



TEXAS A&M UNIVERSITY  
 Irma Lerma Rangel  
 School of Pharmacy

# THE ROTATION



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## ABOUT THE OFFICE OF EXPERIENTIAL EDUCATION

The Office of Experiential Education oversees the development, implementation and assessment of the pharmacy practice experiences. Experiential education provides longitudinal opportunities for in-depth exposure and active participation in a variety of innovative and interprofessional pharmacy practice settings. As students progress through the pharmacy practice experiences, they develop the independent ability to resolve routine to complex problems and to function within a variety of real-life pharmacy practice settings. Students will be able to solve pharmaceutical-related problems utilizing evidence-based medicine and critical problem solving skills.



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# CLASS OF 2026 WHITE COAT CEREMONY SEPTEMBER 2022

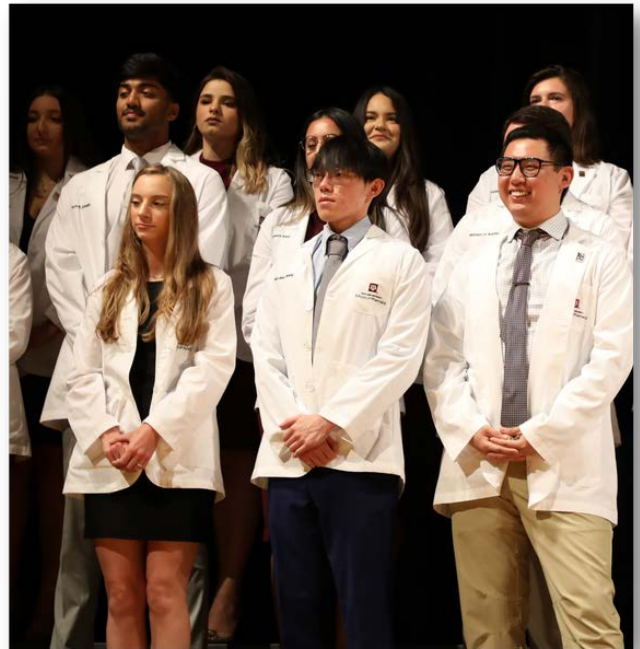
Congratulations to the Class of 2026 on receiving their white coats in September 2022! The White Coat Ceremony is a meaningful tradition that signifies a student's transition into the clinical years of the pharmacy program. During the ceremony, students enrolled in the first year of the program are donned a white coat, a universally recognized symbol of clinical service and patient care. During the ceremony, students also recite the Pledge of Professionalism to publicly acknowledge their willingness to meet the professional expectations established by the pharmacy community.

The White Coat Ceremony, as it is known today, first began at the Columbia University College of Physicians and Surgeons and has been adopted by numerous colleges and schools involved in educating and training students interested in a wide range of health and medical-related professions. The Texas A&M Irma Lerma Rangel School of Pharmacy held its first White Coat Ceremony in 2007, and the tradition continues today.

Ceremonies were held at Texas A&M University-Corpus Christi – Performing Arts Center on September 17th for the Kingsville Cohort and at Texas A&M University's Annenberg Presidential Conference Center on September 23rd for the College Station Cohort.

**Dr. Wanda Maldonado**, Dean and Professor of the School of Pharmacy at the University of Puerto Rico Medical Sciences Campus was the Keynote Speaker for the Kingsville Cohort.

**Dr. Ronald Ragan**, Professor and Dean of the School of Pharmacy at The Kansas University was the Keynote Speaker for the College Station Cohort.



**DR. WANDA MALDONADO**



**DR. RONALD RAGAN**

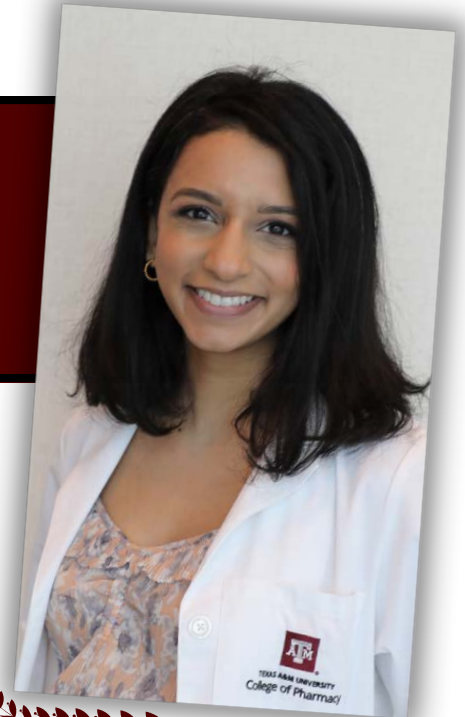




# AWARDS

**Faculty Preceptor of the Year 2022**

**Nephy Samuel, PharmD, BCPS**  
Clinical Assistant Professor of  
Pharmacy Practice  
Texas A&M School of Pharmacy



**Preceptor of the Year 2022**  
**Niaz Deyhim, PharmD, MS, BCPS**  
Houston Methodist  
Texas Medical Center

**Staff of the Year 2022**

**Steven Deanda, MBA**  
Program Manager  
Office of Experiential Education  
Texas A&M School of Pharmacy



# PAST EVENTS

## RESIDENCY SHOWCASE

Our 6th Annual Virtual Residency Showcase took place on Thursday, October 20th from 1pm-5pm with **24 Residency Programs and 44 students in attendance**. Our students met with representatives of various residency programs. The Showcase also provided representatives from each program with an opportunity to identify potential applicants who will enter the residency match.



**FALL 2022**  
**TEXAS A&M UNIVERSITY**  
**SCHOOL OF PHARMACY**  
*Virtual Residency Showcase*

TEXAS A&M UNIVERSITY  
Irma Lerma Rangel  
School of Pharmacy

Thursday, October 20<sup>th</sup>  
1 - 5 p.m.

*Sixth Annual Residency Showcase will give you an opportunity to meet with representatives of various residency programs. The Residency Showcase also provides representatives from each program an opportunity to identify potential applicants.*

[Click HERE to register](#)

[Click HERE to join via Zoom on October 20, 2022 - Meeting ID: 961 1810 4168](#)  
[Passcode: 277377](#)

Thanks to all who participated!

## CAREER DEVELOPMENT

*The 1st Annual Virtual Community Job Fair took place on Thursday, October 13th from 1pm – 5pm.*

*Participating employers in attendance were Albertsons, Brookshire Brothers, CVS, HEB, Walgreens, and Walmart. This job fair gave our students the opportunity to meet with these prospective employers.*



**VIRTUAL COMMUNITY PHARMACY JOB FAIR**

**THUR. OCT 13 1 - 5 PM**

Participating organizations:

- Albertsons
- Brookshire Brothers
- CVS
- H-E-B
- Walgreens
- Walmart

# APPE REGIONAL CORNER

*Fourth professional year (P4) students at the Irma Lerma Rangel School of Pharmacy are provided an opportunity to rank six Advanced Pharmacy Practice Experience (APPE) regions. P4 students complete four core rotations (Community, Health System, General Medicine, and Ambulatory Care) and two or more elective rotations in their respective regions*

**Emily Wong**  
**HOUSTON REGION**

**4th Year Professional Pharmacy Student  
Class of 2023**



Thus far, I have completed five APPEs and can say that the experiences and life skills I learned early in my pharmacy career have helped me achieve many of the goals that I have put forth. I encourage anyone who is about to select or apply to various APPE sites to go in with an open mindset and go out of their comfort zone.

At this time, I have completed one core community rotation and four elective rotations. I was privileged to be accepted into four nationally competitive elective rotations, which allowed me to have the opportunity to explore various pharmacy careers outside of Texas. My community rotation at CVS Health was a great kickstart into my fourth year. Although I have worked as a pharmacy intern for many years, this rotation has helped me sharpen and apply my clinical knowledge to positively impact the quality of patient care in the community. A

I am excited to continue my passion for market access as an incoming fellow in US Trade/Market Access at Sanofi/Rutgers University! To finish off my last year, I still have my core rotations to look forward to, and am excited to gain more knowledge within the clinical space. APPEs may seem scary to those who have not yet embarked upon them, but I promise that they are a joy if you have a positive attitude and keep an open mind.

## Shelby Martinez CORPUS CHRISTI REGION



### 4th Year Professional Pharmacy Student Class of 2023

Since my didactic pharmacy courses started in 2019, I have always looked forward to fourth-year rotations. Being someone who is a kinesthetic learner, I knew that APPE rotations were going to be my opportunity to shine and really solidify the material I learned throughout my time in school. I was selected for the Corpus Christi region, which was exciting as it is where I call home and where I expect to serve the community as a future pharmacist.

To date, I have completed two rotations with the Christus Spohn Health System. Both experiences within Christus Spohn were challenging in good ways. I was able to work with my Hospital/Health Systems preceptor, Dr. Jason Serna, and help monitor patients on his Internal Medicine floor. Roles during this block included monitoring vancomycin levels, switching patients to oral therapy when appropriate, and reviewing and acting on Vigilance alerts. He also helped tailor my experience to things I was interested in, such as time in the Emergency Department and Oncology.

Dr. Brian Frescas, one of the only Infectious Disease pharmacists in the Coastal Bend, served as my Infectious Disease elective preceptor. This rotation was the one I was most nervous about starting, as it was not my strongest topic within didactics. Some notable experiences included leading several topic discussions, reaching out to providers with antimicrobial recommendations, and even taking part in education for medical residents. By the end of the rotation, I felt confident in my antimicrobial stewardship and prepared for my upcoming licensing exams.

I have also completed my community rotation with CVS Health, and I am looking forward to participating in their Business Leadership elective during my next block. I was placed with Aaron Uresti, at a Y Mas store that also serves as a Health Hub with a Minute Clinic available for patients. One unique aspect was also the contract this location has with a local hospice provider. This provided a diverse patient population for me to help serve, leaving me with confidence as I plan to serve as a retail pharmacist upon graduation.

All the experiences that I have been able to take part in within the Corpus Christi region have been challenging, and diverse, and what I needed to feel confident graduating and starting my future as an Aggie pharmacist.



# PRECEPTING PEARLS

*This section of the newsletter highlights information to be shared to other preceptors about things they have learned with precepting students.*



## **Sara Rogers, Pharm.D., BCPS**

Texas A&M University  
Clinical Assistant Professor, Department of Pharmacy Practice  
School of Pharmacy, Residency Program Director  
PGY2 Ambulatory Care  
Texas A&M Health Family Care Clinic

## **An Approach to Incorporate Interdisciplinary Education: Encouraging Learners to Deprescribe**

The term “deprescribing” refers to a process of medication withdrawal, supervised by a health care professional, with the goal of managing polypharmacy and improving outcomes. The goal of deprescribing is to identify and discontinue medications in instances in which existing or potential harms outweigh potential benefits within the context of an individual patient’s care goals, current level of functioning, life expectancy, values, and preferences. As an essential part of good prescribing, deprescribing is an interdisciplinary activity that learners can be tasked with in a variety of settings, such as an ambulatory clinic.

Polypharmacy describes the simultaneous use of multiple medicines by a patient for their conditions. Most commonly it is defined as regularly taking five or more medicines, but definitions vary in where they draw the line for the minimum number of drugs. In fact, the number of drugs that a patient is taking is the single most important predictor of harm.

A contributing factor to polypharmacy is a phenomenon known as “prescribing cascade”. Prescribing cascades occur when patients are prescribed medication to treat the adverse side effects of previously prescribed medications.



### **Example of a prescribing cascade**

How can we prepare our learners for this?

- Deprescribing Topic Discussion
  - o Process of Deprescribing
  - o Guidance for Tapering
  - o Resources (e.g. [deprecribe.org](http://deprecribe.org))
  - o Cases
- 3-5 patient assignments
- Deprescribing Debrief

### **References**

- Reeve E, Gnjjidic D, Long J, Hilmer S. A systematic review of the emerging definition of 'deprescribing' with network analysis: implications for future research and clinical practice. *Br J Clin Pharmacol.* 2015 Dec;80(6):1254-68.
- Scott IA, Hilmer SN, Reeve E, Potter K, Le Coureur D, Rigby D, Gnjjidic D, Del Mar CB, Roughead EE, Page A, Jansen J, Martin JH. Reducing inappropriate polypharmacy: the process of deprescribing. *JAMA Intern Med.* 2015 May;175(5):827-34.

# PRECEPTING PEARLS

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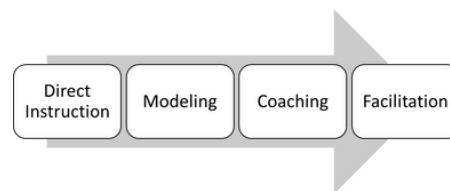


**Trager Hintze, PharmD, BCCCP**  
Clinical Assistant Professor, Department of Pharmacy Practice  
Texas A&M University School of Pharmacy

St. Joseph Regional Health Hospital  
Emergency Medicine Clinical Pharmacist  
PGY1 Pharmacy Residency Program Coordinator

## The Four Preceptor Roles

While precepting pharmacy students there are four different roles we can take on: direct instruction, modeling, coaching, and/or facilitating. Direct instruction involves teaching content that is foundational to the rotation and may be required for clinical problem solving/ patient care. It is most often completed through topic discussions, assigned readings, etc. and it is best utilized prior to/ early in the rotation, or when a knowledge gap is identified. Modeling is the preceptor role that can most often be assumed with pharmacy students. It involves demonstrating a skill or process while allowing the student to observe, while the preceptor ‘thinks out loud,’ or walks through the process. More on this in the paragraph to come. The preceptor role of coaching involves the learner performing a skill while being directly observed by the preceptor while receiving ongoing feedback. The student will likely spend a majority, if not most, of the rotation in this stage. Facilitating is the final role of the preceptor, this is where the student is allowed to perform activities, particularly patient oriented tasks (e.g., counseling, medication reconciliation) independently while the preceptor remains available and de-briefs after the fact. Some students may never reach this stage, particularly early on in their APPE year. Which role you assume, which should progress over the course of the rotation, is dependent on each students’ ability and experience. It is important at the beginning of the rotation to establish the goals or endpoints of the rotation, as well as assess the students’ baseline knowledge, skills, and learning style. Since most students will spend a significant amount of time in the modeling stage, let’s take a closer look at how we as preceptors and magnify this role.



## 'Think out loud' precepting

In the didactic curriculum (P1-P3) students have opportunities to develop their critical thinking skills, but APPE rotations are where they should really begin to develop their critical thinking and clinical decision-making skills. They rely on us, their APPE preceptors, with experience in critical thinking and clinical decision making to be their guides as they work to develop these skills. These skills can take students a long time to develop, but we can aid them by simply ‘thinking out loud.’

What does this look/ sound like? I had an experience with an APPE student that brought this principle to light. I practice in the emergency department and frequently respond to medical codes and alerts. We were bedside with a patient in active status epilepticus that required immediate intubation. For me, it has become second nature to routinely acquire the appropriate medications to terminate the seizure, provide seizure control, sedate and paralyze the patient for intubation, and prepare an appropriate sedative medication once intubated. As I sprang into action I caught a glance in my student’s eyes, it was the ‘deer in the headlight’s look that reminded me of critically-ill patients that I saw early on in my training. I paused for a split second and began to ‘think out loud’ as I walked through all of the actions I was performing. As I grabbed medications from the automatic dispensing cabinet I told her everything that was going through my mind, why we chose each one of them, patient-specific considerations (the patient happened to have some allergies that prevented us from using first-line medications), dosing considerations, rates, IV access, and anything else that came into my head. When the patient encounter was over we had a chance to debrief, the student said that was one of the most impactful learning experiences they had ever had because I took the time to ‘think out loud’ and it demonstrated my reasoning and thought process. I found that this particular student began to develop their own clinical-decision making in a new way and progressed at a faster rate to the next stage (coaching) following this event.

Students can benefit from our experience and knowledge, but we have to remember to share it with them by ‘thinking out loud.’ Preceptors don’t always have an abundance of time, and every APPE rotation is different, but taking the time to methodically walk through a thought process out loud is valuable to students. Try it the next time you are precepting and assuming the modeling role. You may find it helps you as a preceptor too!

### References:

- CE-Overview ASHP. Starring roles: The Four preceptor roles. ASHP Media. [http://www.ashpmedia.org/softchalk/softchalk\\_preceptorroles/softchalk4preceptorroles\\_print.html](http://www.ashpmedia.org/softchalk/softchalk_preceptorroles/softchalk4preceptorroles_print.html). Accessed January 27, 2023.
- Amie B. 801 resident precepting basics starting on the Right Foot. <https://www.ashp.org/-/media/assets/pharmacy-practice/resource-centers/preceptor-toolkit/NPPC-2015-Resident-Precepting-Basics-Starting-on-the-Right-Foot.pdf>. Accessed January 27, 2023.
- Forinash A. Preceptor toolkit. ASHP. <https://www.ashp.org/pharmacy-practice/resource-centers/preceptor-toolkit>. Accessed January 27, 2023.



# PRECEPTOR DEVELOPMENT & CONTINUING EDUCATION (CE) OPPORTUNITIES

The continuing education program strives to bring quality continuing education opportunities to busy healthcare professionals in both urban and rural settings by offering online and distance education. TAMU School of Pharmacy offers Free Preceptor CE to all Texas Preceptors on their website

<https://cbhec.tamhsc.edu/continuing-education/online.html>



## ***Human Trafficking for Clinicians Preceptor CE Training – Expires 12/1/2025***

Speakers:

Joy Alonzo, M. Engineering, PharmD, Clinical Assistant Professor, Texas A&M Rangel School of Pharmacy  
Maribel Arredondo, Prevention and Education Manager, Womens Shelter of South Texas

Course Learning Objectives:

At the completion of this activity, the participant will be able to:

1. Understand the significance of the human trafficking problem in Texas
2. Identify the "red flags" that may be recognized by healthcare providers and student learners in trafficking situations
3. Identify interviewing techniques to help student learners determine if a suspected human trafficking case exists
4. Understand and share with student learners the appropriate way to report a suspected human trafficking case

## ***Cultivating Compassion in the Professional Training Environment CE Training – Expires 12/1/2025***

Speakers:

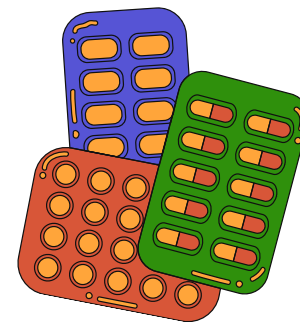
Nephy Samuel, PharmD, BCPS, Clinical Assistant Professor, Texas A&M Rangel School of Pharmacy  
Sandy Diec, PharmD, Clinical Assistant Professor, University of Houston College of Pharmacy

Course Learning Objectives:

At the completion of this activity, the participant will be able to:

1. Recognize the difference between pity, sympathy, empathy, and compassion
2. Discuss strategies to cultivate compassion in the professional training environment
3. Identify opportunities to cultivate compassion in the professional training environment

# IMPORTANT DATES



## **\*2023 Remaining APPE (P4)**

### **Rotation Dates**

- Rotation 7 – February 20th – March 31st
- Rotation 8 – April 3rd – May 12th

## **2023-2024 APPE (P4) Rotation Dates**

### **\*Summer 2023**

- Rotation 1 - May 22nd - June 30th
- Rotation 2 - July 3rd - August 11th

### **\*Fall 2023**

- Rotation 3 - August 14th - September 22nd
- Rotation 4 - September 25 - November 3rd
- Rotation 5 - November 6 - December 15th

### **\*Spring 2024**

- Rotation 6 - January 8 - February 16
- Rotation 7 - February 19th - March 29th
- Rotation 8 - April 1st - May 10th

## **2023-2024 On-Campus Student Development Days**

- June 30th
- August 11th
- September 22nd
- November 3rd
- December 15th
- February 16, 2024
- March 20, 2024
- May 10, 2024

## **Spring 2023**

### **P2 IPPE Rotation Dates**

- Monday, January 2nd – Friday, January 6th: 40 hour week (Institutional only)
- January 13th, 20th, 27th
- February 3rd, 10th, 17th, 21st
- March 3rd, 10th, 17th, 24th, 31st
- April 7th, 14th, 21st (Final Reflection – Make-up Day), 28th (Make-up Day)

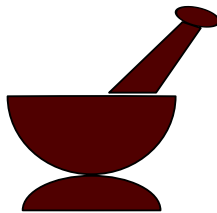


# Pharma'C'-You Soon!



Mrs. Buras and Mrs. Mathews visited  
Baylor Scott & White in Waco

Featured in this picture is  
TAMU SOP Alum,  
Dr. Michael Weston Shaw  
Class of 2013



Mrs. Mathews and Mrs. Buras  
visited HEB #182 in Temple

Featured in this picture is  
TAMU SOP Alum,  
Dr. James Eric Branch  
Class of 2012





# EVENTS

*Dean Indra K. Reddy looks forward to hosting receptions at TPA and TSHP. He hopes to see you during both regional conferences.*

## Texas Pharmacy Association Conference

July 15-17, 2022

Hyatt Regency in Austin, Texas



## Texas Society of Health-System Pharmacists

May 14-13, 2022

Kalahari Resorts - Round Rock, Texas

