

Compounding Rotation Offers Students a Different Perspective on Pharmacy

By: Jeffrey Even

"Apothecary" calls to mind a bygone time where remedies were compounded by the knowledgeable hand of the pharmacist. These skills are not gone, but rather relocated into the specialty niche of compounding pharmacists such as Michael Roberge, RPh.

In 1999, Roberge, founded Compounded Solutions, a compounding-based pharmaceutical company in Monroe, Conn. that is still going strong today. "I started all alone at zero," says Roberge reliving the early days of his pharmacy. He started out by contacting local doctors and making himself known. Business grew steadily; Roberge was able to hit all of his projections and has supplied both individuals and offices with completely personalized medication. Almost any application method imaginable is produced at Compounded Solutions: capsules, liquids, injections, eye drops, and more. They even provide lollipop and chewable candy medicine for children, though Roberge advises parents against them, as they could be easily mistaken for real candy by a child, and would be a health risk if accidentally consumed in large quantities. Roberge says the only medical applications he won't do are spinal injections, which are a potentially hazardous method of medicine delivery that is not worth the risk of harming a patient.



Compounding pharmacists Gene Gresh of Pioneer Health and Mike Roberge of Compounded Solutions in Pharmacy, LLC. judge the annual UConn Compounding Competition, a precursor to the national Student Pharmacist Compounding Competition sponsored in part by Medisca.

Compounding has recently been called into question after a meningitis outbreak in the New England Compounding Center resulted in the death of 53 people, and the injuries of hundreds more. "It was a wakeup call for everyone involved in compounding." says Roberge, who is determined to help as many people as he can by adhering to the strictest safety regulations to prevent such a tragedy from occurring again.





A Message from the Assistant Dean

On behalf of the UConn Office of Experiential Education (OEE) I want to share my sincere appreciation to everyone for all of your hard work and dedication to our UConn School of Pharmacy students throughout the year. We would be unable to provide our students with high quality experiences without your participation in our experiential programs. We appreciate the continued commitment from everyone who participates in our various IPPE and APPE programs.

I want to congratulate all of the 2013 Dennis J. Chapron Preceptor of the Year recipients who were honored at the 12th Annual Preceptor Appreciation Dinner held at Saint Clements Castle in October. These individuals have demonstrated excellence in experiential teaching through all of their efforts with our UConn students. The Dennis J. Chapron Preceptor of the Year Award is given each year to preceptors who were nominated by our pharmacy students in recognition of the outstanding contributions to the educational development of future pharmacists by demonstrating high standards of professionalism, ethics and patient care.

These awards are named in honor of Dennis J. Chapron, in recognition of his many contributions to the School of Pharmacy as an associate professor of pharmacy practice

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In addition to running his company, Roberge has also spent the last ten years serving as a preceptor for the UConn School of Pharmacy. His program offers students a practical look at the work environment of pharmacy focused on compounding, a topic with which very few pharmacy students understand when they enter school. "They think it's too time consuming. It's not the model of the big chains," said Roberge, explaining the apparent lack of interest in his field. Indeed, he boasts the reason for his initial success with his business was doing "everything the opposite of the chains." Roberge does not accept insurance at Compounding Solutions, which makes the practice less of a competitor with other pharmacies in the area. This camaraderie allows his business to take in other chains' compounding orders, a beneficial partnership for all parties involved. It is trade practices like these which students can expect to learn when they rotate into Roberge's preceptor program. There is a lot to learn from a man who started his own business from scratch and still maintains it to this day.

For the past few years, Roberge and fellow compounding pharmacist, Gene Gresh, have had the opportunity to serve as judges at the UConn School of Pharmacy's annual Compounding Competition. In this exciting event, teams of students receive prescription orders, just as they would in a real pharmacy, and are tasked to make three products within a time limit. Everything, from what the students need to make, to the ingredients with which they will work, remains a mystery until the start of the competition, testing the students' abilities to think on their feet.



Robert Brunault, Bradley Sprecher, and Rebecca Smith were the winning team in the **UConn Student Pharmacist Compounding** Competition. They will represent the school at the national SPCC in March 2014. They have big shoes to fill as last year's team, Melanie Masse, Meg Fletcher, and Dan DeCarlo, placed third overall in the national competition.

The judges test the products for weight, consistency, and uniformity in order to decide a winner. According to Roberge, "It's a bit misleading to students because they get three prescriptions, and it takes them four to six hours to fill those three. Then they come to my rotation wondering 'How the heck can I handle this many?' It's enlightening for them to see that there's a more time efficient method to compounding." This year, the UConn compounding team placed 3rd overall at the national student compounding competition.

With the success of his work at Compounding Solutions and the popularity of the annual competition, it is encouraging to see this branch of pharmacy receiving more attention and support. Roberge, and all of the UConn students who go on to join him in the field of compounding, will be sure to continue to work hard at making this more intimate and personalized method of medicine even more effective and safe.

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who was instrumental in the development of clinical pharmacy education in Connecticut. This year we had three awards recognizing our preceptors participating in our Introductory Pharmacy Practice Experiences. Pharmacist Ralph Frank, from Hartford Hospital, was recognized as the IPPE Institutional Preceptor of the Year; pharmacist Arthur Carbonaro, from Walgreens Pharmacy in Coventry, Conn., was recognized as the IPPE Community Preceptor of the Year; and pharmacist Phil Bunick was recognized as the IPPE Service Learning Preceptor of the Year. The Advanced Pharmacy Practice Experiences Preceptor of the Year recipients were pharmacist Ginger Croxall, from Day Kimball Hospital, in Putnam Conn., and Dr. Fei Wang, UConn associate professor of pharmacy practice, who practices at Hartford Hospital in the Brownstone Building.

I want to update you on a new series of workbooks for our IPPE program which includes the community, institutional, and service learning experiences. These workbooks will be phased into the program with the current P1 class of 2017. The purpose of the workbooks is to help our students focus on specific topic areas while completing their introductory experiences. In addition, we hope that our UConn IPPE preceptors find these workbooks of assistance in providing more structure to our IPPE program. We have posted the community and institutional IPPE workbooks for your review in RXpreceptor in the document library and on our UConn School of Pharmacy website. As always I would appreciate any comments regarding these workbooks both positive and constructive to improve our students' experiences.



Contributors:

Elizabeth Anderson, Jeffrey Even, Paulina, Grzybowski, Samantha Hitchcock, Philip Hritcko, Shamara James, Brody McConnell, Mary Ann Phaneuf, Peter Tyczkowski, and Myles Udland.

I am also pleased to announce a unique online preceptor development opportunity for you to complete called the "Teaching and Learning" Practice-Based Certificate Program. The UConn Office of Pharmacy Professional Development created this activity to be self-paced with group and/or individual activities. After the successful completion of all the learning activities in this program, you will receive CPE credit as well as a "Teaching and Learning Certificate of Accomplishment." This program that will surely enhance your teaching abilities as well as assist you in meeting your professional development requirements. For more in information and to register, please visit our website: www.pharmacy.uconn.edu/academics/ce

UConn is committed to assisting our preceptors with unique and valuable professional development opportunities and resources. On behalf of the UConn School of Pharmacy, I want to offer our sincere thanks to all of our preceptors who enhance the education of our UConn pharmacy students and are dedicated to the development of the next generation of pharmacists.

Olifi M. Water

Did You Know...

We are always looking for volunteers for our community outreach events? If you, or a pharmacist you know, is interested in working with students at such events as health fairs, community clinics, and shelters, please contact our office.

Hospital Pharmacy Rotation Allows Students to See Beyond the Bench

By: Jeffrey Even

UConn's School of Pharmacy offers many opportunities for students to experience an in-depth look at what their future careers may be like through the preceptor programs. According to Warren Rogers '80, director of pharmacy at Lawrence and Memorial Hospital and a preceptor for UConn, many students find that their impression of the pharmacist's role in a hospital setting is not entirely accurate. At Lawrence and Memorial, both Introductory Pharmacy Practice Experience and Advanced Pharmacy Practice Experience students can expect to shadow the doctors and nurses and consult with patients at their bedsides. Some situations may even call for a student pharmacist to accompany paramedics to a medical emergency.

"They'll be right up there in the ambulance and if they get there and the person is unconscious or if something else is going on, they'll be involved," says Rogers. Despite the scope and in-depth work of the position Rogers is happy to report that, "Most of the students come here thinking that they're going to be working at a retail pharmacy. Then they come to the hospital and realize that they have a lot more freedom. So at least they have an opportunity to see another field of pharmacy besides retail and research. Probably more than half really become interested and apply for a residency." According to Rogers, pharmacy is among the most regulated fields one could enter, making it very important for those interested in the industry to learn as much as they can about the experience.

Rogers got his start in pharmacy through the advice of a chemistry teacher. For the first three semesters of his college career, he attended the UConn's Avery Point branch campus in Groton. There, he was able to take his prerequisite classes in a very affordable manner, allowing him a more easy transition from high school to college, while allowing him to work and live at home. After graduating from the Storrs campus, Rogers pursued careers at Rockville General Hospital in Vernon, Conn., before moving to Lawrence and Memorial in 1981. Today, he is responsible



Warren Rogers '80 is the director of pharmacy at Lawrence & Memorial Hospital in New London.

for over 45 employees at the hospital as well as finances and telecommunications. His main priority is to cooperate with the doctors to make sure medicine reaches patients quickly and safely. Since his start, Rogers has witnessed the hospital pharmacy setting change from one of typewriters and hard copies to a place of cutting edge robotics technology that streamlines lab work and helps pharmacists meet the patients' needs more efficiently.

Rogers finds his career very rewarding, and would like students on his rotation, as well as all pharmacy students, to "always think about patient safety in everything that they do." While students may understand certain theoretical aspects of pharmacy through their schoolwork and the retail aspects from visiting their local drugstore, Rogers' rotation at Lawrence and Memorial Hospital allows students to see a side of pharmacy of which they may not have much experience. In the care of the director of pharmacy, they can be sure to have an informative and meaningful experience.



UConn Alumna Becomes the Director of Pharmacy at UCHC

By: Paulina Grzybowski

Dr. Kimberly Metcalf '87 always knew that she wanted to pursue a career in pharmacy. Metcalf began her career in retail pharmacy but soon transitioned to acute care inpatient hospital pharmacy. While working as a staff pharmacist at Hartford Hospital, she continued her didactic training by completing a master's degree in business from Rensealer Polytechnical Institute. She embarked on a career change in long term care and developed an infusion pharmacy service for skilled nursing facilities throughout the state. Many opportunities came and went, but when the opportunity to return to the hospital setting presented, Metcalf couldn't refuse the desire to return back to her roots and took on the position of clinical coordinator at the Hospital for Special Care. Inspired to continue her in knowledge in clinical pharmacy practice led her to earn her Pharm.D in Boston at the Massachussetts College of Pharmacy and Health Services. After several years serving as a clinical coordinator, Dr. Metcalf combined her interest in business and passion for clinical pharmacy practice and advanced to Pharmacy Director at the Hospital for Special Care serving for three years before returning to work in acute care at Waterbury Hospital as their Pharmacy Director.

During her time at the Waterbury Hospital, Dr. Metcalf invested her efforts and launched a start-up Post-Graduate Year One Residency (PGY1) program. Since the implementation of the PGY1 program, Dr. Metcalf has seen four graduating classes move through the program. "I found it to be an exciting investment. It was very rewarding from my perspective and the perspective of the residents," remarks Dr. Metcalf of her program. In PGY1, residents undertake on a year-long concentrated work experience. Their experiences include pharmacotherapy training, pharmacy operations, administration policy developments, budgeting, and project planning. Residents derive many benefits from the program according to Dr. Metcalf because, "As opposed to month long rotations in various institutions, the residents remain in one

organization where they can become familiar with the clinicians and invest in a concentrated work experience."

Always ready to take on new challenges, in 2012 Dr. Metcalf excitedly took on the next step of filling the role of Pharmacy Director at the UConn Health Center. "Right now, working to make sure the pharmacy at the UConn Health Center is optimized and actively growing," is her priority. Her daily work involves managing the daily pharmacy operations, overseeing and managing pharmaceutical safety, and staff/program development. In addition to all her responsibilites, she works to ensure preceptors have the necessary resources to support residents and pharmacy students.

Dr. Metcalf has served as a preceptor for 13 years, since beginning work at the Hospital for Special Care. As a preceptor, she guides students with their goals, objectives, and provides discussions on planning for the future, especially stressing the importance of leaving a good impression. "You're always on an interview. You may not think you are, but your actions are noted by those you interface with and it is important that you leave a positive impact."

Furthermore, Dr. Metcalf emphasizes it is important to consider that, "Every student learns differently. Some are consequential, some abstract. Precepting involves adjusting teaching skills to the student on rotation. It is the job of the preceptor to assist the student and support them so that each can get the most of their experience." Dr. Metcalf has precepted students spanning the range from PI-P4. Students being taught at the P1 level must first progress through developing the building blocks and are expected to learn the basics of distribution before they can advance to the level of P4 where they get exposure to formulation and reviewing patient profiles.

On her experience precepting thus far Dr. Metcalf states that, "It has made a significant impact in my life and my career. I've seen students grow to be clinical



Kim Melcalf, who has served as a precpetor for 13 years, talors her teaching style to the unique needs of the student.

specialty pharmacists, faculty at UConn, entrepeneurs, managers, and many have been published. It's extremely rewarding to know you've had an impact on the individual." Most importantly, Dr. Metcalf advises students to remember that, "It is hard to think about planning for the future when the challenges and stress are right in front of you, remember to make decision on what is right, important and best for you, not for other people." "Follow your heart and the passion of what you love to do in pharmacy; the rest will fall into place."

Although Dr. Metcalf has been through many programs and experiences, she is true to her roots at UConn. "Your bachelor's experience in college shapes you for the future," which certainly appears true in Dr. Metcalf's case, her work history being a real testament to her dedication to pharmacy.

"As pharmacists, we never stop learning. We leave UConn with the commitment that we will keep contributing to the practice. The surest way to continue to build on our UConn roots is by advancing in our career and giving back by helping formulate future pharmacists." Dr. Metcalf plans to continue on the path of pharmacy proving invaluable leadership to smooth and grow the operations of the pharmacy and staff.

Oh the Things You Can Teach...

By: Myles Udland

Dr. Phil Hritcko has been there before. Dr. Hritcko was once a preceptor himself, and this responsibility helps inform his vision for the UConn School of Pharmacy's current rotations. As assistant dean for experiential education, Hritcko and his staff coordinate rotations for all Pharm.D. students, while also establishing guidelines and protocol for both students and their supervisors.

In a given academic year, there are nearly 400 students enrolled in UConn's Pharm.D. program. For each of these students, rotations comprise 30% of their curriculum, including their entire P4 year. While these rotations pose unique challenges to students, the challenges are no less significant for the preceptors overseeing a rotation site.

"As a preceptor, the biggest thing you're looking for from the student's home university is guidance," said Hritcko. Preceptors, who serve a variety of instructional, consultative, and administrative roles with students they are supervising on a rotation, are often not as comfortable with academic relationships as they are in professional ones. Helping preceptors negotiate this task is where Hritcko is most engaged with using his past professional experience to inform his

current educational position. "A lot of times you are very good professionally in your expertise-area. But knowing how to teach a student, and what you want to accomplish with that student, is the piece with which a preceptor needs assistance."

A central challenge for office is not just the logistical coordination of the various rotations, but the variety of rotations offered to students and the variety of rotations students are required to take. P4 students are required to take one rotation, traditionally a month-long placement, in each of a community, ambulatory, general medicine, and institutional pharmacy setting. With this variety of placements, both students and preceptors must prepare for their rotations, as each setting poses its own set of challenges.

As students prepare for their rotations, Hritcko aims to get a picture of what their five- and ten-year plan might be within pharmacy. With 100 students in each Pharm.D. class, placement for the rotation program requires a lottery system. But with a vision for a particular student's future in mind, Hritcko aims to steer students towards rotations that will meet their interests. Hritcko hopes that preceptors, regardless of their practice

setting, will help students begin the development of a professional identity as pharmacists. "Students need to understand how pharmacists are treated within the profession," said Hritcko. "You can teach that in a classroom, but only up to a point. Eventually, you've got to get out there and do it."

Hritcko also notes that in the changing healthcare landscape, pharmacy is no longer a standalone profession. "Something we try to do with a lot of our rotations is do them inter-professionally," said Hritcko. Many of the inter-disciplinary rotations will involve medical, dental and nursing students, and these experiences give students a picture of what the healthcare team looks like.

Ultimately, Hritcko hopes that students, with the help of preceptors, will use the rotations to develop a confidence that allows their academic background to inform their practice as pharmacists. "It's about self-confidence," said Hritcko. "Not only confidence about a pharmacists role within a healthcare team, but the confidence to look at a complex problem and not be intimidated by it, but to attack and break down the problem. That takes practice; that is the experience component."

To precepting greatness I aspire, but mastering it seems so dire.

You can't read it in a book, on a Kindle, or a Nook.

Flailing around everywhere, you can't learn it here or there.

These students' futures here I hold, I don't want them to turn to mold.

Dr. Phil, Oh help me please to get these students their Pharm.D.s!

Then Dr. Phil to my awe, told me the things that he saw.
You need to teach them how you think, not just have them stand and blink!
Show them how to use their power, don't stand there and make them cower.
Coach them, train them if you please, don't cajole and never tease.
You need to help them understand, how to serve their fellow man.

Dennis J. Chapron Preceptors of the Year Awards

By: Samantha Hitchcock and Shamara James



Ginger Croxall APPE Adjunct

Dr. Ginger Croxall, the APPE Adjunct Faculty Preceptor of the Year, works at Day

Kimball Hospital, a small, community-based, nonprofit care hospital that provides pharmacy services 24/7.

Croxall received her B.S. in biophysics before going on to receive a B.S. in pharmacy. Her love for pharmacy evolved from a research position in UConn's Department of Pathobiology where she conducted research on viruses and animal diagnostics. Although she is not currently involved in any clinical research projects, Croxall is interested in areas of infectious diseases and hospice/pain management. While working with hospice, Croxall sees the impact that her work has on her patients' quality of life.

The students that Croxall mentors have been "integral in providing clinical services during regular business hours." They check for potential drug interactions, duplicate therapy, and monitor drug levels. In addition to clinical activities, students also spend time with technicians and attend interdepartmental functions. In these various surroundings, they get a more holistic approach of the pharmacy practice as they are collaborating with many other providers and working in a professional team. Students prepare drugs for Pharmacy and Therapeutics Committee, help with pain and symptom control at hospice, and help teach the Cardiac and Pulmonary Rehab classes.

As far as the recent debates in healthcare, Croxall expresses disappointment in the elected officials who would rather see the system fail than come up with a workable solution. She believes that we have "the greatest healthcare in the world," with the immense access to technology and pharmaceuticals, but the high cost of that healthcare is detrimental to the individuals that need it. Moreover, not everyone has access to healthcare and sometimes those who desperately need it are denied.



Nevertheless, she is proud of the pharmacy organizations that are attempting to work with legislators to improve some of the amendments and to educate the public about the changes being made to our healthcare system.

Croxall has been deeply impacted by the students she has worked with during her role as a preceptor. She has made many great friendships and professional relationships, and hopes to continue giving back to the profession. She commends the students for their enthusiasm, their outstanding communication skills, and their collaborative efforts with other departments. Her greatest achievement has been to hear students say that the experience has influenced them to possibly consider hospital pharmacy in the future. She is a proponent of life-long learning, and leaves the students with a philosophy to "never stop exploring." She sees pharmacy as a challenging and fulfilling career and hopes that the students will one day have similar sentiments.



Fei Wang APPE Faculty

Chosen as this year's APPE Faculty

Preceptor of the Year, Dr. Fei Wang is "thrilled, and honored to be selected for this special recognition." Wang, an associate clinical professor in ambulatory care at UConn focuses her teaching and service on the practice of primary care and her scholarly work on finding practice-based gaps in health-care, especially those related to medication management and measuring the impact or quality of these changes in care using national benchmarks. Currently, she is completing a study to assess guideline adherence for pharmacotherapy of chronic systolic heart failure to prevent hospital readmissions. She is also interested in developing new pharmacist-based programs and measuring the quality and impact of these programs.

Wang's exposure to a global education shaped her personal and career choices. Her early childhood experiences began with living in Addis Ababa, Ethiopia and Brighton, England. She has traveled extensively throughout Africa, Asia, and Europe as the daughter of a United Nations official. She completed her Bachelor of Science, Masters in Administration, and Doctor of Pharmacy at St. John's University in New York and a post-graduate pharmacy residency in adult internal medicine at the Medical University of South Carolina in Charleston. She has extensive professional

experience in outpatient and acute care practice prior to joining UConn.

Wang's philosophy for rotations is to bring the "classroom" to the real world through application-based learning. She embraces the idea of augmenting the role of the student pharmacist as a pharmacist-extender. The student pharmacist becomes an active contributing member of an interprofessional team participating in the delivery of patientcentered pharmaceutical care. She feels that when students actively learn from real patients and receive the hands-on rolemodeling of the preceptor, they engage and take ownership of their learning. Students develop new skills, gain confidence and take on the responsibility of improving their patient's outcomes.

Wang's practice site is at Hartford Healthcare's Adult Primary Care Clinic, an urban safety-net clinic serving a culturally diverse and medically underserved population with healthcare disparities. The students on rotation are exposed to various practice models; a pharmacist referral clinic for medication therapy management and disease state management that includes smoking cessation, and an interprofessional team-based model of care to improve medication use and enhance patient safety. Students identify medication-related problems and make "informed decisions to change drug therapy and optimize disease state management of common chronic problems" together with their physician and nursing colleagues.

In this environment, Wang is able to develop relationships with her students that are filled with genuine affection, collegiality, and mutual respect. She is especially grateful to her 2013 APPE students for nominating her. She has used her role as a preceptor to enhance the learning experience by providing opportunities for active student involvement, involve the students in handson training, hold students to high standards, energize and motivate students to perform to the best of their ability, and, finally, allow students autonomy to sharpen their own tools. She has learned as much from her students as they have learned from her, and uses this knowledge to become a better person, teacher, and preceptor. She hopes that the students will continue benefiting from the work they have done together, and will one day give back to other

students. She is constantly inspired by each of her students and promotes precepting and mentoring the next generation of pharmacy practitioners as "an excellent and very rewarding way to give back to the pharmacy profession."



J. Arthur Carbonaro IPPE Community

UConn alumnus, Arthur Carbonaro, received the IPPE Community Preceptor

of the Year Award for his work with Pl students. Carbonaro is the pharmacy manager at Walgreens in Coventry, Conn. He oversees the department, covering everything from hiring, training, inventory control, custumer relations, and community relations.

Carbonaro has been working as a UConn preceptor for nearly 30 years. He values his role as a teacher and is greatly rewarded by the progress his students make. "I like to see [when the students are finished with their rotation] that they are more rounded and some of the gaps in their knowledge are filled."

Students have the ability to work side-by-side with Carbonaro and ask him any questions they might have during rotation. This helps them to better prepare themselves when it comes time to making their own professional decisions. At his site, students are given tasks based on their experience in retail pharmacy. "I've had students with various degrees of experience," says Carbonaro. "I try to tailor what I'm teaching them so that they are going forward with their career."

Carbonaro believes the preceptors that are the most successful are the ones who best understand their students. "They should understand that each student that comes in is different," Carbonaro explains. "They are at different points in their pharmacy experience and have different aspirations."

Carbonaro was both surprised and humbled upon receiving his award and to be affiliated with such a reputable school. "It is my job to teach them what to do so that when they are pharmacists, they will be able to do it well. I'm happy to see that I am doing my job."



Ralph Frank IPPE Institutional

Ralph Frank, pharmacy manager at Hartford Hospital, received the IPPE

Institutional Preceptor of the Year award. "The students move around quite a bit," Frank said. "They are able to interact with a broad range of people, which gives them a look into the reality of institutional pharmacy practice."

At UConn, Frank currently serves as an adjunct assistant clinical professor for institutional pharmacy practice. His interests lie with substance abuse, as well as epidemiological trends of poisoning and overdose events.

Particularly with pharmacists, Frank acknowledges the "high stress" levels experienced by healthcare professionals, and seeks, through participation in Connecticut Pharmacists Concerned For Pharmacists, to offer assistance to those dealing with substance abuse issues, affording them a second chance. "Specifically in Connecticut, we recognize people make mistakes," Frank said. "I understand it's not an easy process, but if I can help one person it will all be worthwhile."

On a typical day on rotation, students are placed in a practice setting, where they are able to interact with a broad range of professional disciplines and practice styles. The students witness the end results of the medications the hospital uses and how to address any medication issues that might arise, as well as the administrative process.

As a preceptor, Frank enjoys watching students grow into practitioners. "It is truly rewarding," he said. Some students have even had the opportunity to work for him.

Frank is "honored beyond words" by his Preceptor of the Year award. "To be honest, I learn more from them than they do from me," he explains. Most importantly, he pays tribute to his staff. "This award really is a tribute to our entire department and the commitment our staff has to the development of our future colleagues."

Preceptor of the Year

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Phil Bunick IPPE Service Learning

Phil Bunick, former pharmacy director at the UConn Health

Center, retired in October of 2012; however, his efforts to stay connected with the School of Pharmacy have not gone unnoticed. This year, Bunick received the IPPE Service Learning Preceptor of the Year award.

Bunick began the UConn chapter of his career six years ago. During his tenure there were a number of changes at the Health Center, including the strengthened relationship with the School of Pharmacy. This has allowed more students to complete rotations at the Health Center.

"When I graduated [from UConn] back in 1972, we didn't have such a thing as clinical

rotations. We never left the school," Bunick said. "I think these students have a great opportunity, whether it's in hospital pharmacy, retail pharmacy, or whatever they choose to do to get a feeling for varied aspects of pharmacy practice."

The UConn Health Center now precepts P2 and P4 students on rotation. Bunick has worked with countless students over the years since coming to Connecticut in 1980. He encourages his students to "jump in" and truly get immersed while on rotation. "By the end of rotation, I'd like to see that the student have gained some confidence so that whatever is going on is something that they can handle."

How does Phil Bunick feel about being a Preceptor of the Year? "Icing on the cake," he exclaimed, "It never occurred to me that I would get an award. It is just something I really enjoy doing." Bunick has learned that the most valuable quality a preceptor can have is to listen to his or her students. "I

enjoy the give and take with students," said Bunick. "It is important to listen, be patient, and to encourage the students to become involved."

Since retiring, Bunick continues to precept students who visit senior centers and retirement homes, in order to review medications with the individuals. This past summer, he also worked at a migrant farm worker's clinic and oversaw the students working there as well. This fall he participated as a "volunteer patient" in the communication class for incoming freshman pharmacy students. Phil also helps with the Institutional Pharmacy course given yearly during the spring semester.

After 40 years of work in hospital pharmacy, and 36 years as a pharmacy director, Bunick continues to contribute to the School of Pharmacy and, in particular, the students. "When I began taking in students as a preceptor, it convinced me that when I retired and had more time, I wanted to stay involved with the students."

Call 1-800-222-1222 for Poison Control

By: Samantha Hitchcock

Expect the unexpected when working with Carol Martinelli at the Connecticut Poison Control Center in Farmington, Conn. Unlike most preceptors with the UConn School of Pharmacy, Martinelli is a board certified nurse and works with students in several health care professions.

At her site, pharmacy students, as well as other health care providers, have the opportunity to learn about toxicology, managing poison exposures, and patient care. The poison center deals mainly with emergent care, so students can expect a change in plans at any moment. "There is a plan for each day, but those plans change based on the patients we have," says Martinelli. "They are able to enjoy something different every day."

The Connecticut Poison Control Center is an integral part of the UConn Health

Center and is affiliated with Hartford Hospital. In order to create the most efficient rotation, the center allows students to circulate between the poison center and the hospital, where they have the opportunity to follow-up with their patients. While a large portion of their rotation is based on lectures, discussions, and journal club, students also engage in procedures such as: rounds, SIM lab, case review, and assisting emergency calls.

Beyond student rotations, the Poison Control Center collaborates with many public health care institutions to gather data dealing with toxicology-related health care issues within the Connecticut population.

Martinelli became interested in her role as preceptor soon after her career with the Connecticut Poison Control Center.

Her position allowed her to work closely with pharmacists and their work immediately caught her attention. "Since my role as preceptor," she explains, "I have enriched myself in pharmacy education and their ever-changing world."

Martinelli's position enables her to provide information for her students regarding the different careers in health care outside of the pharmacy profession. She is "grateful for being included in such a great program." She hopes that her students benefit from working with different health care professions and gain a wider perspective within their practice.

