how it fits in with the standards.

Helpful Links:

- Current standards can be found here:
 - <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>
- Guidance document to the current standards:
 - <https://www.acpe-accredit.org/pdf/GuidanceforStandards2016FINAL.pdf>
- Link to provide direct feedback to ACPE;
 - https://acpe-accredit.formstack.com/forms/standards_revision

CORE ELMS Corner

New Feature in CORE

There is a new feature in CORE that may be helpful if you need another preceptor to help with your students.

Previously, students could only route hours and field encounters to the preceptor they were scheduled to. Now, students can route hours and field encounters to any preceptor in CORE. Have a day off and someone is covering your student? Now, you can have the student route those hours to that person instead of you (if you want). This feature is available now.

The screenshot shows the 'Add Hours' form in CORE ELMS. At the top, there is a section for 'Site / Date / Time Information'. Below this, there is a dropdown menu for 'Preceptor / Site' with the value 'P4 P6683 Hosp/Hlth Sys Pharm APPE'. Below that is a 'Test Preceptor' dropdown menu. A search box labeled 'Search for Non-Scheduled Preceptor' is also present. The form includes fields for 'Start Date' and 'End Date', both with a '(Format: MM-DD-YYYY)' instruction. There are also fields for 'Time IN' and 'Time OUT', each with a 'Set Current Time' button. Finally, there is a 'Total Hours' field.

Preferred Contact Info:

You can now indicate your preferred contact method in CORE ELMS. Go to “My Account” and scroll to the bottom. There you will find a drop down box for “preferred method of communication.” The choices are: email, phone call to primary number, phone call to mobile number, or text message to mobile number. Just make sure you contact information includes the method you selected (e.g. contains your cell number). If you do not want your cell number visible to students, but want to include it for OEE team members, you list under the “Other Phone.” Need help setting this up, reach out to the OEE at ExEdPharmacy@utep.edu.

20-21 Evaluations available in CORE

If you precepted more than 3 APPE/IPPE students in the 2020-21 year, you are able to view your evaluations in CORE ELMS. To view individual evaluations, go to “Evaluations” > “Evaluations of Preceptor/Site.” To view a summary report, go to “Reporting.” Select “Run” and then select “2021.” If you have any difficulty, please let the OEE know. Viewing will be open through July. Reviewing your evaluations from the students is a great way to find things to keep doing on your rotation or things to change. Need help in viewing your evaluations or want to discuss the comments, reach out to the OEE at ExEdPharmacy@utep.edu.

Preceptor Spotlight



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

Dr. Estela Medina-Ontiveros

Who is Dr. Estela Medina-Ontiveros?

My name is Estela Medina-Ontiveros, and I was raised in El Paso where I attended Blessed Sacrament School & Loretto Academy. I have been married for 21 years and have a son who just graduated from Cathedral High School and is going to play college football for Southwestern University in Georgetown, TX. I got my PharmD from the University of Oklahoma Health Sciences Center, where I was involved with student pharmacy organizations such as SNPhA, ASHP, APhA-ASP, PLS and KAPPA PSI. I was also involved with the Health Sciences Campus Hispanic American Student Association (HASA) organization. I have held several organizational officer positions in the past. I am also a former participant of the FACES Academy at UTEP, which focused on integrated healthcare.

What do you enjoy most about precepting students?

During my 14 years in Oklahoma, I worked at Oklahoma University Medical Center in a hospital pharmacy as a preceptor for the pharmacy students. I enjoy precepting students because I love to share my knowledge. Precepting keeps me on my toes, requiring me to be up to date on drugs, concepts and laws. I feel that every student should get exposure to a variety of different pharmacy specialties before making up their mind as to what they want to practice. At my site, I can expose students to community pharmacy, compounding pharmacy (both non-sterile and sterile), MTMs, Hospice (Palliative Care) and vaccine administration. It is important to teach students that a pharmacist is only part of the equation when it comes to patient care. When I attended pharmacy school the concept of diversity was becoming very influential, and I was able to experience first-hand what we had to do as health professionals to apply these beliefs. I can never stress enough to my students that they must always have pride in their work and follow through with their commitments.

How will you as a preceptor be helping with APhA, and are there any plans you have for the organization?

I believe that APhA is one of the best and most established pharmacy student organizations and am honored to be a part of such a distinguished association. The organization gives the students many opportunities to grow professionally in the aspect of patient care and enables the ability to teach the next generation of pharmacists about prevalent issues, such as diabetes, cardiac issues, smoking, drugs and how to live healthier lives. I feel that I can teach students how to become leaders, to embrace diversity and help them be a part of integrated practice settings. The APhA organization in El Paso is in its infancy, as is the School of Pharmacy, and I feel this is a great opportunity to fill the need for healthcare professionals in order to improve the local community.

Thank you, Dr. Medina-Ontiveros, for your contribution in precepting UTEP SOP Students! Thank you for utilizing your "knowledge, skills and experiences and values to prepare the next generation of pharmacist" as part of the Oath of a Pharmacist.1 and a very big Congratulations on your UTEP School of Pharmacy APPE Preceptor of the Year 2021 Award!

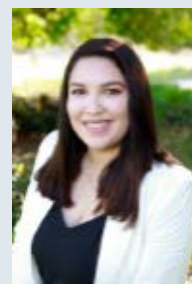
Student Organizations Updates

APhA-ASP Spring 2021 Updates

The American Pharmacist Association-Academy of Student Pharmacists (APhA-ASP) would like to recognize and thank the UTEP School of Pharmacy Inaugural Class of 2021 for their efforts in spear-heading this organization and setting the standard of excellence. Congratulations to our Doctors of Pharmacy who have been our role models and pioneers. Good luck to all in their new career!

APhA-ASP is proud to announce that several P1 members participated in our annual outreach program, Generation Rx at: Gonzalo & Sofia Garcia, Rusk, Nathaniel Hawthorne, Linder, and IDEA Edgemere Elementary Schools. The virtual presentation was part of the educational program that has been in effect since 2018 and is designed to increase public awareness of prescription medication abuse and encourage the community to actively work to prevent abuse. Our hope is to bring to light a problem which continues to plague our communities and rob young lives of their potential. We thank our dedicated members and advisors, Dr. Cho and Dr. Ontiveros for their continued support.

We would also like to introduce you to our new advisor, Dr. Estela Medina-Ontiveros, an El Paso native. After receiving her PharmD degree from the University of Oklahoma Health Sciences Center, Dr. Medina-Ontiveros served as a preceptor in the hospital setting for 14 years before moving back to El Paso to serve in the community setting for K-Mart and Advant-Edge Pharmacy, a locally owned independent pharmacy. Dr. Medina-Ontiveros is a firm believer in sharing her knowledge with her students, the importance of diversity in healthcare, and integrated healthcare. We are honored to bring Dr. Medina-Ontiveros's vast knowledge, experience, and leadership to our organization.



Brenda Baca
Communications VP



@aphaasp.utepsop



@apha_utep

The 2021-2022 APhA-ASP Executive Team

APhA-ASP is also proud to announce our new officers for the 2021-2022 Academic Year who will continue the legacy of service in our community:



**Brisa Chacon, President
Class of 2022**



**Heather Howell, President-
Elect
Class of 2024**



**Delilah Knapp, Finance VP
Class of 2024**



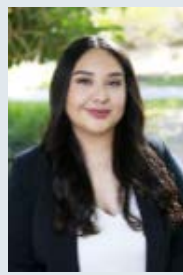
**Brenda Baca,
Communications VP
Class of 2024**



**Gerardo Sanchez,
Membership VP
Class of 2022**



**Karla Prado, Patient Care VP
Class of 2024**



**Isabel Tovar, Policy VP
Class of 2024**



**Beshoy Saied, International VP
Class of 2023**

Thank you to our executive members, our preceptors, faculty, and students in moving APhA forward with success. APhA-ASP invited you to stay connected through social media and keep up to date with the latest news on virtual meetings, events, and more.



@aphaasp.utepsop



@apha_utep

Acknowledgement

I would like to acknowledge the IPPE Preceptor of the Year – Dr. Daniel Demock and APPE Faculty Preceptor of the year – Dr. Sebastian Perez. You, along with Dr. Ontiveros, are extremely special to our school. Thank you for taking the time to share your experiences and preparing students for their futures.

I would like to additionally add this last acknowledgement:

This Newsletter is dedicated to the hardworking, devoted, selfless, and patient faculty and staff of the Office of Experiential Education. It was one heck of a year but you, Alma Dominguez, Vicki Howe, Sara Smith, and Dmitry Vishnevetsky have put in your all. I am truly grateful to you and your time in making this last year successful.

Dr. Jacquelyn Navarrete
Director of Experiential Education



Want to get more involved?

Join our Preceptor Excellence Team!

The Preceptor Excellence Team is a great way to be more involved in items focusing on developing, recruiting, retaining, evaluating and recognizing preceptors. Reach out to Jackie Navarrete at jpnavarrete@utep.edu if you are interested in being part of the PET team.



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