



# **PRECEPTOR NEWSLETTER**

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## **Greetings from Experiential Office**

### **Notes from Dean Feudo:**

The last few months have been busy though very exciting especially for graduation that took place in person on May 17th at the College Avenue Gym. There were 204 graduates and we also offered "live streaming" for anyone who could not attend. The students had the privilege of receiving a special address by EMSOP alumnus, Michael A. Margolis, BSPHarm, RPh. Class of 1997, Senior Managing Director Head of Life Sciences Investment Banking Oppenheimer & Co, who gave poignant advice to the graduates. He shared with them "Your pharmacy degrees are integral pieces of the healthcare puzzle. Whether you go into retail pharmacy, hospital pharmacy, the pharma or biotech industry, or Wall Street, your Rutgers training has prepared you well for whichever path you choose. All of these roles are part of the pharmacy continuum that brings tremendous value to society and patients. Your degree can and will open up so many opportunities in these fields. It's now your job to take advantage of that." He also challenged them in saying in his closing. "I would like to pass the baton. Now it's up to you, all of you. The road ahead is not easy, especially in this uncertain world, but hard work, family, and trusted colleagues will help make it a rewarding one. As you leave this place, and go on to chart your own path, remember that it will take time."

We appreciate your support and effort in training our students especially for our recent grads so they could graduate on time and fulfill their requirements. We kicked off the new rotation academic year on May 25th - we had 168 students on an APPE rotation, 94 students on an IPPE Hospital/Institutional rotation and 106 students on an IPPE Community Rotation. We are so grateful for your ongoing support and dedication to our program, students, and the patients you serve. Students are fortunate to have preceptors such as yourselves and we share the mission to mentor the future of our pharmacy profession.



We hope that you are safe and well during this unprecedented time. All of us are making significant adjustments to the ways we work to keep patients, our students, and ourselves safe. This newsletter contains stories involving preceptors, faculty and students about their experiences over the last few months. You will hear about innovative and creative opportunities for teaching and learning.

We are still sustaining our VAX Clinic here at EMSOP and we have administered 17,000+ doses. Anyone from the public who is interested in making an appointment please call 848-445-3033, and medical insurance is NOT required.

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We would like to offer thanks to preceptors hosting for the class of 2022 for the accommodations you have made for your assigned students to participate in the new longitudinal component of a Post Rotational Evaluation and Preparation (PREP) Seminar, a virtual-hybrid course that included a longitudinal and an abbreviated course. The longitudinal sessions were held virtually on Fridays from 2-4 PM during weeks 2 and 4 of cycles 7 through 9 which started last January 2022. The goal of the hybrid model is to facilitate additional student preparation for the NAPLEX via review of core content areas. We received good feedback from the students that this was a valuable opportunity to assist them in preparing to study for the NAPLEX exam. You will read more details on a revised rollout for the course for the new academic year here in the newsletter. With advice and feedback from preceptors we hope this year's format will minimize any significant disruption by meeting just once per cycle on the third Friday afternoon's starting in Cycle 4.

Again thank you for all you do and for your resilience that you exhibit to our students as you all are role models and we appreciate you being a part of EMSOP's Pharmaly.

Lastly, below are some pictures from the EMSOP Class of 2022 Graduation we would like to share with you.



**Class of 2022 Officers**

Ernest Mario School of Pharmacy

## PHARMACY REVIEW, EVALUATION AND PREPARATION (PREP) SEMINAR

PREP Seminar is a course designed to provide students with pharmacy content review experiences to prepare them for post-graduation examinations, including NAPLEX and law. Students will apply pharmacotherapeutic disease state/drug knowledge and ethics/professionalism through highly-interactive student participation in discussions and cases within longitudinal and review sessions. Furthermore, students will be able to apply clinical knowledge and higher-level thinking to APPEs.

PREP was expanded to include a longitudinal component during the spring semester of the 2021-2022. As the goal is further enable student preparedness for APPEs and licensure, the longitudinal component will be further expanded to include both fall and spring for the 2022-2023 year. Please see below the dates for the longitudinal PREP sessions which will be held on the third Friday of each cycle from 2 – 5 pm EST.

Cycle	Date
4	9/23/2022
5	10/28/2022
6	12/2/2022
7	1/20/2023
8	2/24/2023
9	3/31/2023 (NOTE: PREP will be held during week <b>two</b> due to Good Friday)

Please review the following Frequently Asked Questions with regards to PREP:

### 1.Are students required to attend PREP longitudinal sessions?

a. All PREP sessions are mandatory; therefore, student attendance is required. Students who have cycles off are required to complete PREP requirements later. Additional information will be sent to students outlining expectations for off cycles.

### 2.What are the expectations for students during the PREP longitudinal sessions?

a. Students are required to attend virtually via Zoom from a quiet space. All students must have a working microphone and camera to encourage participation. It is recommended that students are provided adequate time to travel off-site from APPE to participate.

### 3.How can I support my APPE student participation in PREP?

a. Preceptors should establish needs for travel with student at the start of the APPE cycle (e.g., how much time is required?). If it is not feasible for students to travel off-site, then a quiet space in which students can participate on-site would be required.

### 4.Will students need to make up APPE hours missed for the longitudinal PREP sessions?

a. No. If preceptors feel PREP has impacted the APPE experience significantly, additional projects or assignments may be assigned at the discretion of the preceptor.

# REFLECTION ON INTERPROFESSIONAL EDUCATION

**By: Victoria Natividad, PharmD**

As a P4 student on advanced pharmacy practice experiences (APPEs), I had the opportunity to explore numerous clinical and community settings to build on my classroom knowledge. I was thrilled to be able to make interventions within the Indian Health Service, take part patient care in emergency department, and explore treatment regimens for pediatric patients in the neonatal ICU. Unfortunately, there was one rotation setting that I hoped to get but did not: the Veterans Affairs (VA) New Jersey Health Care System.

Although I did not get the chance to work directly with that unique patient population, I was glad to find that Rutgers Biomedical and Health Sciences (RBHS) was offering an interprofessional education (IPE) event called "Joining Forces: Veterans Healthcare Program for Students". The goal was to spread awareness to healthcare students of the complex biopsychosocial issues many veterans face. I teamed up with dental, physical therapy, occupational therapy, and social work students to create a complete plan for a realistic veteran patient case and emulate collaborative care.

The group was facilitated by a professor within RBHS and acted similar to that of the attending physician. Learning more about the roles of the other healthcare students allowed me to understand their perspective of the patient and the types of problems they may help address. As we reviewed the patient case together, I thought it was impressive how many different issues we found to tackle, many of which I did not realize were problems for the patient. For example, our patient was missing multiple teeth and had difficulty chewing. Although this was certainly a dental issue, the social work student discussed how this reduced ability to eat and chew directly impacts her relationship with her husband. Their date nights involved going out to dinner, which provided emotional comfort, connectedness, and even a gateway to sexual intimacy.

While it was my first time working with these healthcare specialties, I also realized my role as a student pharmacist more clearly. The team looked to me for guidance on medication management: what specific classes of medications can help with depression, anxiety, smoking cessation, and chronic pain, and importantly, how is such medication therapy managed? By the end of the IPE event, it was apparent that pharmacists most certainly play an active role in patient care. It is in the best interest of the patient that there is direct communication between all providers involved.

While I enjoyed working together to create a care plan for a simulated patient, I found that the experience correlated with many of the APPEs I completed. Interprofessional collaboration is essential and being able to communicate clearly with other professionals is something all healthcare students should become accustomed to. During my first rotation in the emergency department, I spoke with physician's assistants, nurses, and social workers to understand patients' conditions and what regimen they might benefit from depending on adherence issues and mental status.

A better understanding of the role of others allows us to meld our tools and strengths together to come up with a complete solution for the patient. During the program, we were advised to first assess our patient's strengths and assets as well as her problems prior to forming a care plan. I adopted this strategy for the HIV clinic rotation I completed, strengthening my conversations with patients. By understanding the tools they already have, such as a strong support group and a motivated attitude, I can gauge when a patient might need more guidance with medication adherence or may benefit from seeing other specialists.

IPE programs allow students to work with other healthcare professionals in a controlled learning environment and augment our clinical experience by familiarizing ourselves with various patient populations. It has undoubtedly provided me with additional practice to optimize my contributions in the clinical setting.



## **FYI - Future Interprofessional Education Dates**

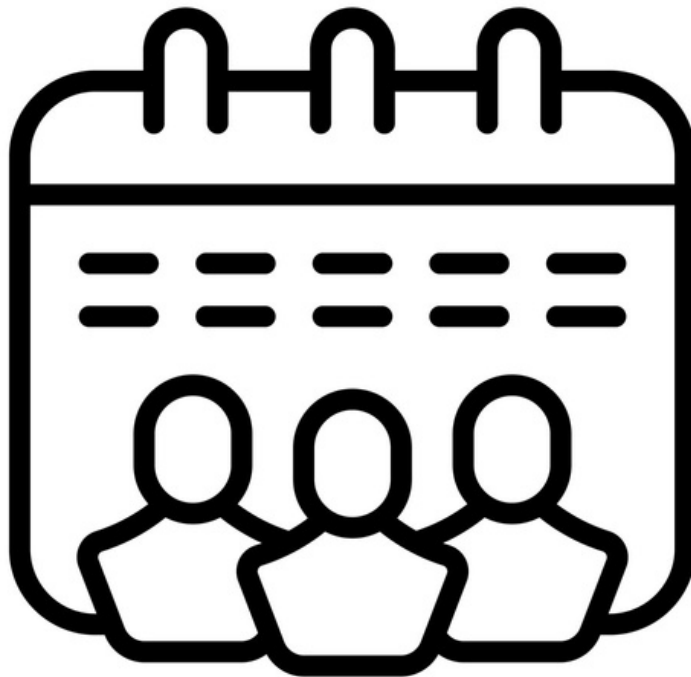
At EMSOP, we believe that Interprofessional Education (IPE) is vital in training competent future pharmacists. All students must participate in at least one IPE event during their APPE's. Here are some upcoming IPE events that the students may be participating in:

**Alternating Fridays at 2-5PM** starting in Fall semester (virtual) – SPICE Dental Cases

**Friday, September 23, 2022 at 2-5PM** (in-person Piscataway) – RWJMS Joining Forces

**Thursday, November 3, 2022 at 1:30-4:30PM** (virtual) – CVA

**Thursday, February 16, 2023 at 2-5PM** (virtual) – Newark Joining Forces



# ROTATION FEEDBACK: PROVIDING GUIDANCE TO STUDENTS ON COMPLETING PRECEPTOR EVALUATIONS

**By: Mary Bridgeman, PharmD, BCPS, BCGP  
Clinical Professor**

Did you know EMSOP students have a formal mechanism for providing preceptor feedback at the conclusion of each rotation cycle?

Each student is asked to complete an anonymous, voluntary evaluation for their rotation site and preceptor in accordance with ACPE and Rutgers requirements. Preceptors should remind students to complete these evaluations during the final week of each rotation cycle. Evaluation completion is voluntary; nonetheless, preceptors should underscore the importance of completing these evaluations with students, who may be particularly receptive to doing so at the time the final student evaluation is being conducted for the rotation.

Discussing the evaluation process in advance and introducing the importance of providing constructive criticism and feedback with the student are great opportunities for incorporating this aspect of professionalism into a learning experience. Reviewing the results of student rotation evaluations additionally represents an important way for preceptors to understand strengths of their rotation and to recognize potential opportunities for growth and improvement. Students can access the “Student Instructional Rating Form Pharmacy Practice Experiences (Rotations)” from a direct link included in an email sent from the School of Pharmacy during the final week of each rotation cycle.

Alternatively, students can access the evaluation by logging into the CORE Elms website and clicking on “Surveys”. The School shares results of student rotation evaluations annually with preceptors. For preceptors who are interested in their recent student evaluations, please reach out to Joyce DaSilva in the Experiential Office to learn more.

For preceptors seeking to improve their rates of completion for the preceptor evaluation, consider carving out some time during the last week of the rotation, before or even during final evaluations, and asking students to provide this feedback just like you provide them on their performance. Instilling a growth mindset in our students and offering guidance on how to provide actionable, constructive feedback are important life-long professional development skills this conversation can introduce as part of the learning experience.



# SAVE THE DATE!

The Annual Ernest Mario School of Pharmacy Residency and Fellowship Showcase for 2022 will be on **Friday, October 21**.

This event will be in the virtual format. More information will be distributed in the coming weeks!



# P2 INPATIENT AND OUTPATIENT COVID-19 MANAGEMENT SIMULATION LAB

By: Damaris Benalcazar, Pooja Vekaria, Chelsea Zheng, PharmD



On April 5th, P2 students participated in their first in-person iPASS simulation lab, in which some P4 students had the pleasure of participating in. The setting of the simulation lab was different for each section of students; they would either receive a patient in an inpatient or outpatient setting and they were expected to work together to decide on the best treatment for their patient, given their COVID-19 diagnosis. They were provided with a brief introduction of the patient including their past medical history, history of present illness, current home medications, and vitals. The students worked together and utilized the provided formulary of medications along with drug information resources and guidelines to choose the optimal treatment plan for their patient.

As P4 students, we were tasked to play the role of either the patient or the Internal Medicine Resident and work alongside a faculty member to guide the students through the case. It was a rewarding experience to assist the P2 students as we were able to utilize the skills and clinical knowledge we gained through our APPE rotations. Participating in clinical rounds throughout our APPE rotations allowed us to provide insight to the students regarding the importance of closed-loop communication and maintaining professionalism. This was comparable to real clinical rounds in which we never know what cases we will come across and treatment plans and diagnoses may be convoluted and require participation from multiple disciplines to optimize the patient's care plan.

After the students presented their treatment of choice to the attending and resident, the patient asked the students questions regarding the medications they recommended. These questions were mostly related to how the medication works, the anticipated benefits, and what side effects to expect. This was a crucial learning point for the P2 students as patient communication and medication counseling is a key role for pharmacists in any setting. We emphasized to the students that if they do not know the answers, that they should follow up with their answer in a timely manner. The faculty did an excellent job of demonstrating this for the students by explaining that it is unrealistic for the pharmacist or any healthcare professional to have all the answers and it is reasonable to utilize the resources on hand to formulate an accurate response for the patient.

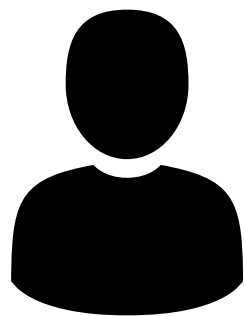
Overall, the simulation lab was a great success, and it illustrated perfectly the unknowns and nuances involved in patient care. As P4s nearing the end of APPEs, it was a great way to tie our skills and experience together in a way that would benefit the younger students. We encourage the pharmacy school to continue implementing such cases to allow for pharmacy students to get comfortable in dynamic healthcare settings prior to beginning their clinical rotations. It is also beneficial for students to become more comfortable addressing patients directly and being open to their concerns and questions in an empathetic manner. The patient is always the priority of our care and it is crucial that we include them in the care team.

# TRANSITION BETWEEN IN-PERSON AND VIRTUAL SCHOOLING DURING THE COVID-19 PANDEMIC: STUDENT REFLECTIONS

By: Dheer Bole, Ally Choi, Alice Li PharmD Candidates 2023

## How was your transition to virtual learning in 2020?

I find that taking classes online has its pros and cons. I really liked how every lecture was recorded so we could re-watch them and go over our notes for anything we may have missed. The professors were very helpful with office hours, and club activities were easier to attend since everything was online. I did not have to wake up as early due to a lack of commute time.



One challenge with transitioning to virtual schooling was technical difficulties. I doubt that I was the only student with such issues. What was previously acceptable lagging became disconnections and failure to load meetings. There were times when I heard only a few cut off words each minute so I had to watch the recorded lessons multiple times. When it came to exams, I had some issues where the exam would not open and questions would take a while to load. However, overall, the inconveniences of virtual learning were mainly social and environmental. It was difficult to meet up with friends since I live quite far from the university, and in my house, it is hard to study without constant interruptions.

In conclusion, I liked the convenience of virtual learning, but I disliked the limitations it posed on activities and its dependence on having access to good internet connection. Other than my technical difficulties, I enjoyed virtual learning and I believe that a hybrid option for certain classes would be beneficial for students who live far away.

-Alice Li

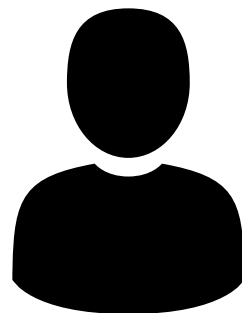
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## How did student organizations adapt?

The transition from in-person events to exclusively zoom events was one of the most interesting aspects related to school life. The transition was rough hitting a blackout period of no events, but students quickly hit the ground running into the new semester providing plenty of opportunities for their peers to learn from pharmacy professionals in various careers.

As an E-board member to three clubs, it was difficult to adjust to a virtual format for events. There were many benefits to having in-person events such as clear coordination in planning with my peers and having more engaging discussions with event speakers. In addition, there are a variety of different types of events that can be held in person. These include having a panel of speakers or allowing for more interactive one-on-one conversations. This allowed students first-hand experience in networking while learning about future careers that they may want to pursue. While it was not in anyone's interest to move completely virtual, the use of Zoom to host events provided an opportunity to showcase the creativity of leaders in EMSOP.

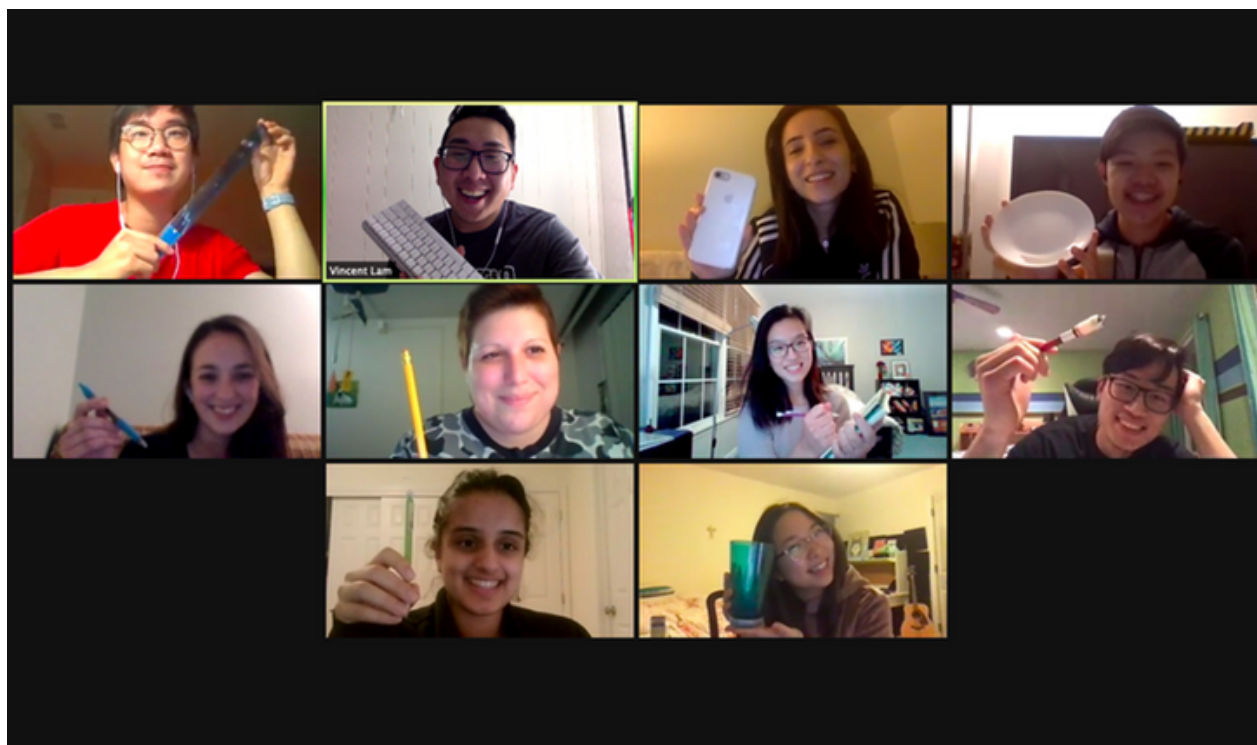
When the Spring semester rolled around and it was clear that there would be a delay in returning to the classroom, E-boards throughout EMSOP were tasked with keeping student engagement at high levels. It was advantageous to use an online platform as it did not require everyone to meet in one location for the event. This allowed students to reach out to alumni and other pharmacy professionals across the country to call in and give a presentation or answer questions without being physically present. Students were also able to log into many events easily, getting exposure to different career paths, without having to sacrifice their time commuting. This allowed for more participants at these events. Although some events that taught useful skills such as glucose monitoring or volunteer health fairs could not proceed due



to the pandemic, the use of Zoom provided a viable alternative to keeping student engagement high.

As Rutgers starts to return to normal, I believe that the use of Zoom to host events will continue. It provides easy access to both professionals and students with minimal costs allowing for a greater opportunity for engagement and opportunities.

-Dheer Bole



*NCPA Game Night, October 28th 2021*

#### How was your transition back to in-person learning in 2022?

At first, the idea of going back in-person was daunting, given the past few years of being able to do everything in the comfort of my own home. However, by the first week of classes, I found that the lectures given in person were a lot more engaging and that naturally, I was more inclined to ask questions. I felt that being present in a classroom setting gave me motivation to play the actual part and be more actively engaged as a pharmacy student.

As for exams, I felt that there wasn't too much of a difference between the virtual and in-person experience, only because exams were kept online through Canvas instead of the paper scantron exams we were used to working with pre-COVID. The only aspect that I found difficult was that because we were all crammed into a lecture hall, distractions were, more often than not, unavoidable. I can recall several times where I had trouble concentrating, whether it had been because of someone experiencing technical difficulties, coming in late into the exam room, or even coughing. I found that for the first few exams, these distractions had a slight effect on my performance, but it was just another thing that I was able to get used to throughout the semester.

Looking back, I would say that I am grateful that our class was able to experience at least one semester back in person before beginning our APPE rotations. I feel that if we were thrown into our APPE year after having been at home all day, many of us would have struggled, given the fact that communication and interaction with our preceptors and other medical professionals is a crucial part of the APPE experience.

-Ally Choi

