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Preceptor Newsletter

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Residency/Fellowship Teaching and Learning Certificate Program

By: Janine Louie, Pharm.D., 2014-2015
PGY-1 Resident at Jersey Shore Medical Center

Education has always been and always will play a significant role in my life. I can truly say there are teachers from elementary school through pharmacy school that have influenced me to be the person I am today. More than anything, I wanted the opportunity to be that influence for future students. That opportunity arose when I was enrolled in the Residency/Fellowship Teaching and Learning Certificate (TLC) Program offered by the Ernest Mario School of Pharmacy (EMSOP).

The TLC Program, taught by EMSOP's faculty, focused on team building activities and various seminars and workshops. Just to name a few: seminars focused on different teaching techniques, writing learning objectives, creating a teaching philosophy and providing assessment and feedback. Every lesson offered priceless knowledge that I utilized while precepting my first Intermediate Pharmacy Practice Experience (IPPE) student.

One particular lesson that strongly influenced my teaching philosophy was tailoring the rotation to my student's learning style and interests while still meeting all objectives and requirements. As a teacher, it became my responsibility to personalize experiences by providing encouragement, engaging opportunities and all necessary resources for success. Prior to the start of rotation, I created a syllabus, schedule and project list. On day one, I sat down with my student and we discussed her interests in infectious diseases and that she learned best by application. With this information, I revisited my original project list and schedule to incorporate active learning opportunities that revolved around both hospital pharmacy practice and her interest. The start of rotation included pharmacy calculation assignments and drug information questions that were related to infectious diseases (ID). The grand finale was applying what she had learned thus far from order processing, IV preparation, calculations and drug information questions to specific patient cases on the ID team.

Teaching is about creating a meaningful learning environment to help facilitate education by incorporating positivity and creativity. For myself, teaching provides an opportunity for continuous learning and growth. Although this was only a small example of what I gained from the Teaching and Learning Certificate Program, my teaching career has just begun and I hope to carry the knowledge and experience with me as I precept future students.

By: UniceL-Anne Flores, Pharm.D., 2014-2016
Post-Doctoral Fellow, Pfizer Consumer Healthcare

Going into my fellowship, I knew that there were soft skills that I wanted to develop within my two years, but I wanted to develop these skills in a unique and memorable way. This is why I chose to do the TLC Program. On the first day of the TLC program, we were asked to bring a "show-and-tell" item to help introduce ourselves to the class. Believe it or not, this activity was done to show us the need to properly and efficiently deliver a presentation to a student or to a class, whether it was formal or informal. We also determined our own personality types using the Myers Briggs test, which was a great way to learn how we as fellows and residents "worked" with respect to other individuals. These activities set the stage for the rest of the year, where we learned about the different teaching styles, providing constructive feedback, and even handling conflict resolution. In addition to these soft skills, post-doctoral trainees also obtain training within the academia space, such as constructing a syllabus and handout and understanding the different teaching styles. These seminars not only help us to develop our soft skills, but it also prepares us to precept a student.

If I could describe my first time precepting a student in one word, that word would be intense. I utilized what I learned from the program into practice. I shared with him student/preceptor expectations, my teaching philosophy, rotation projects and an overview of the company and industry as a whole. Prior to the start of the rotation, I developed a calendar with day-to-day activities and due dates for projects. One thing that the program taught me was flexibility, and tailoring the rotation based on the student's needs and interests. Although the calendar was set up as a skeleton for the rotation, I quickly realized that the calendar quickly became a fluid documents- due dates were moved around, meetings and activities were changed, and new activities were added. Throughout my student's rotation I provided feedback using the "hamburger method". I adapted my teaching style to the student's personality. Although this was my first time precepting, I truly felt that the TLC program prepared me to be the best preceptor that I could be.

The TLC program has not only allowed me to develop the skills and foundation necessary to precept, but it is also the same skills necessary to run a meeting, manage a team, and more. I have adapted my teaching style to the workplace and believe that is a valuable takeaway from this program.

Community Outreach on a Clinical Rotation

By Jennifer Cheng, Angela Lieu 2015 Pharm.D. Candidates and Tara Jawaro Pharm.D., PGY-1 Robert Wood Johnson University Hospital

During our drug information rotation at Robert Wood Johnson University Hospital, we were given the unique opportunity to participate in the Annual Senior Health Fair at the Old Bridge Senior Center. Along with Dr. Mary Bridgeman, Tara Jawaro (PGY1 Resident), our fellow classmates, Vishal Patel and Raj Kalaria, and several nurses, we set up a table to represent the hospital. We measured patients' blood pressures, reviewed their medication list, counseled them on their medications, and answered any of their questions.

Week prior to the outreach, we worked together to make a poster providing information on blood pressure and healthy living habits to help patients reach their blood pressure goal. We created a theme of their goal as a finish line, encouraging them to ask their pharmacist to be their coach as they race to achieve it. We focused on fun facts about blood pressure, tips on diet, ways to quit smoking, and goals for exercise. It is imperative that patients learn more about their disease state, especially a silent killer like hypertension, and we wanted to create an eye-catching visual that would inspire them to do just that.

On the day of the Health Fair, we proudly setup our poster, and spread out many handouts, including charts to keep track of medications and daily

blood pressures. The nurses performed blood pressure readings, giving us the opportunity to directly interact with patients through counseling. Our goal was to focus on educating patients on their medications, particularly if they were unsure about why they were taking them, when to take them, or any side effects. At first, patients were hesitant to talk to us, and tended to go towards tables with diagnostic tests. Eventually, our first patient approached us, and we were



excited to show him what we had to offer and provided advice on his medications and blood pressure goals. To our surprise, he took no medications and already practiced healthy living habits! Instead of counseling him, we connected with him, and he seemed to enjoy having a conversation with healthcare professionals. Once he left our table, we felt at ease and wanted to use our experience of creating that personal connection with all our patients.

As the event went on, we were surprised how fast the time went. For some patients we helped them write down their medications including when to take each one, because with so many medications it was hard to remember them all.

For others, we answered questions about side effects and healthy lifestyles, but most importantly, for all our patients we took the time to build a strong relationship. We even encountered one patient who had the misconception of taking two tablets at once, instead of twice daily as he was directed. We were glad to be there to educate him on the proper administration and to see how thankful he was, but it was surprising that no one had taken the time to realize and educate him before.

Throughout the event, we received many questions, even some not about blood pressure medications, but before long, it was time to go. The experience of the health event was invaluable and we appreciated the opportunity to give back to the community. Not only were we able to share the knowledge that we had about medications and blood pressure, we also learned from our patient interactions.

Rutgers Launches First of Its Kind PharmD/MD Program

By Megan Maroney, PharmD, BCPP, Clinical Assistant Professor, Department of Pharmacy Practice and Administration and Shirin Poustchi, PharmD

This fall, 3 of the members of the inaugural PharmD/MD class at the Ernest Mario School of Pharmacy (EMSOP) and the Robert Wood Johnson Medical School (RWJMS) matriculated into RWJMS for the MD portion of their training. The first and only program of its kind, which was first announced in the fall of 2013, accepted its first slate of 6 candidates in June of 2014. The remaining 3 candidates are expected to enter RWJMS in 2016.

This unique program is designed to create an elite group of practitioners focused on inter-professional collaborative practice and comprehensive patient care. Graduates of this program will be poised to provide leadership in clinical practice, research and healthcare policy. Shirin Poustchi, PharmD, who recently completed the PharmD portion of

her training and is now attending RWJMS, reflects back on her decision to apply to the PharmD/MD program. "My desire to pursue a PharmD/MD degree was sparked by a passion in driving further optimization in medicine and healthcare delivery. Pursuing a dual-degree career in healthcare through the PharmD/MD program allows me to help solve some of the greatest health problems facing our country today," problems such as barriers to healthcare access and a lack of continuity of care across care transitions. "An interdisciplinary approach that incorporates all viewpoints is essential in providing the best care to patients as our current healthcare climate undergoes renovation."

Applicants to the PharmD/MD program are encouraged to apply during their P2 or P3 year of the PharmD program at EMSOP. During their P3 and P4 years, they are given opportunities to participate in interdisciplinary programming in classroom, research and clinical settings. During their P4 year, students may be assigned to clinical clerkships which place a

particular emphasis on collaborative practice. Once they begin the RWJMS curriculum, students are encouraged to pursue opportunities that employ their extensive knowledge of pharmacology, pharmacotherapy and pharmacy practice and to complete a capstone project before graduation from the MD program.

It will be exciting to see what these uniquely qualified students accomplish throughout their medical school career and beyond. Dr. Poustchi hopes to "continue to gain the insights, experience, and perspective necessary to bring together the many moving parts of our healthcare playing field into a cohesive whole like that in music, where many different notes blend together in the making of a perfect chord." On behalf of the PharmD/MD Committee at EMSOP, we wish her and the other candidates the best of luck.

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

Email Tim Reilly at tjreilly@pharmacy.rutgers.edu. We are always looking for new ideas!

Important Dates for the 2015-2016 Academic Year

Cycle 6: 11/16/2015-12/18/2015

ASHP Midyear Clinical Meeting December 6th – 10th

**Cycle 6 rotation will end on Dec. 23rd for students that have attained permission from preceptor for the allocated 3 days off to attend the ASHP Midyear Meeting*

Winter Break is OFF Dec. 18th to Jan. 4th

Winter Break is OFF Dec. 24th to Jan. 5th if taking 3 days off for Midyear Meeting

Cycle 7: 1/4/2016 – 2/5/2016

Cycle 8: 2/8/2016 – 3/11/2016

On site EMSOP PREP Week of March 14th-18th

Spring Break for P4 Students: March 21st - 25th

Cycle: 9 3/28/2016 – 4/29/2016

**Holidays: Students are instructed to have personal discussion with preceptor on scheduling & are not to assume they are NOT to report to rotation site on specific holiday date*

EMSOP Student Absence Policy

As per the EMSOP Absence Policy, students are instructed to have a personal discussion(s) with their preceptor(s) regarding their daily schedule and should not assume they are NOT to report to an assigned rotation site on any specific holiday date along with notifying their preceptor and School of Pharmacy of ANY planned or unexpected absences. Students are to contact their preceptor(s) first then notify the School of Pharmacy via email of their absence along with creating and sharing their plan to make up the hours with input from their preceptor. There is no need or expectation of making up hours if students are attending a teaching and learning event such as an Interprofessional Education Program or a conference where they are presenting a poster or publication. Students attending the annual ASHP Midyear meeting will be approved 3 days for travel and attendance by EMSOP although there is an expectation the rotation will then be delayed by an additional 3 days to make up time missed. Please refer to APPE Rotation Schedule for 2015-2016 and IPPE Schedule for Summer 2015 on the preceptor website <http://pharmacy.rutgers.edu/content/preceptors>. The rules and expectations of the policy for the students are discussed thoroughly at ALL rotation orientations in the spring semesters. Please contact Donna M. Feudo at dmfeudo@pharmacy.rutgers.edu if you have any concerns or questions that are in need of addressing.



Preceptor Spotlight: Brian Raineri, PharmD

Interview with Dr. Raineri's APPE students Magdalena Kwieciszewska and Karan Shah and Pharm.D. Candidates, 2016

Trio, an FCB Health Company, is a pharmaceutical advertising and medical education agency located in Parsippany, NJ. At Trio, we had the wonderful opportunity to work with Dr. Brian Raineri, currently the Executive Vice President of Medical Affairs and Education at Trio.

What type of unique activities did you participate at TRIO?

KS: While I got to participate in a variety of activities at Trio, one of them was particularly unique and innovative. The project was a COPD initiative, where I was able to take the lead on researching the potential for integrating digital health into COPD treatment for one of Trio's clients. In order to help Trio with this project, I researched the digital health market as it applied to other disease states, and assessed which strategies were effective. I then looked at digital health specifically in COPD, and compared the tactics that competitors had implemented. The results provided Trio and the client with informative content to help them strategize and execute a plan in an effective manner.

How did Dr. Raineri model for you his role as a leader in medical marketing?

MK: During my time at Trio, I was able to observe Dr. Raineri leading the team focusing on collaboration between teams and departments at Trio, as well as their clients. His clinical skills and years of experience guided his teams in medical marketing decisions. He was actively involved in checking in with each of the different medical education projects. Under Dr. Raineri's leadership, individuals as well as the whole Trio team grow professionally at the same time.

What type of relationship did you observe between TRIO and the pharmaceutical industry?

KS: Trio's relationship with the pharmaceutical industry is a byproduct of Dr. Raineri's leadership. We hire some people see agencies as the workhorses of pharmaceutical companies, Dr. Raineri likes to see it as a partnership. One of the reasons for his successful leadership at Trio is his necessity to connect with his colleagues and clients. Dr. Raineri

sees the importance in face-to-face communication, and regularly visits his clients to keep up relations. He does this to stress collaboration and teamwork. By prioritizing the important work relationships, Dr. Raineri succeeds in collaborating with his clients rather than working for them, creating a more efficient and effective work environment.



How did this experience impact your goals for the future?

KS: One of the most important things I realized from this rotation is the impact that pharmacists have on the pharmaceutical industry. Pharmacists bring with them with a long tradition of ethical responsibility, putting patients first, clinical knowledge, communication skills, and business acumen. As the pharmaceutical industry recognizes these qualities, pharmacists are increasingly transitioning into marketing and commercial roles, offering powerful clinical insights and principled decision-making. As a result of seeing first hand the impact that pharmacists can have on the marketing side of the pharmaceutical industry, this rotation has helped me realize that I may be interested in a commercial role after graduation.

MK: Going into my final year of pharmacy school, I wanted to learn more about non-traditional roles in the pharmacy profession because I wanted to apply for an industry fellowship. However, I was not aware how deep of a role a pharmacist can play at an advertising company. Because of my rotation at Trio, I learned that pharmacists are valuable assets for medical education companies and their clinical skills are very applicable in the

marketing area. After completing the rotation, I am highly interested in pursuing a job in this particular niche of pharmacy.

After completing your rotation, what insight can you provide to students interested in completing a rotation at TRIO with Dr. Raineri?

KS: Trio is an incredible company, and Dr. Raineri gives students the freedom to learn as much as they can there and explore areas of the agency they are most passionate about. I was able to take on several projects and attend many meetings due to my willingness to do so. All of these activities helped me to learn the marketing side of the business better, and I was able to realize some of the opportunities that are available to me after graduation. I recommend that students go into this rotation ready to take on projects and assignments, because although the work may pile up, they will gain a better understanding of some of the opportunities after graduation. Trio and Dr. Raineri really offer students and employees the opportunity to grow, and I definitely recommend this rotation to future students.

MK: On the first day, Dr. Raineri informed me that this rotation would likely be very different from the rest of my rotations. I agree, and I encourage any student interested in medical education or marketing to take this rotation. Dr. Raineri provides students with challenging but enriching projects. The assigned projects align with what clients and medications the company is involved with at the time therefore the student get a full flavor of what it is like to work at Trio. Dr. Raineri, along with everyone else, is very willing to help and answer any questions that the student has and there are plenty of unique involvement opportunities available!