

# PRECEPTOR NEWSLETTER



**RUTGERS**  
Ernest Mario School  
of Pharmacy

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## Greetings from Dean Donna M. Feudo



Hard to believe cycle 5 is ending and cycle 6 will be starting in a few weeks' time. I wish to take this opportunity to share some news and updates in this quarterly edition. We are excited to share some good news of a new team member to the Experiential Education Office, Nina Raps, RPh., who is an alumna of our program.

Nina has transitioned to her new role as of October 3rd as an additional Pharmacy Field Manager for IPPE/APPE Community/Ambulatory Care sites. She has already begun visiting and talking with students and preceptors during site visits at various community practice sites as well as ambulatory care locations with Janice Allunario.

She has worked in the community practice setting for over 20 years and she brings with her a wealth of experience and skills to the team. She has more history with us than just being an alum, as she played a significant role when our vaccine pod opened here at EMSOP in May 2021 as she was our pharmacist pod lead at the clinic.

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Nina Raps, RPh

We are very happy to welcome Nina to the team to assist us in sustaining the mission and goals of our program in serving our students, preceptors, and the patients you all serve.

Speaking of serving patients we as pharmacists can serve in many different aspects of our lives both professionally and personally. Many of you serve your communities in community outreach or service. It has been shared by Mahatma Gandhi “the best way to find yourself is to lose yourself in the service of others.” For this academic rotation year, we planned out an expansion of the community service outreach requirement which was shared with the P4 students at the APPE Rotation Orientation and via a CORE ELMS announcement on 7/15/22. Here are a few highlights from the announcement that we shared with all of you on 8/11/22:

*Community service is integral to the role of the pharmacy program and enhances students’ awareness of the varied cultural, religious, social, and economic aspects of our society. P4 students are required to take part in community service (a minimum of 24 hours) in the P4 year. Students may participate in programs sponsored by Rutgers RBHS Service Corps, EMSOP, rotation site or personal/professional association e.g., pharmacy advocacy, community health, religious/faith, etc. We believe that “Community Service is a Lifelong Responsibility”*

- These endeavors are to assist with students' personal and professional development
- Student service opportunities should be over and above what is already routinely planned for in your rotation syllabus or a program you have planned for your students to participate in though they can participate in any Rutgers or EMSOP program with attaining your permission as the preceptor
- We do not wish to cause a burden or hardship at any point during the rotation for you and the site

If there are any questions or concerns you have, please do not hesitate to reach out to us for clarification. Also, students have a FAQ document they can share with you if needed with all the parameters if you wish to review.

Appreciate your continued support and commitment to the pharmacy profession and to our students.

# Pharmacy Student Rotation Intervention Requirements

As pharmacist's, interventions are an integral part of what we do on a daily basis to improve the quality of care for our patients. Whether we make recommendations related to dose changes, adverse drug reactions, drug interactions or even cost saving therapies, these are part of our workday. For APPE rotations that include direct patient care, we are asking our students to document and submit a minimum of 5 interventions per rotation cycle.



- Clinical interventions may include recommendations related to dose changes, adverse drug reaction identification/avoidance, drug interactions, patient counseling, prescription clarification, therapeutic interchange, pharmacokinetic consults, compatibility, over the counter/self-care selection, etc.
- Please refer to the CORE ELMS announcement to preceptors dated on 10/25/22 that provides details on the requirement and shares steps on how you as the preceptor can sign off and approve your student's interventions during the final grading process of the student's rotation.

Recently, we reminded our APPE students that they need to have their cycles 1 to 4 interventions uploaded and completed by November 1, 2022, and our office will begin our compliance checks. If you are experiencing any difficulties or challenges with students accomplishing and/or documenting their interventions, or if you need assistance in approving your assigned student's interventions, please contact us at [rotation@pharmacy.rutgers.edu](mailto:rotation@pharmacy.rutgers.edu), and Janice Allunario or Nina Raps will assist.



# Make-Up Assignments for Pharmacy Rotations: Suggestions for Missed Rotation Time

*Life happens.*

No matter how much we prepare for rotations, sometimes students need to miss rotation hours during their scheduled rotation time. This can pose a challenge to preceptors as students need to make up missed time, but it is not always feasible to do so via direct patient care or outside of usual rotation hours.

As an alternative to being physically present onsite for rotations to account for missed hours, students can be assigned projects to complete remotely. As it can be difficult to recommend projects that do not feel like busy work and that provide an enriching learning alternative to in-person experiencing that benefits your site, we share examples of potential make-up assignments in this article.

As a **reminder**, students are required to complete a minimum of one of each of the following projects throughout their Advance Pharmacy Practice Experience rotations:

- Patient Case
- Journal Club
- Seminar
- Written Project

Students are also expected to complete Community Outreach Projects while completing ambulatory care rotations. Preceptors are always welcome to assign more than one of the core projects, even if the student has completed this project type during previous rotations or your own rotation. These project types can be assigned during Introductory Pharmacy Practice Experience rotations, too. It is also appropriate to designate project time for the students to work on assigned projects and presentations




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In addition to the core project types, some examples of other appropriate projects include:

Project Type	Example
<b>Quality Improvement Project</b>	Review incident reports of medication errors and put together a summary report according to medication error type and severity
<b>Medication Use Evaluation</b>	Collect data for a medication use evaluation on new opioid orders in the emergency department
<b>Patient Chart Review</b>	Review assigned patient charts to identify patients who should be on statin therapy
<b>Policy, Procedure, or Protocol Review</b>	Draft a protocol for the outpatient management of gamma hydroxybutyrate withdrawal
<b>Formal Drug-Information Question</b>	Research and respond to a drug-information question regarding the management of anxiety in the context of bipolar disorder
<b>Topic Discussion</b>	Prepare for and deliver a topic discussion on COVID-19 vaccines
<b>In-Service</b>	Prepare for and deliver an in-service to medical students about antibiotic resistance
<b>Disease State/Drug Class Review</b>	Review the cardiology section of a NAPLEX review book and create a bank of questions to discuss with your preceptor
<b>Podcast Assignment</b>	Review a podcast about the drug development process post your impressions about the podcast on a discussion board
<b>Continuing Education Program</b>	Watch a National Comprehensive Cancer Network continuing education webinar and answer the pre-test and post-test questions
<b>Drug Monograph</b>	Prepare a drug monograph to be presented to the Pharmacy & Therapeutics committee on injectable buprenorphine
<b>Literature Review</b>	Conduct a literature search and draft the background section for a manuscript about the Pharmacists' Patient Care Process
<b>Newsletter Article</b>	Draft a newsletter article for the EMSOP Preceptor Newsletter

We hope that you find this list helpful. If you are struggling to address missed rotation time with a student, you are always welcome to reach out to the EMSOP Experiential Education Program office for guidance.





# PARTICIPATING IN A NEW MEDICATION EDUCATION PROGRAM

STUDENT EDITION

## **Aaron Samson, Catherine Ji, Melissa Poulsen, PharmD Candidates 2023**

At Hunterdon Medical Center, we had the unique opportunity to participate in their new medication education program. Every morning, we would obtain a list of recently admitted patients and work up which medications they were taking while in the hospital. The goal of the program was to educate and inform patients about new medications they received during their inpatient stay. As we entered a patient's room, we would introduce ourselves, explain that we were pharmacy students, and ask patients if they had the time to talk about some of their medications with us. After confirming their name and date of birth, we would counsel them on the purpose of their medications, inform them about any relevant side effects, and answer any questions they may have had. Utilizing the teach-back method, we ensured that patients had a better understanding of their pharmacotherapy and assured them they could always contact the pharmacy department if they had further questions. Finally, we would document the encounter in HMC's electronic health record system. Having the privilege to educate patients about their pharmacotherapy was an invaluable experience for all of us, and we all gained more confidence and expertise when it came to counseling patients in a real-world setting.

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Exposure to real patients is one of the invaluable experiences students encounter during our APPE rotations. New medication education allowed us to educate and counsel patients in a real world setting, outside the hypothetical scenarios of an OSCE or the classroom. The ability to apply oneself will ultimately allow growth because there's only so much a student can pick up in the classroom. Students must thrive on situations to empathize with patient experiences and ease the discomforts of individuals during their stay in the hospital. There has been such positive feedback from the patients we have seen here at HMC such as comments like, "You're going to make a great pharmacist one day", to, "I really love this hospital. Everyone here is so helpful." New medication education is single-handedly allowing patients to be more accepting and expecting of pharmacist patient-centered roles. This program also proves that pharmacists need to be more directly involved in interpersonal relationships with patients because of how accessible we are as healthcare providers. New medication education is a program that should be offered at every hospital because it shows such a positive impact on the ultimate benefactors of our services, our patients.

The experience has also benefited us in a number of ways. Repeated exposure to a variety of patients has helped us refamiliarize ourselves with common medications, indications, brand names, and adverse events. Covering several patients each day strengthened our ability to work up and assess patients more confidently and quickly. Identifying the appropriateness of a patient's medications is more manageable now than it was at the beginning of the rotation. It also encouraged us to gain confidence using the electronic health record at HMC. Over time, we have learned how to balance spending the necessary time on a patient with our other responsibilities at the site.

The biggest benefit of this program, though, is our broad and varied experiences actually counseling patients. We are preparing for these patient conversations ourselves and thus it is on us alone to enter the room ready for any potential questions or concerns. This confidence in our abilities and knowledge has grown over the weeks and allowed us to have more meaningful and productive patient interactions. In-hospital patients vary in so many ways, from their educational background, interest, and attitude, that the continuous exposure has encouraged a flexible and empathetic outlook toward patient care. We have had to hone our ability to explain technical concepts while ensuring that the patient actually benefits from our interaction. Ultimately, witnessing our impact as pharmacists on a patient's life has pushed us to be more capable, kind, and understanding professionals.



# Caitlin Kulig, PharmD

## Preceptor Highlight

By Jun Lee, PharmD



**BACKGROUND** Dr. Caitlin Kulig completed her Bachelor of Science degree at Stevens Institute of Technology in Hoboken, New Jersey and her Doctor of Pharmacy degree at University of North Carolina in Chapel Hill, North Carolina. After graduating, she completed her PGY-1 in Acute Care Pharmacy and PGY-2 in Cardiology Pharmacy at University of California, Davis in Sacramento, California. After her residencies, Dr. Kulig now holds the position of Cardiology Clinical Pharmacist at St. Joseph's University Medical Center in Paterson, New Jersey, and Clinical Assistant Professor at Rutgers University for the Ernest Mario School of Pharmacy.

**WHAT INSPIRED YOU TO PURSUE A CAREER IN PHARMACY?** When she was younger, her interests gravitated towards the field of STEM and intended on pursuing a career in the sciences. Following up on her interests in her youth, Dr. Kulig had spent her undergraduate years following a pre-med track. Eventually, she had the opportunity to conduct benchtop research, where she was involved in the understanding and creation of medications. During her research, she was deeply interested in the biochemical components of pharmacy and enjoyed the more nuanced and smaller scale focus of the effects of pharmaceuticals on the human body. This opportunity in benchtop research ultimately inspired her to shift from a career in medicine to pharmacy.

**HOW DID YOU DEVELOP AN INTEREST IN CARDIOLOGY PHARMACY?** Dr. Kulig originally didn't have an interest in cardiology when she was in school. In her 3rd year at the University of North Carolina, she did develop an interest in critical care and decided to choose an APPE elective in cardiac critical care. She found herself understanding and enjoying the contents of her elective, developing an interest in the mechanistic aspects of the cardiology, and being able to apply that knowledge frequently across several different cardiac related problems and disease states. Additionally, she was interested in cardiology because there were not a lot of women in the field and wanted to be the change that she wanted to see.

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# Caitlin Kulig, PharmD

## Preceptor Highlight



### WHAT ARE SOME OF THE DAILY TASKS THAT YOU UNDERTAKE?

Dr. Kulig covers the cardiothoracic surgery patients at St. Joseph's University Medical Center, where she rounds with the cardiology team, evaluates her patients' health status, and determines the appropriateness of her patients' pharmaceutical treatments. On Thursdays, she goes to St. Joseph's Health Outpatient Clinic where she does checkups on her patients and makes modifications to their medication therapy. She works on the Critical Care Committee at St. Joseph's University Medical Center and is typically developing new policies and order sets. In terms of her tasks as a preceptor, she reviews interventions made by her students and have them present the interventions to the cardiology team. She also leads topic discussions and reviews clinical literature with her students.

### WHAT DO YOU FIND THE MOST REWARDING ABOUT YOUR JOB?

What she finds the most rewarding about her job is precepting students, especially in the hospital setting. When educating her students, Dr. Kulig enjoys seeing them progress and figure out answers on their own by applying their knowledge, helping them understand more complex ideas, and having students work and interact with the cardiology team. Dr. Kulig also mentioned that she likes to use layered learning, involving pharmacy residents in the precepting of her students as an opportunity to also teach pharmacy residents on how to precept students.

### WHAT VALUES DO YOU HOPE TO INSPIRE IN YOUR STUDENTS?

For Dr. Kulig, curiosity is the most important value she hopes to inspire in her students. To avoid students losing interest, she helps them understand the fundamentals of cardiology and to have them apply what they learned to certain problems so that they have the tools to deduce answers independently. Additionally, she likes to teach and encourage values that are ubiquitous to other rotations including open-mindedness and honesty of ones' own weaknesses.

# Student Perspective

## Virtual Learning and APPE Preparedness

Sara Hassanein, PharmD Candidate 2023

When students were sent home at the start of the COVID-19 pandemic, we all expected to be back in a matter of days. Quickly, those days extended to weeks and months. Leaving Rutgers came with a plethora of inconveniences. The routines we had developed for the past five years were all disrupted. Access to quiet study spaces or dependable printers was not as readily available off-campus. There was also a substantial difference in attending lectures online compared to in the classroom. Students felt that it was harder to focus and ask questions. For some classes, especially the asynchronous ones, it felt like you were on your own. Being at home, it also became difficult to juggle different responsibilities.

Virtual learning also came with advantages. Cutting travel time greatly improved my schedule's flexibility. I was able to spend more time studying or gaining experience in a pharmacy. Virtual learning allowed me to develop my skills as an independent learner. It also provided me an opportunity to improve my understanding of technology, as I become more dependent on it.

Living away from my peers was an adjustment, I did not expect to affect my preparedness for APPE rotations. While attending class and taking exams in my bedroom, I realized I had taken the communication between peers and professors for granted. I learned that it was a vital part of my education. When the Spring 2022 semester came around, I tried to use it for practice to adjust back to the in-person world before rotations. As someone who has always been quiet, I was determined to ask more questions and participate in class. The more I worked on this, the more confident I became for APPE rotations.

I am very grateful for having the opportunity to return to campus and attend lectures in-person before starting my advanced rotations. It was already such a significant adjustment, and I cannot imagine having to transition to in-person on top of that. The Spring 2022 semester provided an opportunity to adapt back to having to leave the house everyday, traveling, being on time, communicating with others, and other simplicities that became rare during the pandemic. In hindsight, I think it could have benefited from more clinical practice experiences, particularly in elective and IPASS courses. These experiences, like practicing CPR in the sim lab or vaccination administration in the classroom, fostered peer and instructor communication, which ultimately better prepared students for their upcoming rotations.



# FYI- FUTURE INTERPROFESSIONAL EDUCATION DATES

At EMSOP, we believe that interprofessional education (IPE) is vital in training competent future pharmacists. All students must participate in at least one IPE event during their APPE's. Here are some upcoming IPE events that the students may be participating in:

<b>FRI</b>	<b>SPICE DENTAL CASES</b> Alternating Fridays at 2-5PM during Fall semester (virtual)
<b>TUE 12/13</b>	<b>INFECTIOUS DISEASE SIM CASES*</b> 9AM-6PM at EMSOP
<b>WED 2/1</b>	<b>WOMEN'S HEALTH/ MENTAL HEALTH SIM CASES*</b> 9AM-6PM at EMSOP
<b>THU 2/16</b>	<b>NEWARK JOINING FORCES</b> 2-5PM (virtual)

\*For these events, students may sign up to participate in one 2-hour time block





# HAPPY *Thanksgiving*

On Behalf of Dean Barone and the Experiential Education Office here at Ernest Mario School of Pharmacy, we wish you and your families a safe and enjoyable holiday season.

We are blessed and grateful to have you as part of our "*pharmaly*" to mentor our students who are the future of the profession. There are so many accomplishments that have been made since March 2020 for the profession with sustaining and paying it forward together. We thank you and appreciate all that you do!

