

Preceptor Newsletter

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Student Portfolios: What You Need to Know

Every sixth year pharmacy student must submit a professional portfolio at the completion of his or her experiential rotations and prior to graduation. This portfolio serves as an exhibit of their work during their Introductory Pharmacy Practice (IPPE) and Advanced Pharmacy Practice (APPE) experiences and is meant to be helpful to them during interviews with potential employers. As preceptors for EMSOP, we would like you to be aware of what the portfolio requirements are so that you know what student work from your rotation may be placed in their portfolio. We also encourage you to take a look at your students' portfolios.

IPPE Components

Documentation from the student's community and hospital IPPE rotations include the activity logs, evaluations, and the student's reflections on the rotation.

APPE Components

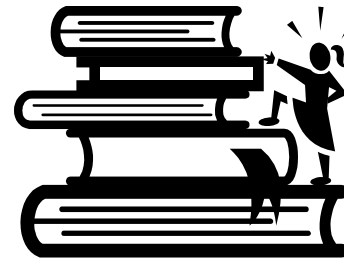
Components from APPE rotations are meant to showcase the student's professional development. Students are required to document clinical interven-

tions from each patient-based rotation such as community practice, acute care, ambulatory care, and other clinical rotations. While there is no minimum number of interventions that are required, the sampling in the portfolio should demonstrate the student's involvement with patient care in a variety of different interventions.

Required projects include a seminar presentation, written project, journal club, and a community/ambulatory care outreach project.

While seminars, written projects, and journal clubs are usually completed during rotations with faculty members, preceptors are encouraged to require them during their own rotations as well. Community/ambulatory care outreach projects are required for each community rotation that a student completes. Students are not allowed to repeat projects that they have completed previously. Preceptors may certainly require more than one outreach project if would like. Students are required to document the details about the project in

addition to a description of their involvement and preparation for the event. Documentation may include a copy of a brochure that was used, a poster used to advertise the event, or photos from the event itself. Finally, students must include documentation of progress with the ability based outcomes (ABOs) grid along with personal reflections about their rotation experiences in their portfolio. This reflection should be a description of



what they learned from the rotation and how they grew professionally.

Starting with the class of 2012, stu-

dents will be preparing and submitting their portfolios online. This is meant to streamline the evaluation and grading process. Preceptors are welcome and encouraged to ask students to show them their portfolios. The student may either print documents out for the preceptor to look at or the student can log in and show the preceptor what they've done so far. Please contact Donna Feudo with any additional questions.

Practice Site Spotlight: New Jersey Pharmacists Association

Have an idea for a future newsletter item or have a question you would like addressed in a future issue?

Email Mary Bridgeman at mary.bridgeman@pharmacy.rutgers.edu. We are always looking for new ideas!

By Christine Rash, Pharm.D. Graduate, 2011

Before starting my rotation at the New Jersey Pharmacists Association (NJPhA), I had little knowledge of what went on “behind the scenes” at a professional, non-profit organization. I had been peripherally involved in the organization during my P1 through P3 years at school, but my participation stretched little beyond attending meetings or certain events. I thought that this level of involvement was all that was expected of me as a pharmacy student. However, this sentiment changed immediately after starting the rotation as I began to see all of the ways that pharmacists could participate and benefit from volunteering time in a professional organization.

Prior to the rotation, I thought that I would be working on mostly administrative duties in the office, such as emailing or creating documents for the association, a welcomed change from the rigors of clinical rotations. I learned very quickly that there would be no sitting on the sidelines and coasting on this rotation. My preceptor, Harvey Maldow, CEO of the organization, included me not only within the workings of the office, but within the workings of the organization as a whole. He had me traveling to meetings around the state

with other pharmacists or with other organizations and had a genuine interest in my opinions and perspectives as a soon-to-be pharmacist.

I had learned just how much time and effort it takes to run an organization that is based solely on the volunteer effort of its members, and I began to appreciate how much the members give back to the organization and to the profession during their own free time. This realization began to inspire me to extend my participation in the organization beyond the expectations and time frame of the five-week rotation. Additionally, I gained valuable new experiences at this site, particularly with graphic designing and website design. During this rotation, I was able to teach myself how to design and maintain the NJPhA website. I also helped to create a website manual so that others in the office as well as future students could manage the site as well. This was an experience that I never thought I would have as part of any rotation, and I found it extremely valuable. It was certainly a unique change of pace from the normal practice of pharmacy, and most importantly, I had a lot of fun doing it.

Another great opportunity I had on this rotation was preparing for and attending the New Jersey Pharmacists Con-

vention in Atlantic City, New Jersey. I had no idea how much time, effort, and planning goes into putting on such an event, and it was very rewarding to participate in the planning stages and then to see it come to life. I was most involved with the preparation for the gala event, with the creation of tickets and the coordination of ticket distribution and seating. I also spent time recruiting vendors for the exhibition, as well as creating and sending out advertisements for the event to our own members to gain attendance.

My favorite part of this rotation was seeing the planning turn to action during the convention, as it was an unexpectedly rewarding experience. Perhaps the best part about this rotation is that my participation with NJPhA did not end after the five-week rotation. I am still committed to being an active member of the organization, to donate my time to association events, and to maintain the website. I learned the importance of giving back to the profession and advocating for its advancement, because things do not get done without volunteer member involvement. I very much enjoyed my time and will continue to do all I can to continue to play an active role in NJPhA.

Through Deaf Ears: A Deaf Student's Perspective on Clinical Rotations

By Tingting Gao, Pharm.D. Graduate, 2011

Any student would be daunted at the idea of doing her first clinical rotation with a faculty member. I, however, had to overcome a challenge that no one else had to face, my deafness and the limitations that it provides.

For the past three years of pharmacy school, a court stereographer typed and displayed medication names on a laptop for me to read in real time. During didactic lectures, I succeeded since lecture notes and exams were written.

When rotations started, it suddenly hit me that despite having three years of pharmacy education under my belt, I learned absolutely nothing because nothing is written in the real world. On my first clinical rotation, it was difficult to round with the medical team because I could not understand a word they were saying. As a pharmacy student, I was the only person on the team who could not distinguish ceftriaxone and ceftazidime phonetically, nor could I figure out



the difference between Ancel[®] and Ativan[®] because of my hearing loss. To make matters worse, I could not make any verbal recommendations because I could not articulate linezolid or docusate. Even when I knew a drug, I had to see it written on paper in order to understand which drug they were referring to.

Despite my deafness, I was fortunate to have wonderful preceptors, who took extra time to attend patient rounds and reviewed patient cases with me daily. Having a classmate or a pharmacy resident attend rounds with me also helped so I could ask them what I missed. However, I must credit my biggest achievement to faculty member Dr. Anita Siu's pharmacy speech therapy. We started with cephalosporins due to the numerous sound-alike-look-like drugs in that class. It wasn't easy since it took us an hour to review the pronunciations of only nineteen cephalosporins. Dr. Siu was very patient when she repeated "sef-ta-zi-deem" about twenty times

until I could reproduce the pronunciation correctly. Even when I completed her rotation in pediatrics in July 2010, we continued our weekly speech therapy during my subsequent rotations and reviewed 450 drugs by March 2011. Thanks to her help and dedication, I learned to be proactive in making prompt interventions independently during rounds on my later rotations. Thanks to her encouragement, I was able to embrace my love for clinical pharmacy and accomplish my dream of pursuing a pharmacy practice residency.

I would like to extend my sincere thanks to all of my preceptors who went out of their way to help me secure a PGY1 pharmacy practice residency at Winchester Medical Center in Virginia.

In case you are wondering what my favorite drug is, it is lee-va-tye-RA-se-tam!

Pictured (from left): Tingting Gao and fellow Pharm.D. graduates Stephanie Elluzzi and Arpan Shah, medical resident, and faculty member Saira Choudhury, Pharm.D. on rounds at Jersey Shore University Medical Center, Neptune, New Jersey.

E*Value 101: New Rotation Management Database

EMSOP has recently switched from PEMS to E*Value for scheduling and management of IPPE and APPE rotations. Here are basic instructions for using E*Value:

E*Value website: <https://www.e-value.net>

In order to retrieve your login name and password, click "Forgot Password?" located directly below the Login Name field. Please note that no Institution Code is needed to access the system, however, if you are a preceptor for another institution, please contact Marta Levitskiy for special arrangements for system access. Make sure that when

you are requesting your login information you use the email address that Rutgers has on file for you. Once logged in, you can change your password by clicking on "Home" and then "Password Change."

Once you login to the E*Value system you will be able to view your schedule by clicking on "Reports", "Schedules", and "Roster Reports".

From here, you can change the date arrange that you want to view if you want. Otherwise, click on "Next." Your list of

students will appear. Please note that if you are precepting students on different types of rotations, they will be listed separately. The option for

"Curriculum" will be limited to the curriculum to which you are linked. For example, if you precept both IPPE and APPE students, you will have access to both the IPPE and APPE curriculums.

If you have any questions about E*Value, please contact

Marta Levitskiy. We thank you and appreciate your patience with us in getting acclimated with the new system!



IMPORTANT DATES FOR THE 2011 ACADEMIC YEAR

MAY 23	APPE and IPPE CYCLE 1 BEGINS
JUNE 17	END OF CYCLE 1 (IPPE)
JUNE 24	END OF CYCLE 1 (APPE), please submit grades by July 21
JUNE 27	APPE and IPPE CYCLE 2 BEGINS
JULY 22	END OF CYCLE 2 (IPPE)
JULY 29	END OF CYCLE 2 (APPE), please submit grades by August 5
AUGUST 1	APPE and IPPE CYCLE 3 BEGINS
AUGUST 26	END OF CYCLE 3 (IPPE)
SEPTEMBER 2	END OF CYCLE 3 (APPE), please submit grades by September 9
SEPTEMBER 5	APPE CYCLE 4 BEGINS
OCTOBER 7	END OF CYCLE 4 (APPE), please submit grades by October 14
OCTOBER 10	APPE CYCLE 5 BEGINS
OCTOBER 21-23	NEW JERSEY PHARMACISTS ASSOCIATION ANNUAL MEETING, ATLANTIC CITY, NEW JERSEY
NOVEMBER 3	COMMUNITY PHARMACY INTERVIEW DAY
NOVEMBER 11	END OF CYCLE 5 (APPE), please submit grades by November 18
NOVEMBER 14	APPE CYCLE 6 BEGINS
NOVEMBER 24-25	<i>THANKSGIVING HOLIDAY, STUDENTS OFF</i>
DECEMBER 4-8	ASHP MIDYEAR CLINICAL MEETING
<p>NOTE: Students are excused for 3 days if attending the ASHP Midyear Clinical Meeting. If neither you nor the students are attending, Cycle 6 may be finished on December 16. Otherwise, Cycle 6 ends on December 23. Students are not excused from rotation the Friday before Midyear (December 2).</p>	
DECEMBER 16	END OF CYCLE 6 (if students or preceptors DO NOT attend Midyear)
DECEMBER 23	END OF CYCLE 6 (if students or preceptors DO attend Midyear)
DEC 23-JAN 1	<i>WINTER BREAK—NO ROTATIONS</i>

** Regarding holidays (i.e., Memorial Day, Fourth of July, Labor Day, etc.) students may **not** report to the rotation site **at the discretion of the preceptors**. Hours missed **must be made up** to acquire 200 hours needed for each rotation. **

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Giving Back to the Community: Senior Outreach

By Stephen Kung and Kyeong Hwa Yoo,
Pharm.D. Graduates, 2011

Early March of this year, with graduation only two and a half months away, we had a valuable experience as future pharmacists in reaching out to the local community. During an ambulatory care rotation with Dr. Lucio Volino, a clinical assistant professor at Rutgers University, we gave a pilot presentation by the American Pharmacists Association (APhA). This presentation, called the People's Pharmacy School, was given to the senior citizens at the Westfield Senior Housing in Westfield, New Jersey.

Created by the APhA as a tool for pharmacists and pharmacy students to educate patients in the community setting, this presentation focused on the role of medications in patients' lives. Issues it addressed included how to read a prescription label, an OTC medication label, and sample questions for patients to ask their pharmacists to better guide patients in fully maximizing the benefits of both their medications and

pharmacies. Although the presentation was originally drafted by APhA, it was up to us to effectively convey the messages to our audience.

The content of the presentation was direct and straight-forward. However, the challenge was delivering the material in such a way that was both stimulating and effective. With the guidance of our preceptor, we created methods to present the material effectively, such as using medication boxes, asking open-ended questions, emphasizing important points, and giving relatable exam-

ples. The seniors were very engaged and interested in knowing more about their medications and their health. They actively asked questions ranging from simple clarifications to more complex questions regarding food-drug interactions, black box warnings, storage, and efficacy. As a result, our audience gained a greater understanding about not only their

medications, but about what they can do to further take charge of their health in terms of communicating with their health care professional or understanding medication labels.

This project was unique in that we were able to work with a national pharmacy organization to reach out to the general public. In addition, we were given the chance to apply and tailor the information



that we have learned during school towards a non-medical audience. As graduating pharmacy students, we feel very privileged to have learned that there are opportunities of involvement and service in the community.

Pictured: Kyeong and Stephen with senior citizens of the Westfield Senior Housing facility.