Preceptor Spotlight

Patrick Huffman, PharmD, is a pharmacist with the Beckley Veteran’s Administration (VA) Facility and has been a preceptor for the WVU School of Pharmacy for the last three years. He grew up about an hour south of Morgantown in Harrison County and graduated from the WVU SoP in 2009. He completed a PGY-1 Pharmacy Practice residency at New Hanover Regional Medical Center in Wilmington, North Carolina and then returned to West Virginia to be closer to family and friends.

Patrick precepts APPE students completing ambulatory care or anticoagulation rotations. He encourages his students to be very hands on during their rotations. He doesn’t want them to just hear about practice but to really participate. Due to the size of the facility, he is able to offer students the opportunity to make an impact in a wide variety of practice areas. The students get to address drug therapies for outpatient disease states as well as treat inpatients in both the acute and long term care settings.

When asked about what he liked most about serving as a preceptor he replied “I really like to teach. I can still remember valuable pieces of wisdom that my APPE preceptors passed on to me when I was on rotations during my fourth year. Just like those mentors, what I pass on may be pharmacy-related, and at other times it may be focused on family life or personal finances. The best part is helping soon-to-be graduates ready themselves for the transition out of school and into the next step in their lives.”

Site Spotlight: Camp Kno-Koma

Camp Kno-Koma was started in 1950 as a free non-profit camp for children with diabetes. The goal was to provide children an opportunity to let kids be kids and enjoy a week of camp regardless of a diagnosis with diabetes. Camp Kno-Koma is a typical weeklong summer camp with many activities (e.g., biking, fishing, tubing, campfires, crafts, dances), that works hard to effectively manage the diabetes of approximately 130 children for one week every year.

The WVU School of Pharmacy has had resident, P4 student, other pharmacy student representatives at camp since 2003. As members of the medical staff, pharmacy students learn about diabetes management and then help the kids test blood sugars and take insulin. During daily camp education sessions, pharmacy students help teach the kids about injecting insulin, how to best take care of their diabetes, and how to manage insulin pumps. Interprofessional activities contribute to the experience as students collaborate with nurses, pharmacists, doctors, dieticians, paramedics, and various professional students. Kristen Ritter, a volunteer at Camp Kno-Koma said that “Since I have been trained by pharmacists over the last three years, I already had a basic idea how pharmacists would treat children with diabetes...working with a nurse gave me an opportunity to experience a different perspective I may never have again. Not only was the nurse great to work with and extremely experienced with children and diabetes, I was able to experience a multidisciplinary approach first hand. The multidisciplinary approach to treating patients should be a high priority because having a health-care team working together does truly make a difference!” Camp provides truly unique hands-on experiences for pharmacy students to manage diabetes. Few experiences offer this level of complexity with diabetes training paired with strong interprofessional opportunities to collaborate with nursing, medicine, and dietary providers.

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The Role of Pharmacy Residents in Pharmacy Student Education

by Jessica Hinson, PharmD, WVU SOP/Waterfront Family Pharmacy PGY-1 Community Resident

Most pharmacists understand that pharmacy residents are involved with teaching activities. In truth residents play multiple roles when interacting with pharmacy students including:

- Teachers
- Preceptors
- Role Models
- Mentors

Residents as Teachers

American Society of Health System Pharmacists (ASHP) standards require pharmacy residents to be involved in teaching activities. Pharmacy residents affiliated with West Virginia University School of Pharmacy participate in both didactic classroom lectures and facilitation of student labs. This is not only a means of educating the students, but also a way for residents to learn to teach.

Residents as Preceptors

ASHP standards also require pharmacy residents to be involved as preceptors in a clinical role. Residents are required to demonstrate the four practice-based teaching preceptor roles of direct instruction, modeling, coaching, and facilitation. Residents are an important educational resource for students during their advanced pharmacy practice experiences and their role with students in the clinical setting is as important, if not more important than providing education in the classroom setting.

Residents as Role Models

The resident is also in a position to serve as a role model to student pharmacists, and this relationship should be adequately fostered. Appropriate role models are critical to develop students' career interests, and students find many qualities of an outstanding mentor evident in residents. Student interactions with residents may improve their perceptions of their field of practice, as well as that of pursuing a pharmacy residency themselves.

Residents as Mentors

The resident is also in an excellent position to serve as a mentor to the student pharmacist. The resident has recently been in the position of the student, and is in a unique position to assist with navigating the final stages of their pharmacy education, passing pharmacy licensure exams, and procuring residency or employment positions. A study published in the American Journal of Surgery found that “residents are identified as having qualities that are essential to being an outstanding mentor and residents may play a role in influencing student career choices.”

The pharmacy resident plays an important role in their interaction with student pharmacists. These two-way relationships help the student gain knowledge and experience from the resident, while the resident utilizes teaching and leadership as self-learning tools. Fully taking advantage of the interactions between students and residents can benefit the student, the resident, their respective programs, and the profession of pharmacy.

Sources:

News from the Director of APPE

Lena Maynor, Pharm.D., BCPS

Logging APPE hours and absences in RxPreceptor

The full conversion from E*Value to RxPreceptor was completed this January! You have most likely noticed a few changes to hours logs with the implementation of RxPreceptor. RxPreceptor separates logging of rotation hours and absences. Students have been instructed to enter the following events as absences: holidays, school events, inclement weather absences, and excused absences. Students have up to 40 hours of excused absences time allotted for the entire academic year. Holidays and school events do not count toward the 40 hours of excused absence time. Inclement weather absences also do not count toward the 40 hours of excused absence time in most instances, provided the inclement weather policy outlined in the syllabus is followed.

As a preceptor, you have the option to approve both hours logs and absences in RxPreceptor. We request that you review both logs and contact the school if you believe an entry is error. However, you do not have to manually approve hours and absences in RxPreceptor. The Office of Experiential Learning reviews both hours and absence logs at the end of each rotation and contact students individually, as needed for clarification.

New course during the APPE year

Starting with Fall 2015, the newly revised curriculum for the P1 and P4 years of the Doctor of Pharmacy Program will be implemented. In addition to the completion of eight APPE rotations, student will also be required to complete a concurrent course, Current Topics in Pharmacy 1, during the Fall semester and Current Topics in Pharmacy 2 during the Spring semester. This a required course and students must participate in the class in order to receive a passing grade. Students will be required to participate in an online journal club approximately every other week during the Fall and Spring semesters. Additionally, students will be required to attend two in-person seminars in either Charleston or Morgantown during the Fall and Spring semesters. Attendance will not be excused for general APPE activities.

This course replaces the current APPE journal club requirement. As always, if you have any questions about APPE activities, please contact the Office of Experiential Learning.

Southern Region Coordinator

Jeremy Prunty, Pharm.D.

Jeremy Prunty was appointed our new Southern Region Coordinator in the fall of 2014. His role is unique for the SoP as we will now have a full time faculty member based in the Southern Region who will be facilitating APPE and IPPE sites. His goals will be to increase contact with the preceptors in the southern part of the state and to facilitate the excellent experiential education already provided. He will be the point of contact, provide regular site visits, and actively reach out to our preceptors to discuss teaching goals and philosophies as well as host at least one annual preceptor CE in the southern region.

Jeremy has close ties to WV and the WVU SoP. He is a graduate of the WVU School of Pharmacy. He completed a PGY-1 residency at the Huntington Veteran’s Administration Hospital and then joined the WVU SoP as a shared clinical faculty with a practice at Cabell Huntington Hospital. Jeremy offers an Acute Care rotation to APPE students through his Internal Medicine service.

“My father graduated from WVU School of Pharmacy…. I learned to tie my shoes in the pharmacy and would always ask my father specifics about the medications behind the counter, so in a way he was my first preceptor. His response would sometimes be ‘you’ll learn it in pharmacy school.’ I followed my father’s footsteps to the WVU School of Pharmacy and decided I really enjoyed the clinical aspect of pharmacy. My wife and I completed residencies in Huntington, WV and decided to pursue our careers around the area. I am fortunate to pass along knowledge and experience to the future of the profession in southern West Virginia.”
News from the Director of IPPE

Gina Baugh, Pharm.D.

IPPE Update

Thank you to all of the IPPE preceptors that provided availability for the community and institutional experiences for the upcoming spring rotation blocks. As the start of these rotations is quickly approaching, some key items are highlighted below.

The workbooks have been updated for both the community and institutional rotations. The information was streamlined and updated to reflect current practice standards. The activities and discussion topics included in the workbook are important to help with the structure of the rotation and to maintain consistency between rotation sites and preceptors.

All preceptors will have to complete both a midpoint and final evaluation of the student. This will allow students to receive valuable feedback and make improvements, if necessary, to successfully complete the rotation requirements. Please contact me directly if a student is failing the rotation at the time of the midpoint or final evaluation.

The RxPreceptor management system will be utilized for the community and institutional rotations. The system will be utilized for logging hours, submitting assignments, and completing evaluations. Please contact our program specialist, Carol Shaub (cburrou1@hsc.wvu.edu or 304-293-1464), if you need assistance with RxPreceptor, including login and password information.

IPPE Student Spotlight: P2 Student

Sara Mantick

Sara Mantick is a second year pharmacy student who has been very busy this year. She is member of one of the two service learning groups who have been talking to middle and high school students in West Virginia and Pennsylvania about the Neuroscience Behind Illicit and Prescription Drug Abuse. This presentation, which was adapted from a Duquesne University School of Pharmacy presentation, has been very well received by the community. The presentation focuses on the short and long-term physiological side effects of abusing prescription and non-prescription drugs. Students are presented with information on how drugs affect the brain and body in a negative manner with the goal of providing students with the facts about drug abuse on the body so they are able to make smart decisions as they get older.

Sara also co-chairs the WVU SoP chapter of GenRx which is a patient based care project sponsored by APhA-ASP that is directed towards teaching the community about the misuse and abuse of prescription and non-prescription drugs. GenRx provides presentations geared towards college students, adults, high school students, and younger children. The group participated in National Drug Facts week by having a medication take back day, daily facts on drug abuse, and a presentation on “Abusing Drugs with No Abuse Potential” given by Mr. Peter Kreckel, RPh. GenRx also participated in pharmacy month this past October by having a speaker from the University of Utah School on Alcoholism and Other Drug Dependencies come to speak to the entire School of Pharmacy about his experience with addiction and recovery. Their biggest event was a health fair in McDowell County. The fair included blood pressure and glucose screenings and giveaways, such as toothbrushes, healthy snacks, and Halloween prizes. The county and school were so appreciative of their efforts, and the success of the event, that they are planning a larger event this summer in the area.