

the ROTATION

spring 2019

The Office of Experiential Education's Preceptor Newsletter



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TEXAS A&M UNIVERSITY
Irma Lerma Rangel
College of Pharmacy



The Irma Lerma Rangel College of Pharmacy fourth-year students have an opportunity to rank six Advanced Pharmacy Practice Experience (APPE) regions. The P4 students complete four core rotations (Community, Health System, General Medicine, and Ambulatory Care) and two or more elective rotations in their respective regions. Some of our students have taken time to share some insights about their APPE regions.



TEMPLE REGION Kevin Tran, 4th Year Professional Pharmacy Student, Class of 2019

"As a fourth-year student, it has been an amazing and inspirational learning experience at the Temple region. I was fortunate enough to have completed five out of six rotations within the same hospital health system at Baylor Scott & White Medical Center, which allowed me the chance to experience a longitudinal learning opportunity. There are many advantages to having the majority of the APPE experiences at one facility such as working on long term projects, experiencing different practice styles under a multitude of preceptors, and being able to cultivate lasting professional relationships.

The most unique learning experience provided here is that I had the opportunity to work with and learn from a wide range of pharmacy residents to medical residents and students alike. The collaboration between the different practices and different level of learners provided valuable insight on each individual's contribution to patient care. My personal experience in these collaborative learning environments included working with multiple third and fourth-year medical students, PGY1 pharmacy residents, a PGY2 Internal Medicine pharmacy resident, Infectious Disease specialists and fellows, and Family Medicine practitioners. My appreciation for the different practices has grown and I now have a better understanding of the vital roles each healthcare practitioner contributes to patient care.

As for my personal pharmacy practice experiences, I have rotated through and learned about different pharmacist collaborative practices from managing outpatient diabetes clinics to Coumadin clinics, rounding with multiple patient care teams in different settings such as internal medicine and the infectious disease team, and even learning about hospital pharmacy operations. I am fortunate to have worked with and trained under many encouraging and passionate preceptors throughout my time in the Temple region. The experience here is truly a unique and special one, I have been provided with the right tools to help me continue to develop as a lifelong learner and future pharmacist."



HOUSTON REGION Anh Thu Tran, 4th Year Professional Pharmacy Student, Class of 2019

"I have received exceptional experience and opportunities during the Advanced Pharmacy Practice Experience (APPE) rotations at the Houston region.

Upon completion of the Longitudinal APPE program at Houston Methodist Hospital, I had five consecutive rotations at the number one hospital in Texas according to the 2018 U.S. News & World Report. Located in the heart of the world-renowned Texas Medical Center, the Houston Methodist Hospital offers interns not only cutting-edge technologies and innovative quality improvement programs, but also diverse patient populations and specialties, including but not limited to oncology, cardiology, solid organ transplant, and clinical research. The hospital environment is very conducive to learning with friendly, knowledgeable staff and providers. More importantly, my preceptors never hesitated to tailor my learning experience to my clinical interests, as well as to provide me with constructive feedbacks for improvement. As my mentors, they have given me a huge support during the process of applying for residency and fellowship.

In addition, I completed an elective rotation in association administration at the Academy of Managed Care Pharmacy in Alexandria, VA. I was amazed at the contribution of pharmacists in advocating pharmacist roles for the management of various health issues through legislature, research, and education in collaboration with other professional organizations, pharmaceutical companies, and stakeholders. I participated in different projects on the hot healthcare topics like biosimilars, electronic health, and medical marijuana. Being exposed to a different work setting, I learned of non-traditional career paths for pharmacists that could indirectly impact more patients on a broader scope of practice.

I am now on the ambulatory care rotation with Dr. Victoria Pho at San Jose Clinic. We are working together to make an impact on the life of the indigent population through our consultation for disease management and healthy lifestyles. I am looking forward to the last rotation in community setting at Harris Health – Thomas Street Pharmacy.

Overall, I am deeply thankful to the Office of Experiential Education (OEE). I would not be able to gain such extraordinary experience without the full support of the school and OEE staff. I highly recommend the Houston region to other students, who would like to experience and practice at a dynamic, urban medical center."

HIV Prevention with PrEP and the Pharmacist's Role

Submitted by Emily Simmons, Pharm.D, RPh, AAHIVP, Pharmacy Director, AVENUE 360 Health & Wellness

According to the most recent information provided by the Center for Disease Control (CDC), there are 1.1 million people living in the US with a diagnosis of HIV. In addition, the CDC goes on to document that almost 40,000 individuals receive an HIV diagnosis annually. Moreover, according to the same report, 15% or 1 in 7 had no knowledge of being infected.

While these statics are quite alarming, prevention methods such as Pre-Exposure Prophylaxis (PrEP) have helped slow down the spread of HIV. Although abstinence is still the most effective way to prevent the spread of HIV, the reality is that unprotected sexual practices and intravenous drug use still exist.

By 2012, PrEP became the highlight of HIV Prevention with Truvada (a two-drug combination single tablet) being approved to prevent HIV acquisition. Results from two trials (Partners PrEP and iPrEx), noted in the Truvada proactive-for- prevention literature, have been used to secure PrEP's place in HIV prevention. Researchers used the two-drug combination pill to study the reduction in HIV acquisition among uninfected persons. According to the information provided in the Truvada for PrEP information packet, across all participants, the Partners PrEP had a 75% risk reduction among serodiscordant heterosexual couples. Results from the iPrEx trial, which focused on men and transgender women who have sex with men at high risk of HIV infection, yielded a 42% risk reduction. Researchers also used both trials to assess the risk reduction among participants with detectable drug levels of Truvada. Partners PrEP and iPrEx had similar risk reductions 90% and 92%, respectively.

Clearly, the outcome of these trials provided strong evidence to propel PrEP into the forefront of HIV prevention behind abstinence. To date, Truvada is the only medication regimen approved by the FDA recommended for PrEP.

Although preventing HIV with PrEP was paramount to the HIV world, there have been some barriers that may affect acceptance because there may be a lack of understanding, knowledge or access. Pharmacists can play a key role in reducing some barriers by educating patients, identifying patient assistance programs that help patients afford PrEP, identifying appropriate candidates and promoting PrEP throughout communities.

Collaborative practice agreements with providers allow pharmacists to perform clinical follow-up beyond PrEP initiation. Pharmacists can monitor adherence, order HIV testing and pertinent labs recommended before continuing PrEP therapy. Some community health care facilities have moved to this model, thus allowing providers' schedules to be free to see a greater number of patients on their primary care panel.

Pharmacists are in a unique position to be major players in contributing to and improving HIV prevention. Collaborative efforts between pharmacy organizations through continuing education programs that train and certify pharmacists on PrEP clinical follow-up may be an option to show a commitment to prevention. Additionally, consideration should be given to establishing PrEP clinics in more local community pharmacies with the goal of improving access to care as it pertains to HIV prevention.

References:

Center for Disease Control and Prevention. Basic Statistics. www.cdc.gov. March 12, 2019.
Pre-Exposure Prophylaxis for the Prevention of HIV Infection in the United States- 2017 Update.
Truvada for PrEP Pre-Exposure Prophylaxis Proactive Prevention. Gilead Sciences 2018. www.truvada.com. March 13, 2019.

IMPORTANT DATES



CLASS OF 2019 COMMENCEMENT CEREMONY

Date & Time: May 25, 2019 at 2 p.m.

Location: Texas A&M University, Rudder Auditorium
401 Joe Routh Blvd, College Station, Texas 77843

For reserved seating, please contact Maria Jaramillo: jaramillo@tamhsc.edu

Keynote Speaker is Dr. Donald E. Letendre, Dean of the University of Iowa College of Pharmacy



2019-2020 STUDENT DATES/EVENTS

Aug 2019

White Coat Ceremony for the Class of 2022-Kingsville Campus

Date: August 17, 2019
Time: 2-3 p.m.

Place: Texas A&M University-Corpus Christi
Performing Arts Center
Corpus Christi, Texas 78412

Aug 2019

White Coat Ceremony for the Class of 2022-College Station Campus

Date: August 24, 2019
Time: 2-3 p.m.

Place: Bryan ISD Performing Arts Center
800 South Coulter Drive
Bryan, Texas 77803

APPE P4

- Rotation 1 05/20/19 - 06/28/19
- Rotation 2 07/01/19 - 08/09/19
- Rotation 3 08/12/19 - 09/20/19
- Rotation 4 09/23/19 - 11/01/19
- Rotation 5 11/04/19 - 12/13/19
- Rotation 6 01/06/20 - 02/14/20
- Rotation 7 02/17/20 - 03/27/20
- Rotation 8 03/30/20 - 05/08/20

UPCOMING PRECEPTOR EVENTS

May 2019

Preceptor CE Training

Date: May 17, 2019 Place: Please see page 6 for more details

Aug 2019

TEXAS Pharmacy Association Conference & Expo

Date: August 2-4, 2019 Place: Irving, Texas

PRECEPTOR QUICK LINKS

Now Offering...

Free Online CE Courses

❖ click: [Texas A&M Pharmacy CE Programs](https://www.pharmacy.tamhsc.edu/preceptors/continuing-education.html) or type

www.pharmacy.tamhsc.edu/preceptors/continuing-education.html in your web browser address bar.

CONTINUING & PROFESSIONAL EDUCATION

The screenshot shows a search bar at the top. Below it are two course cards. The first card is titled 'Incorporating Students into the Pharmacy...' and the second is 'Setting up Student Success: A Guide to an Effective...'. Both cards indicate they are free and offer 1.5 credits. The end date for both is August 27, 2021.



HOSPITAL IPPE SCHEDULE CHANGE FALL 2019

In early 2018, the Rangel College of Pharmacy's (RCOP) Experiential Education Committee began looking at Introductory Pharmacy Practice Experiences (IPPE) models which could enhance P2 students' exposure to the hospital setting. The RCOP IPPE curriculum is unique in that P2 students complete their IPPE hours during the semester with a weekly 8 hour IPPE experience on Fridays. This model allows for integration of concepts learned in the classroom into the IPPE rotation at hospitals and community pharmacies.

In reviewing student and preceptor feedback from previous years, it has become clear that weekly hospital IPPE visits do not allow for a smooth student integration into hospital practice. This is mainly due to a fewer number of students having experience in a hospital setting compared to students having experience in a community pharmacy setting, and due to the complexity of most hospital

systems. This phenomenon was not seen with the community IPPE experiences.

After much deliberation and discussion with key stakeholders including students, faculty, and preceptors, the RCOP hospital IPPE will now include a 40-hour orientation week at the beginning of each semester, beginning this fall. This week will give students an opportunity to become oriented to the hospital site before transitioning to the once-a-week IPPE visit. The goal of this new hospital IPPE model is to provide students a better exposure to hospital systems to help them retain and integrate the knowledge gained at the site with the concepts learned in the classroom.

We look forward to working with you, our preceptors, on making this a successful experience for you and our students.

APPE COMPETENCY-BASED ASSESSMENT STARTS MAY 2019

In 2018, the Rangel College of Pharmacy worked with the Texas Consortium on Experiential Programs (TCEP), a group of colleges of pharmacy in Texas, to update the grading rubric for IPPE and APPE rotations. The rubric has been simplified to a three-level scale which verifies whether or not a student has met specific competencies.

Rangel College of Pharmacy (RCOP) is using this new rubric to transition to a pass/no-pass grading system in IPPE and APPE rotations. This change has already been successfully implemented in our IPPE rotations and has been well received. There are benefits of moving to this rubric and grading system in APPE rotations.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Student has excelled in performing competency	Student performed the competency at an acceptable level	Student has not consistently demonstrated the competency at an acceptable level
Student performs above expectations and requires minimal guidance from preceptor	Student has met expectations but requires occasional guidance from preceptor	Student requires frequent guidance from preceptor

The new grading rubric:

- Allows the preceptor to focus on the competencies RCOP is aiming to achieve
- Places the focus on the outcomes, skills, and abilities of the student
- Allows for identification of insufficiencies along the way and the opportunity to correct them
- Places less focus on grades and more emphasis on learning

All APPE preceptors will be receiving more information on this transition as we get closer to the start of APPE rotations.

MEET THE OFFICE OF EXPERIENTIAL EDUCATION



ASIM M. ABU-BAKER, PharmD
Associate Dean for Clinical & Professional Affairs
Acting Department Head of Pharmacy Practice
abubaker@tamhsc.edu
361.221.0660



CAROLYNN MATHEWS, RPh
Director of Experiential Education
cmathews@tamhsc.edu
361.221.0663



DEBRA WOOD, RPh
Experiential Education Coordinator
wood@tamhsc.edu
979.436.0713



STEVEN DEANDA, MBA
Program Manager
deanda@tamhsc.edu
361.221.0662



ADRIANA HERRERA
Program Assistant
aherrera@tamhsc.edu
361.221.0664



DENISE HORNSBY
Administrative Associate V
dhornsby@tamhsc.edu
361.221.0661



MARIA C. BENAVIDES
Pharmacy Practice Assistant
mbenavides@tamhsc.edu
361.221.0703

PRECEPTOR INFORMATION



TEXAS A&M UNIVERSITY

College of Pharmacy

Preceptor CE Training

Friday, May 17, 2019 * 6:00 p.m. - 9:00 p.m.

Cost: Free

[Click Here to Register](#) or Scan the QR Code



Joy P. Alonzo, MEngineering, Pharm.D.

Clinical Assistant Professor

Texas A&M University - Irma Lerma Rangel College of Pharmacy

"The Role of Pharmacists in the Opioid Crisis and Ways Preceptors Can Engage Students in the Process." UAN 0834-0000-19-018-L04-P

1.5 CE Hours for Preceptor Training*

1.0 CE Hour for Opioid Abuse*

*Presentation counts as Dual Credit for Preceptor Training and Opioid Abuse

- Discuss several ways that pharmacists can engage in prevention and education for patients & primary care providers regarding opioids.
- Describe best practices to monitor opioid use in the community and health system pharmacy.
- Examine the naloxone standing order and the use of naloxone rescue kits for reversing an opioid overdose.
- Engage pharmacy students in factors influencing the opioid use, misuse, diversion and strategies to avert.

Kendra Saxvik, Pharm.D., BCPP

Clinical Pharmacy Specialist - Mental Health

VA Texas Valley Coastal Bend Health Care System

"Difficult, Disengaged, and Maybe They Think We're Dinosaurs: Dealing with Precepting Concepts Facing Us Each Rotation Block."

UAN 0834-0000-19-029-L04-P

1.5 CE Hours for Preceptor Training

- Discuss strategies and barriers to effectively communicate with trainees that are having difficulties with feedback.
- Develop a plan to integrate effective motivation strategies into educational practices.
- Identify methods of teaching and interacting with trainees of differing generations.

Commercial Support: There is No Commercial Support associated with this activity.

Disclosure: The speakers for this event have nothing to disclose.

Methods: The teaching methods will include lecture and PowerPoint, discussion topics, and question/answer sessions.

Target Audience: This activity is designated for pharmacists and other interested health professionals.

Click on the locations below for directions:

[Round Rock - HSCRR S307- Classroom \(VC\)](#)

[Houston - ALKEK 204- Lecture Hall \(VC\) *LIVE](#)

[McAllen - 152 - Classroom \(VC\)](#)

[College Station - REYN 141 - Lecture Hall \(VC\)](#)

[Temple - MEC 110 - Lecture Hall \(VC\)](#)

[Corpus Christi - CBHEC 1-13 - Classroom \(VC\) *LIVE](#)

For information, please contact Denise Hornsby at dhornsby@tamhsc.edu.



The Texas A&M Health Science Center Coastal Bend Health Education Center is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.

"The Role of Pharmacists in the Opioid Crisis and Ways Preceptors Can Engage Students in the Process" UAN 0834-0000-19-018-L04-P, and "Difficult, Disengaged, and Maybe they think We're Dinosaurs: Dealing with Precepting Concepts Facing Us Each Rotation Block" UAN 0834-0000-19-029-L04-P, have each been accredited for 1.5 contact hours of ACPE Continuing Pharmacy education. In order to receive continuing pharmacy education credit, pharmacy participants must sign in, participate in the entire program, and complete a program evaluation. This activity is knowledge-based.



Pooja Patel, Pharm.D.
Clinical Assistant Professor of Pharmacy Practice

As clinical preceptors, it is often easier to focus on clinical skills or “hard” skills for students on IPPE/APPE rotation(s). Non-clinical skills or “soft skills” are often areas where preceptors struggle to train and provide opportunities for learners while on clerkship rotation. One such soft-skill is self-assessment. Self-assessment is defined as the ability to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth. Some example opportunities to allow for training and practice of this soft skill – self-awareness are:

-At the beginning of the rotation, have students identify their strength(s) and their weakness(es). Verbalize how specific activities on the rotation will help develop these identified skills/attributes. Consistently follow-up with student (weekly or at midpoint/final evaluation) on their assessment on progress with identified strengths/weaknesses. On the last day of rotation, have student verbalize new strengths/new areas of improvement that were identified while on your rotation.

-Have student(s) email a daily list of X number (usually recommend 3) of clinical pearls that they have learned each day. Compile a list of daily learning log at the end of the rotation and test the student on it (verbal testing may be more time efficient). Students must get 10 consecutive correct responses to pass the rotation. This activity enables students to develop a habit of daily reflection of personal knowledge. Testing at the end of the rotation allows another opportunity for students to review the material and commit it to life-long memory.

-Always have the student provide self-assessment for a particular activity – be it a patient interview, presentation, or pre-work up presentation, BEFORE you provide them any feedback. This will help the students to compare their self-assessment with preceptor assessment of student’s skills. Also, if you have 2 learners on the rotation, then utilize peers to also provide feedback.





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www.pharmacy.tamhsc.edu/oee