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Experiential Education Honors Award 2019

For the past five years, the Division of Experiential Education has given out the Experiential Honors Award to up to 10% of the graduating class. This year, twenty students were honored at their respective Graduation Ceremony and Awards Dinners: sixteen students in Albany and four in Vermont. This accolade has replaced the Dean’s List for the P4s and is listed in the graduation program and can be added to their resumes. Stringent criteria are used to determine the recipients: an A+ or A grade on rotations, preceptor nominations, preceptor evaluations (yes, we read all of them!), and excellence on IPPE work products all go into determining the winners. In addition to their certificates, the students received the book-*Letters from Rising Pharmacy Stars* by Susan Cantrell and Sara White. We are proud to present the Class of 2019 Experiential Honors Award recipients, the next group of “Rising Stars”:

Albany

- | | |
|--------------------|-------------------|
| Rachael Eaton | Jenna Ciervo |
| Shanice Coriolan | Matthew Klock |
| Nicholas Stevens | Katie Parsels |
| Tyler Hertz | Kristina Tepedino |
| Dawn Pluckrose | Aidan Ziobro |
| Nicholas Stornelli | Melodie Baja |
| Nicholas Galindez | Amanda Lamkins |
| Courtney Kelly | Mary Suttie |



Front left to right; J. Ciervo, D. Pluckrose, A. Ziobro, M. Klock, N. Stornelli, C. Kelly, Dr. Courtney, Caimano and Dr. Megan Veselov (presenters), K. Parsels, S. Coriolan

Vermont

- Emily Trainor
- Donna Gordon
- Jenny Chilakos
- Alex Dipierdomenico



Vermont Experiential Honors award winners, from left to right: E. Trainor, A. Dipierdomenico, D. Gordon, Ms. Sandra Rosa (presenter), J. Chilakos

Vermont Campus Launches Three-Year PharmD Program

After a final site visit in October, the Accreditation Council for Pharmacy Education (ACPE) gave the final green light for the Three-Year PharmD program (3YP), with classes beginning in June of this year. An intensive interview process has resulted in an inaugural class of motivated, high quality students who attended a weeklong orientation program, culminating in the traditional White Coat Ceremony. Classes will began on Monday, June 3rd for 10 weeks, with a week off for the July 4th College break. The traditional 15-week fall semester will begin on August 26th, followed by the 15-week spring semester. For the 3YP, all IPPE rotations (Community, Institutional and Team-Based Care) will be held in the summer between the 1st and 2nd years. Their P2 year will be comprised of two 15-week (traditional) semesters with a final 6-week summer semester, traditionally Module A of the APPE cycle. They will begin their APPE rotations in Module B after the 4th of July break. Their rotations will continue through May of the rotations cycle (B-H) of their P3 year.

The accelerated program has the same number of credit hours as the four-year program. Use of the summers and a re-ordering of the traditional curriculum will allow students to complete the didactic portion in two years rather than three. They will use Modules B-H to complete their experiential curriculum, and will graduate in May of 2022.

Some changes in the scheduling of the Therapeutics classes will influence the IPPE rotation expectations. Self-Care, Infectious Diseases and GI/Nutrition will all be scheduled for the spring of the P1 year, increasing knowledge for the Community IPPE. Cardiology, Respiratory and Endocrine, usually scheduled prior to the Institutional IPPE, will be held during the fall of the P2 year, so students may be less familiar with this material than they have been in the past, as the IPPE rotations are introductory, with less clinical content, the impact should be minimal.

While this will be an intensive, concentrated program, there will be sufficient breaks built in to avoid burn-out. The schedule, combined with the motivated, high caliber students admitted to the program, should ensure success, not only for the students but the program as well.



Dr. Jennifer Mathews

Community Pharmacy Enhanced Services Network - Innovative Entrepreneurship

The pharmacy industry is changing dramatically. No longer are community pharmacies willing simply to be distribution centers for medications. Patient-centered care is now the focus of pharmacists everywhere, and optimal patient outcomes will now drive the impetus for fair reimbursement of pharmacist-provided services. Pharmacy students are clinically trained to be able to provide those services and improve outcomes, but they need a place to see this model in action.

The Community Pharmacy Enhanced Services Network (CPESN) is a clinically integrated network of independent community pharmacies dedicated to providing patient care services to patients with complex and varied medical needs. Several of our community pharmacy rotations offer a CPESN elective, enabling students to see first-hand how pharmacists can make a difference in the lives of patients through innovative pharmacy services. John Croce, of Four Corners Pharmacy in Delmar, NY and CPESN-NY president, has this to say: “The point of the CPESN elective is to give the students the ability to operate at the top of the pharmacy license with the goal of improving patient outcomes and reducing overall health care costs. They will learn how to collaborate with not only health care providers, but the entire patient care team, including case managers, social workers, and discharge planners to ensure that patients with complex medical regimens are able to meet their health care goals and improve their quality of life. This ‘whole patient’ approach will become the standard practice for pharmacists in caring for patients.”

John is understandably excited about the CPESN network and the possibilities of deeper pharmacist engagement in patient care. He is working with ACPHS Experiential Education to provide a 12-week integrated rotation combining the core APPE community with the CPESN elective to show students the value of pharmacist-based patient care services as well as to encourage future entrepreneurship. This is a win-win-win situation for students, patients, and the future of the profession.



John Croce, BS, RPh, President of CPESN-NY and owner of Four Corners Pharmacy, Delmar, NY



Health and Wellness Projects IPPE and APPE

Starting this summer, all community rotations, both introductory and advanced, will require that a Health and Wellness project be completed as part of the students' academic portfolio. The IPPE project will focus more on over-the-counter products and self-care, utilizing information learned during the students' first year of didactic education. The APPE project will allow the student to demonstrate a higher level of learning, delving into the disease states studied during their final year of classes. Students work with their preceptors to choose a topic that would best educate the population they are trying to reach. This APPE requirement has been in place for the last several years, providing students with the added dimension of participating in a public health initiative.

This year, there is a Health and Wellness project option for APPE students to engage in an Opioid Intervention initiative designed to prevent opioid-use adverse events. This project is supported by IPRO, which the Centers for Medicare and Medicaid Services have designated as a New York State Quality Improvement Organization. It is tailored to enhance standard pharmacist and pharmacy intern counseling with opioid-specific content, such as communicating explicitly that opioid use exposes the patient to dependence and addiction. Specific intern-patient interventions will include assessment of patient risk for overdose as well as offer naloxone, if appropriate, and laxative and stool softener recommendations to prevent opioid-induced constipation. Specific intern-prescriber interventions will include contacting the prescriber for benzodiazepine de-escalation when used concurrently with opioids, if appropriate, and informing prescribers when a patient's morphine milligram equivalent (MME) daily dose exceeds 90 MME.



Chukwuma Onumonu-CVS in Miami Beach, FL

The intervention can be implemented by pharmacy interns while on their community rotations though the use of IPRO's REDCap (secure data collection program) for intervention documentation. Prior to beginning the intervention, students will receive online education on advanced opioid-specific counseling, naloxone, starting conversations with patients, a counseling checklist to help guide counseling, a pain zone tool, and a PEG scale. All education is free to the student and pharmacist preceptors.

The desired outcomes include intern education on opioid-specific counseling, experience in handling tough topics with patients and prescribers, and an increase in the number of naloxone prescriptions for appropriate patients. Data will be collected on the number of patients counseled, the number of providers contacted, and the number of offers of naloxone to patients, as well as whether those offers were accepted or declined and why. Specific patient-identifying details will not be collected or reported.

Since many students opt for a second APPE community rotation as their flexible core, this may provide them with another option to consider for their second Health and Wellness project.



Steven Kisaka-CVS, Burlington, VT



Sarah Ruby at Kinney Drug-Essex Junction, VT

P3 Send-off, IPPE Excellence and Intercultural Diversity Awards

As the P3 students finish up their didactic education and look towards their next year on rotation, the Division of Experiential Education holds the P3 Send-off Ceremony to acknowledge their hard work and to set the stage for their APPE rotations. On April 18th, ceremonies on both the Albany and Vermont campuses highlighted the achievements of exemplary IPPE students and honored those students who chose to pursue culturally diverse rotations.

After a welcome from the Deans (Dr. Robert Hamilton in Albany and Dr. Jennifer Mathews in Vermont), the awards were presented.

The IPPE Excellence awards are a culmination of superior performance on the IPPE Community, Institutional, and Team-Based Care rotations as measured by preceptor evaluations, grades, and exemplary work products. Students scoring in the top 10% of the class were accordingly honored. Twenty-one students (19 in Albany and 2 in Vermont) received certificates and the book *How to Maximize Your Rotations*. Congratulations to these wonderful students!

The Office of Institutional Advancement sponsors the Intercultural Diversity Awards for Spanish Immersion and Indian Health Services (IHS) with a certificate and a cash award to help defray travel expenses to those students who choose to immerse themselves in a diverse, and often underserved, population. Cameron Thirkell received the Spanish Immersion award for his rotation at CVS in Providence, RI in a primarily Hispanic neighborhood. The Indian Health Services Awards were given to Kennedy Rives for his rotation at the IHS in Chinle, AZ, and to Lianna Harvey, Marie Nelda Celestin, and Christopher Guido for their rotations at the IHS in Cherokee, NC.

In addition to the awards, students heard “Rotation Pearls” from P4s and “Expectations” from Preceptors, giving them guidance on how to act and what to expect in the upcoming months. They then received ACPHS pins and business cards.

Finally, class officers led the students and the other pharmacists in attendance in the “Oath of the Pharmacist,” bringing home the importance of the next step in their pharmacy education, APPE rotations, and underscoring the gravity of the profession they have chosen.

IPPE Excellence Awards-VT

Vanessa Elkaim
Callie Fortin



Vermont IPPE Excellence Awards
Presented by Ms. Sandra Rosa to C.
Fortin (L) and V. Elkaim (R)



Spanish Immersion
Award presented by Ms.
Rosa to C. Thirkell

IPPE Excellence Awards-Albany

Madysen Allard
Jennifer Berish
Ryker Bodo
Benjamin Bratek
Bethanie Emerick
Erin Higgins
William Hunter

Nicolas James
Kyle Jenkins
Katelyn Masullo
Regina Mathew
Alyssa Minnucci
Alexis Swist

Jacqueline Szesnat
Irene Talt
Jennifer Tran
Lydia Ware
Jeananna Warner
Shawn Warner



Front left to right; I. Talt, S. Warner, K. Masullo, J. Berish, J. Tran, 2nd row; A. Swist, M. Allard, A. Minnucci, L. Ware, B. Emerick, J. Szesnat, R. Bodo, back row; K. Jenkins, N. James, J. Warner, B. Bratek, W. Hunter, E. Higgins, Dr. Caimano



Intercultural Diversity Awards, Dr.
Briceland, C. Guido, K. Rives, Lianna
Harvey, Marie Nelda Celestin

Students taking Oath of a Pharmacist at P3 Send-Off



Vermont



New York

Medical Marijuana and CBD Products

Medical marijuana has now become an established alternative or addition to traditional pharmacy medications. There is ever-increasing published research on the validity and usefulness of marijuana as adjunct or monotherapy in several disease states. Marijuana dispensaries have appeared in many states, although some states have stricter requirements for dispensing than others. The state of New York requires a pharmacist to be on site to dispense and counsel patients on marijuana use. The pharmacists take drug and medical histories, go over the expected effects, monitor for drug interactions, counsel on modes of delivery, and help patients make informed decisions. The state of Vermont has a limited number of dispensary licenses and the only requirement for operating a dispensary is that the individual have business experience (yes!).



L-R Allison Pratt, Megan Gerken, Dr. Jacqueline Cleary, Mit Patel at PharmaCannis cultivation site

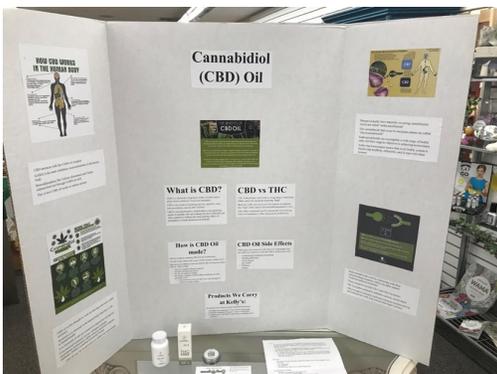
Acknowledging the need to prepare students for this new career path, ACPHS offers APPE Medical Marijuana elective rotations at various sites throughout New York State: PharmaCannis in Albany and Amherst, Curaleaf in Plattsburgh, Fp Wellness in Halfmoon, and Vireo Health in Albany, Queens, White Plains, and Johnson City.

Students were curious, skeptical and eager to learn, but whatever they felt going in, they all agreed that medical marijuana is a viable option and that the rotations improved their counseling skills and heightened their empathy towards patients' suffering due to inadequate traditional treatment. Seeing firsthand how patients' quality of life improved from the use of medical marijuana led one student to state, "This rotation opened my eyes to why it is crucially important for pharmacists to advocate for patients to be able to legally use marijuana and to expand the current legislation to allow medical marijuana use for additional diseases and disorders."

The interest in medical marijuana spread over to other practice sites. Dr. Jacqueline Cleary, an expert in pain management, took her APPE students to the PharmaCannis cultivation site while on their ambulatory care rotation at College Hometown Pharmacy in Schenectady, NY.



Shannon McCormick at PharmaCannis in Albany, NY



CBD Poster by Michael Izzo, APPE Community Health & Wellness Project, Kelly's Pharmacy, Greenville, NY

CBD (cannabidiol), which is derived from hemp, is appearing everywhere, not just in marijuana dispensaries. Although CBD is still a Schedule 1 controlled substance federally, states have taken a less strict view due to its low content of psychoactive properties, unlike THC (tetrahydrocannabinol) of the cannabis sativa plant. Formulations differ widely due to their unregulated nature. Pharmacies wishing to take advantage of the popularity of CBD products want to provide quality products as well as give patients accurate information regarding use. Several students on their APPE Community rotations have chosen to research CBD products and offer information to patients as their Health and Wellness project. Some have produced well-researched brochures dispelling myths about CBD products, while others have made poster boards to set up in the pharmacy to encourage questions. Patient education is a primary concern of pharmacists, and students are rising to the challenge to provide accurate information on CBD products and their benefits as well as risks.

Experiential Road Trip: The Final Chapter, or is it?

"Guess who just got back today
Them wild-eyed boys that had been away
Haven't changed that much to say
But man, I still think them cats are crazy

The boys are back in town
(The boys are back in town)
Spread the word around
The boys are back in town
(The boys are back in town again)"



The band Thin Lizzy sang these exuberant lyrics in 1976, but the sentiment is timeless as our two travelers returned to Vermont to finish their final rotations. After completing rotations at Renown Medical Center in Reno, NV, Charles (CJ) Miller and Hogan Smith took Module G off to



H. Smith and CJ Miller- Home at last!

this had been the "trip of a lifetime" but also wanted to further explore the sights in Vermont. Both said the trip had opened up their eyes to many more places that they would like to visit in the future. Welcome home!

continue their adventures in the West. Skiing in Aspen, Squaw Valley, and Copper Mountain; hiking and camping in Bright Angel Park in Arizona, Bryce Canyon Park in Utah and Olympia National Park in Washington; traveling and enjoying the sights in Seattle and Vancouver - all before heading home via Mount Rushmore (lit up at night!), Chicago (deep dish pizza), and Ithaca to Essex, Vermont. What an extraordinary journey!

Settling into their final rotations, CJ and Hogan also spoke to P3 students at their send-off ceremony, giving them APPE "pearls." "Get outside your comfort zone and learn as much as you can," offered CJ Hogan added that



Interprofessional Education on Rotation



Alex, performing the spinal tap

Training our students to provide team-based patient-centered care requires that students of various disciplines learn about and appreciate the roles each discipline has in the delivery of patient care. On a cold day in February, while on his APPE Institutional rotation, P4 Pharmacy student Alex Dipierdomenico participated along with a medical student and two nursing students in a hands-on, interactive exercise in the simulated neonatal patient room at the University Of Vermont College Of Medicine, working up an infant with sepsis. Alex made great recommendations to the medical student: asking about gestational age and blood cultures prior to antibiotics; helping with dosing; drawing up medications and even performing a spinal tap (He got it on the first try!). Not only was this a great example of interprofessional education, but it made a huge impression on Alex: "It was an amazing experience, to not only collaborate with other



Alex with medical student (left) and nursing students (right)

professionals in the clinical setting, but also to have the opportunity to observe the hands-on procedures which they must perform in the field. It really put into perspective the time, skill and effort our colleagues in medicine and nursing require to perform procedures and obtain lab results. Witnessing the patience and skill it takes to perform a lumbar puncture on a neonate gave me a greater appreciation for the CSF culture results which we see on the EHR on our end; it truly made me realize it is more than just a result. This opportunity gave me a greater appreciation for our colleagues who make up the nursing and medical component of the health team, and it is one which I will carry with me throughout my career."

Interprofessional education is an enriching experience, enabling students to become greater practitioners and providing patients with focused, coordinated care, thereby achieving optimal outcomes.

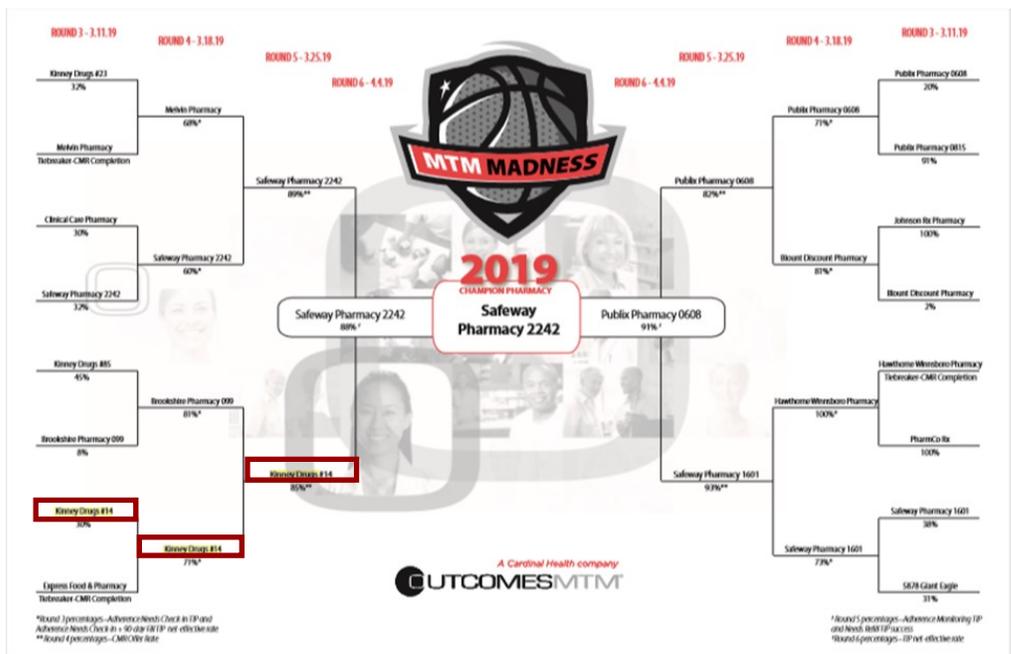


Interactive discussion

MTM Madness



So you thought “March Madness” only refers to College basketball? Guess again! Starting February 25, 2019, OutcomesMTM (a Cardinal Health Company) pitted 64 of its top MTM Centers in an MTM March Madness competition, with winning teams advancing each week in brackets like the basketball madness. Integrating MTM into the workflow, preceptor Mary Jo St. Hilaire and her superstar team from Kinney Drug in Malone, New York advanced to the “Final Four” in this exciting event. To top off this tremendous achievement, Mary Jo and her team received the 2019 Kinney Drug Store of the Year award! Congratulations Mary Jo and Team! We are proud to have you as preceptors for ACPHS.



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