Greetings from the Office of Experiential Education at the University of Tennessee Health Science Center. It is difficult to believe that another winter (a gentle one this year) has passed and we are well into spring. Our current P4 class will finish their rotations this month and graduate next month on Memorial Day weekend. Our P3 students have completed anywhere from one to three Advanced Pharmacy Practice Experiences (APPEs) by now and are moving steadily through the remainder of their curriculum.

There are a couple of columns in this newsletter that I would like to highlight. One addresses the concept of the rotation change. We frequently get questions about these from both students and preceptors. The hope is to clarify how these are handled and how the decisions about them are reached. A second column is from a graduating P4 student, Jamie Deeds. Dr. Steve Foster and I co-precept an academia rotation on the Memphis campus and we have had this rotation for about 3 years now. This is the first time that we have had a P4 with us in the spring on her last rotation. I asked her to write a short reflection of her experience with our experiential program. It is also included in this newsletter.

I want to sincerely thank the faculty who have again provided availability for our Introductory Pharmacy Practice Experience (IPPE) rotations. We have successfully scheduled 1 community and 1 institutional rotation for each student in the rising P3 class (class of 2014). This class was smaller than in previous years, so we were also able to schedule ~ 20 students in the rising P2 class as well for this coming summer. I didn’t realize how important these experiences were until I read some of the reflections on this from our students. In my small group class in the Introduction to Pharmacy class, 9 of 11 had never been near an institutional pharmacy before their initial site visit!

Finally, I want to mention upcoming events and requests. We will be asking for APPE availability in May, 2012, for the January, 2013 to April, 2014 cycle! I know, we are even earlier than last year, but we are being asked by preceptors to complete our scheduling earlier every year. We are currently working on the Preceptor Development Conferences and Residency/ Rotation Days scheduled for the late summer and early fall. See the “Save These Dates” notice in this newsletter.
As I began my last Advanced Pharmacy Practice Experience (APPE) rotation, I was asked to write a short article reflecting on all of my APPE rotations. I quickly found myself reminiscing not only about my APPEs, but also over the past four years and what led up to those APPEs. Making the transition from a college student into a student pharmacist was quite challenging. At the time, it felt like my life consisted of going to class, endless hours of studying, back-to-back exams, participating in health fairs, and working when I had “free time”, just to mention a few. Looking back, however, it is easy to see that I was being molded into a student pharmacist and being prepared to enter APPE rotations.

I believe I speak for most of my classmates when I say I was thrilled to be done with course work and excited to start APPE rotations. Deep down, however, I was quite nervous and intimidated. I now know that there was no need to have these reservations. Sure, starting at a new institution every month with a different focus can make anyone a little nervous, but as the months went on, I began to replace that intimidation with confidence. This confidence came from the realization that the UT College of Pharmacy and its faculty had adequately prepared me for these APPEs. From pediatrics to older veterans, cardiology to palliative care, ambulatory care to nutrition, one could say I had quite a wide variety of APPE rotations. With graduation quickly approaching, I am rounding third base with my very last rotation, academia. I must say an academia rotation to finish off my APPEs has been quite rewarding. It has opened my eyes to much of the action that takes place, “behind the scenes”, to get me and my classmates to where we are today, a mere two months away from becoming Doctors of Pharmacy.

Reflecting on my APPEs, has been much more than a reflection. Rather, it is an overwhelming awareness of what this College of Pharmacy has done to and for me and my classmates. We have been sculpted into respected health care professionals, ready to explore many different areas of pharmacy, and excited to make differences in many lives for the years to come. Would I say that these APPEs were good experiences? Absolutely, without a doubt, my APPEs were great experiences, constantly reinforcing and adding to my knowledge bank. My deepest gratitude and appreciation goes out to all of the preceptors, faculty, residents, and to the College of Pharmacy for making these experiences so great.

Jamie Deeds, P4

“I was thrilled to be done with course work and excited to start APPE rotations.”
Faculty Spotlight

Dr. Richard Randolph is a community pharmacist at Marcom’s Pharmacy in Manchester, TN. He has been a preceptor for several years for UT and serves as a volunteer assistant professor of Clinical Pharmacy. Dr. Randolph precepts an Advanced Community Pharmacy rotation.

What formal pharmacy training did you have before becoming a faculty member?
I graduated from the University of Tennessee in 1992 with my PharmD. I then completed my pharmacy practice residency in Jacksonville, FL at University Medical Center in 1993.

Why did you pursue a career as a part time faculty member?
I saw how the young residents helped the preceptors teach throughout my residency. I realized that you don’t have to know everything to be able to give something back. Even a young resident just out of school could be such an asset as a teacher.

Why did you choose community pharmacy as a career direction?
It was my first after school job in high school and I just fell in love with it. I love the patient interaction from day to day. Yes, you have to deal with the occasional difficult customer, but helping just one person save significant money or preventing a serious adverse event makes up for a lot.

What is it like balancing your personal and professional life?
I am a pharmacist 24 hours of the day. I am glad to help people out at church or at a restaurant if they ask me. I try to give equal time to my family as well. There is nothing I like better than going to my boys’ games. I am truly dedicated to my patients, but I have to have a happy medium between pharmacy and my wife and kids.

What do you enjoy the most about being a preceptor?
I love helping young pharmacists learn. Some things you can only learn from years of on the job training, and I hope I can introduce our students to some of this information. Since Manchester is such a long way from the Memphis and Knoxville campuses, our students usually have a true desire and interest in independent pharmacy practice. I have a lot of time and experience in retail pharmacy and being able to share it is very rewarding.

How do you handle a student that has substantial deficits in their database?
Substantial deficits cannot be corrected during a 1 month rotation. A preceptor is there to help point out to the student his/her deficits and guide him/her on how to correct them. I try to make sure to give the student plenty of reading materials and an environment conducive to learning. It must be made clear that learning is the responsibility of the student.
Faculty Spotlight (Cont.)

Have you ever learned something new from a student?
All the time! That is why we like precepting students. It helps us keep up to date.

How do you handle a student who has inappropriate professional behavior on a rotation?
Fortunately that has never happened. In our orientation I discuss the importance of professionalism. Since our practice is very visible, our patients’ perception is reality. If our patients observe unprofessional behaviors, it reflects on our pharmacy practice and ultimately on our business.

What assignments that you give out do you feel your students learn the most from?
Our students must participate in one journal club, do case presentations, write a newsletter article for local doctors, and create an OTC formulary.

What assignments do you give to your students that promote self-learning?
I find the best way is to ask the students practical questions. I encourage the students to give input on all patients. If the student does not know an answer, I have them research the topic to find them on their own instead of just telling them the answers.

What advice would you give to a new preceptor?
There are three things I would tell them:

Step one
Think back to how you learned best in school. Remember your best preceptors/teachers and their styles of teaching and try to model yourself after them.

Step two
You don’t have to know everything! The students see you as a stronger preceptor if you can admit weakness. It shows the students that learning is truly a lifelong task.

Step three
Try to keep a good balance between family, teaching, and pharmacy practice. You will definitely have a greater time commitment precepting students but it is very important to maintain this balance.
The Rotation Change – What Happened to My Student?

The Experiential Education part of UT College of Pharmacy’s Curriculum is offered over the last 15 months of our curriculum. Because our rotations need to be offered over 15 months, we need to schedule the students’ rotations fairly early in the fall of the P3 year. It is nearly a 2-year span from the first day of scheduling rotations with P3s in mid-August to graduation of a P4 in May. It is not surprising to anyone to have multiple professional and personal changes in our preceptors’ lives, as well as substantial changes in our students’ lives as well during this time. This creates a fluid environment that will invariably result in changes in experiential education schedules, in particular for Advanced Pharmacy Practice Experiences (APPEs).

The most common reasons that preceptors request a change in their rotation assignments are listed in Table 1. Our Office will make every effort to implement these requested changes unless it is literally the last week before that rotation is to start. Each affiliation agreement between UT and your pharmacy or institution has a clause addressing how much notice we need for termination of an affiliation agreement. We of course know that last-minute emergencies will arise and we will make accommodations for these.

The most common reasons that students request a change in their rotation assignments are also listed in Table 1. We don’t allow students to make a change without a valid reason. Items 1-3 in the Table are fairly straightforward. Students must present a strong case in career direction for us to change a rotation for this reason. Even with a legitimate case in this area, we often have the student complete their assigned rotation schedule. Avoiding an assigned preceptor is rarely, if ever granted as a legitimate reason for changing rotations.

When a change is made, we are often asked by the preceptor who is seeing their student moved, why this has happened. We are limited to what we can share with you when it involves items 1-3. (HIPAA, FERPA) It is rarely, if ever, resulting from a student trying to avoid the preceptor or the site. Likewise, students often ask why they were moved to a new rotation. Again, we may be limited in what we can tell the student depending on the reason. We will be pleased to share with you what we can. Since all change requests run through our Office of Experiential Education, I can guarantee to you that we are consistent in addressing change requests.

Reasons Why Rotation Assignments are Changed

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<thead>
<tr>
<th>Preceptors</th>
<th>Students</th>
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<tbody>
<tr>
<td>Promotion</td>
<td>Personal family problems</td>
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<tr>
<td>Maternity leave</td>
<td>Health issues</td>
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<tr>
<td>Decreased preceptor time</td>
<td>Academic performance problems</td>
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<tr>
<td>Reorganization</td>
<td>Change in career direction</td>
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<td>Employment change</td>
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The Office of Experiential Education Welcomes the Following New Preceptors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Dr. Anna Jacobs</td>
<td>Methodist University Hospital</td>
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<tr>
<td>Dr. Courtney Young</td>
<td>St. Francis Hospital</td>
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<tr>
<td>Dr. James McMillen</td>
<td>UT Medical Center</td>
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<tr>
<td>Dr. Todd Oldham</td>
<td>Dickson Apothecary</td>
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<tr>
<td>Dr. Joseph Pandit</td>
<td>Skyline Medical Center</td>
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<tr>
<td>Dr. Kristin Alvey</td>
<td>Walgreens Pharmacy</td>
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<tr>
<td>Dr. Katrina Dirkes</td>
<td>Target Pharmacy</td>
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<tr>
<td>Dr. Kimberly Keeton</td>
<td>Wal-Mart Pharmacy #1318</td>
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</tbody>
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Useful Links

Office of Experiential Education Universal E-Mail
To contact the Office of Experiential Education use our universal e-mail of oeerequests@uthsc.edu

College Website
pharmacy.uthsc.edu

Grading Form
http://www.uthsc.edu/pharmacy/offices/experientialeducation/rotation_grading/