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New Doctor of Pharmacy Program Accreditation Standards

The Accreditation Council for Pharmacy Education (ACPE) Accreditation Standards 2016 have been in effect for all Doctor of Pharmacy programs as of July 1. As you are aware, the Office of Experiential Learning has been working toward changes to our experiential program to address new and revised standards related to IPPE and APPE.

Here are some of the highlights from Standards 2016 that impact experiential education:

- Student self-awareness and cultural competence are emphasized throughout the PharmD curriculum.
- IPPE programs must include direct patient care and interprofessional education.
- APPE must assess practice-readiness, including ready to practice as part of an interprofessional team.
- APPE programs must demonstrate exposure to diverse populations, over the span of APPE year.
- APPE assessments must use reliable, validated evaluation tools.
- All IPPE and APPE rotation students must receive a formal midpoint and final evaluation.
- All preceptors must complete orientation to the experiential program and receive ongoing education and development.
- All preceptors and evaluation sites must be regularly evaluated and signed affiliation agreement must be in place for all sites.

Throughout the last year, you have received information about changes to evaluations forms and grading criteria, and we will continue to work towards improvements in our program as pharmacy practice evolves.

Please feel free to contact our office if you have questions related to accreditation standards and how they may apply to your rotation.
Preceptor Spotlight

SHRINA DUGGAL, PHARM.D., BCOP, CLASS OF 2005, knew from a young age that she wanted to become a healthcare professional. Two of her grandparents had been diagnosed with cancer and passed away before she was able to meet them, so she had heard about and understood the effects of their diagnoses and treatments of the disease on their loved ones.

“As I started college and learned about the profession of pharmacy and the impact that pharmacists make on patients and health in general, I realized it was the best fit for me,” she said. Dr. Duggal is now a clinical pharmacy specialist at the UPMC CancerCenter, Shadyside Hospital.

Her interest in clinical pharmacy practice started while she was still in school. After working in community pharmacy practice during her internships, Dr. Duggal realized that she was drawn to the fast pace and acuity involved in inpatient care.

“I wanted to work more closely with both patients and physicians and be in the trenches making treatment decisions and recommendations,” she said. “We all have our roles in the care of a patient, but for me, the hospital was the ideal setting to practice what I enjoyed.”

While providing care to her patients in Pittsburgh, Duggal has also been providing valuable learning experiences to our student pharmacists through her rotation. She has been a preceptor for the WVU School of Pharmacy for seven years.

“I had many amazing preceptors during my pharmacy school career and wanted to give back to the profession and my alma mater by continuing to teach and provide positive learning experiences for students,” she said.

Duggal offers an inpatient acute care rotation in hematology, oncology and stem cell transplant through the UPMC CancerCenter. This residency-like rotation requires students to collaborate with other members of the healthcare team in order to best serve patients. Our students must be able to read charts to understand each patient’s history and recommend a treatment plan not only to Dr. Duggal, but also to a team of physicians and advanced practice providers including physician assistants and nurse practitioners. Students also have the opportunity to deliver presentations on patient cases and disease states to healthcare professionals at the Center. Duggal hopes that the high degree of responsibility and independence she gives her students on rotation will make them better pharmacists in the future.

“I want students to recognize that they are capable of more than they think,” she said. “I want students to be able to use their textbook-based knowledge from pharmacy school along with logic and reasoning to understand and resolve any patient care issues they come across in their careers.”

Duggal feels that each graduate from the WVU School of Pharmacy should serve as a preceptor at some point in their careers.

“It is very rewarding to see the impact that you can have on students throughout your career,” she said.

Duggal also feels that one of the most important things one can do as a preceptor is to challenge his or her students. The challenges the students face will help them down the road in their pharmacy career.

“Challenge students with more than you think they are capable of because it doesn’t help them to simply get through the rotation by checking boxes on a form,” she said. “Make them work, make them part of the team, and give them responsibility so they see and make the connections in what they do in order to provide the best care and improve the quality of life of their patients.”
MINGYAO YANG, PHARM.D., CLASS OF 2016, developed an interest for clinical research early in his pharmacy education. When he heard about a rotation with WVU’s Clinical and Pharmacologic Research Center (CPRC) as a third-year student, he knew he wanted to apply.

The 2015-2016 academic year was the second year the elective rotation with the WVU CPRC has been offered to our students. It is a competitive process, and only two students who apply are accepted — one per semester. However, efforts are under way to increase the number of accepted students into the program from one to two students per semester.

“The rotation with the WVU CPRC is unlike any other rotations we have,” Lena Maynor, Pharm.D., director of Advanced Pharmacy Practice Experiences (APPE), said. “The rotation allows students to see the Phase 1 clinical trial processes and gives them exposure to the drug development process that most Pharm.D.s don’t receive.”

The goal of this industry rotation is to provide a structured approach for the student to experience the path of an experimental drug formulation being brought into a clinical Phase 1 trial where the drug is tested for safety in healthy subjects. During the rotation, the students learn about each step of the path of drug accountability, including Institutional Review Board submission and approval, clinical eligibility, dosing, the collection, review and assessment of data, and the submission of the study report to the sponsor.

Yang was also able to observe a clinical trial in progress. While he had been learning about the logistics of the process, being able to see a trial taking place was an eye-opening experience. For starters, he thought the Informed Consent portion of the process was a task that only took a few moments to complete. He soon learned that Informed Consent is a very complex and engaging one-on-one discussion with the clinical trial volunteer in educating the participant on the risks and benefits of their participation in clinical trials.

From there, he was amazed to see how all the teams and functions at the CPRC were able to work together so seamlessly in such a fast, yet methodical and organized fashion. From the process of dosing, the multiple blood draws, the constant monitoring and the record-keeping, the attention to timing and detail was astounding.

For Yang, his rotation at the WVU Clinical and Pharmacologic Research Center was an experience he will never forget, and it has provided him with a solid foundation on his path to a career in the pharmaceutical industry and clinical trials research.

“This rotation provided me with a big-picture overview of industry-initiated trials and has helped me become a well-rounded pharmacy student,” he said. “As a future pharmacist, I now have the knowledge and understanding of the rigid pathways on which industry pharmaceutical trials are designed, conducted and approved through rigid regulatory pathways, which collectively allows me to appreciate the formulations used in the treatment of patients.”

If you are interested in learning more about the clinical trials rotation and/or participation in clinical trials, please contact the WVU CPRC at 304.581.1404.
While on rotation, students get to experience firsthand the different areas of pharmacy. Thanks to two WVU School of Pharmacy alumni, our student pharmacists are able to experience a side of pharmacy practice that might not have received much attention in the world of healthcare.

J.J. Bernabei, ’89, and Jason Turner, ’03, own independent pharmacies in the northern panhandle of West Virginia. Turner is the manager of the Moundsville Pharmacy in Moundsville, and Bernabei is the majority owner and founder of the Tri-State Medical Group, located in Weirton, which includes three retail pharmacies, one closed-door, long-term care pharmacy and an accredited medical supply company. Bernabei’s wife, Sue, also a member of the Class of 1989, is a pharmacist in the company. Through these rotation experiences, student pharmacists get a glimpse of what it takes to own and operate a pharmacy.

Both Bernabei and Turner say that the education they received at WVU laid the foundation for all the knowledge they would need to run their own pharmacies. Bernabei credits the School for helping him meet many influential people who have helped him during his career.

“Besides getting an irreplaceable education, I was also able to gain important contacts,” Bernabei said. “Many of the contacts I have from around the area stem from the School of Pharmacy.”

Turner learned a great deal about how to run a pharmacy from his mentor and fellow School of Pharmacy alumnus, Roger Cole, ’76.

“Roger influenced every aspect of how I continue to practice pharmacy today,” he said. “He demonstrated how to build relationships with patients and how to meet the needs of both the patient and the pharmacy in creating solutions. He was a mentor in understanding pharmacy management and continues to influence how I manage the business and the staff.”

Although both rotations offer a chance to learn more about pharmacy management, there are a few differences in the rotation experiences. At Turner’s Moundsville Pharmacy, students have a 15-week longitudinal rotation. This experience allows students to complete their Community, Ambulatory Care and Compounding rotations with the help of six different pharmacists. This rotation also has a special emphasis on independent pharmacy ownership, allowing students to participate in some business and marketing opportunities while taking part in many patient-related services.

Turner prefers having the longitudinal rotation because it means students only have to get adjusted to the pharmacy one time, allowing them more time for learning. “At times we like to think of it as a mini-residency because of the level of learning students are able to get over the 15 weeks,” he said.

Bernabei’s Tri-State Pharmacy offers two five-week rotations on compounding and community management. The pharmacy offers a state-of-the-art compounding lab, and students are able to work alongside a pharmacist and pharmacy technicians who have over 15 years of experience. Unlike many rotations, students must complete an application to be selected and accepted to Bernabei’s community administration rotation experience.

Thanks to the focus on management within these rotations, student pharmacists are able to take part in a variety of different business-related projects. Through the Tri-State Pharmacy rotation, students have the opportunity to help with many projects, including public service announcements, loyalty programs and social media promotions.

One project that arose through Bernabei’s rotation was the chance for a student pharmacist to create a business plan to give to Tri-State Pharmacy’s wholesaler. A professional consultant estimated it would cost several thousand dollars to create the plan, but Bernabei asked the student pharmacist on rotation at the time, Alexandra Greco, Class of 2016, to create it. This business plan has now been used by the pharmacy several times, and other pharmacists in the area have contacted Bernabei for help in creating their own plans.

Regardless of what aspect of the profession of pharmacy one chooses to work in after graduation, having business skills is very important.

“Pharmacists have to become experts in inventory management, managing staff, contracting and budgeting programs and marketing,” Turner said. “No matter where a pharmacist works, they will be called on to use business skills in conjunction with clinical skills in making decisions.”

Thank you to our preceptors for all that you do to provide our students with the opportunities and experiences that will enable them to provide exceptional patient care and be successful in their careers.

Stay up-to-date on all information for Advanced Pharmacy Practice Experiences and the Office of Experiential Learning at pharmacy.hsc.wvu.edu/explearning.
CARLTON “SONNY” HOSKINSON JR., CLASS OF 1986, spends much of his time in his role as a clinical pharmacist helping educate future pharmacy professionals. He has been a pharmacist at United Hospital Center in Bridgeport, West Virginia, for 30 years and has been working with WVU student pharmacists almost the entirety of his career.

“I really enjoy helping students with these educational experiences because I feel it is an interesting way to help foster the learning process,” Hoskinson said.

Hoskinson is the director of Camp Catch Your Breath — a camp for children ages 8-13 with asthma — and has been involved with the organization for approximately 25 years. The specialty camp is staffed by medical professionals, such as nurses, respiratory therapists, pharmacists and a physician, and annually gives 70 children with asthma a summer camp experience that they might otherwise not be able to have.

“By participating in Camp Catch Your Breath, the students get to see the outcomes that we as pharmacists might not see in outpatient settings,” Hoskinson said. “It’s really great when you listen and hear someone’s breathing clear up after a treatment and know that you were able to help them. I tell the students that, more than likely, they will not see the children again after camp, but you don’t know what kind of impact you are going to have on someone. In pharmacy, we provide medication treatments, and we may not always see it, but we are helping a patient feel better and are giving them more quality time with their families.”

Hoskinson has received numerous positive responses from students about the uniqueness of the rotation. Several students have been inspired to further their education and complete hospital pharmacy residency programs, and some have even completed programs to become certified asthma educators.

In a rotation evaluation, one student stated, “Sonny demonstrates his commitment to our school and profession by consistently volunteering to accept students on rotation at both UHC and through his Asthma Camp rotation at Camp Catch Your Breath. Camp Catch Your Breath is a prominent example of Sonny’s willingness to lead and further our profession.”

Hoskinson hopes that student pharmacists see a more diverse picture of the profession of pharmacy when they complete rotations at Camp Catch Your Breath. He strives to provide students with memorable learning experiences and encourages them to get “hands-on” and involved in all aspects of the rotation.
CHRIS TERPENING

CHRIS TERPENING, PHARM.D.,
associate professor in the Department of Clinical Pharmacy – Charleston Division, shares his mantra with each of his students: Trust yourself.

Trusting himself and making the most of every opportunity that was presented to him led Dr. Terpening to the West Virginia University School of Pharmacy in July of 2001. He received his bachelor’s degree in biochemistry from the University of Texas, his Ph.D. in biochemistry from the University of Arizona and completed a post-doctoral fellowship at Colorado State University. Dr. Terpening then decided he wanted to focus on the clinical aspect of pharmacy practice and received his bachelor and Pharm.D. degrees from the University of Colorado, followed by the completion of a residency in family medicine at the University of Florida.

Terpening holds a joint appointment with the Department of Clinical Pharmacy and the School of Medicine Department of Family Medicine. He states that working in family medicine allows pharmacists to assist patients at every step of life and with any issue they may face. Because of this, every day holds something different when providing patient care.

Terpening has been mentoring students at his family medicine rotation — the Family Medicine Center at the Charleston Area Medical Center Memorial Hospital — for 15 years. Students on this rotation have the opportunity to work with a variety of healthcare professionals to best serve patients.

“We aren’t operating in a vacuum,” he said. “Healthcare professionals must work together to best care for patients. Collaborating with other healthcare professionals involves not only stating what you know, but also being willing to listen to others who may know more about a specific field. It is important to know that your input is valued, but you can’t know everything about everything.”

Preceptors have the important job of incorporating students into the daily activities at their rotation site. Students completing a rotation with Dr. Terpening take part in a variety of activities, including completing medical histories, collecting data for research and taking part in weekly resident conferences. He believes one of the best ways to teach students is by including them as much as possible in the daily workings at the site.

“It’s important for students not to feel like an afterthought while on rotation,” he said. “The more you incorporate students, the more likely it is that they’ll take ownership of their work while on rotation, and this helps build their confidence and trust in themselves.”

One student commented about Terpening’s rotation, “The interactions with a variety of different healthcare providers — RNs, CMAs, residents, physicians, etc. — provided a great opportunity to expand my communication skills and see patient care from different perspectives. Everyone was very open to pharmacy input and were very welcoming. Dr. Terpening was great at turning any patient interaction into a learning opportunity and helping us develop patient assessment skills. Being able to follow medical residents for several days during rotation provided me with a valuable opportunity to learn about the physician’s thought process when assessing a patient and allowed me opportunities to make medication recommendations when applicable.”

One of the best parts about being a preceptor, according to Terpening, is the daily interactions with his student pharmacists. “I love to see their confidence develop,” he said. “We spend three years giving them a book education and to see them come in and realize that they know more than they thought is always great to see.”

While honored by receiving the Faculty Preceptor of the Year award, Terpening feels that this award speaks volumes to the quality of the rotation site in Charleston. “This award is not a validation of me, it’s of this site,” he said. “All of the faculty and residents are the people that make this rotation what it is and make it a great learning experience for the students.”
If you had to describe Mark Garofoli’s, Pharm.D., MBA, BCGP, preceptor style in one word, that word would be innovative. Garofoli believes that if you want to improve the profession of pharmacy, you must think differently — a philosophy he puts to good use with the students he mentors.

Garofoli, an assistant professor in the School’s Department of Pharmaceutical Systems and Policy and director of the Safe and Effective Management of Pain Program, precepts our fourth-year pharmacy students at the Rational Drug Therapy Program (RDTP) in Morgantown. The RDTP provides prior authorization and consultative services for the West Virginia Bureau of Medical Services’ Medicaid pharmaceuticals program, the Public Employees Insurance Agency and the West Virginia Children’s Health Insurance Program. The RDTP is dedicated to safe, rational, cost-effective and patient outcome-oriented drug therapy.

Learning takes on many forms during a student’s time at the Rational Drug Therapy Program — from listening to and discussing TED Talks about substance abuse to attending and presenting information at informal journal club sessions. Students are also encouraged to take part in meetings and to collaborate on projects with professionals from other health disciplines.

Although the main focus of the rotation is for students to gain knowledge about managed care, pain management, appropriate opioid use and substance use disorders, Garofoli gives students the freedom to branch out to create projects that focus on a topic they have interest in or is a current contemporary healthcare issue. For example, two students created an in-house, news documentary-style video on the Zika virus. Other students were instrumental in the development and implementation of a “stoplight approach” guideline system that is now used as a clinical treatment algorithm in core pain management. The guideline gauges four treatment levels of nociceptive, neuropathic and mixed pain, ranging from first line (green), second line (yellow), third line (orange) and fourth line (red) in order to determine pain levels and subsequently the best treatment recommendations for the patient.

Communication is also a strong point at the RDTP. Daily pharmacy topics are discussed between faculty, staff and students. The entire process creates an open dialog that empowers students to think outside the box, ask questions and seek answers.

“I want students on this rotation to get away from the product and start thinking about the patient,” Garofoli said. “I want them to not be afraid to fail and try again; to challenge themselves and others and to never peak. Pharmacy is an ever-changing field. To be successful, one must arm oneself with knowledge while knowing change is in the future.”

Mat Kovach, Class of 2017, enjoyed the learning environment of the RDTP rotation.

“Each morning we would have a topic discussion with one or two members of the RDTP staff who would challenge us with questions,” he said. “Each discussion was detailed and gave us an in-depth look at the drug or disease state that we focused on that day. Each member of the staff was very encouraging and loved to have us ask questions throughout the day, and they were always available to talk with us. The learning environment at the RDTP was fantastic.”

While Garofoli is the primary preceptor at the Rational Drug Therapy Program, Angie Wowczuk, Pharm.D., and Christopher Hale, Pharm.D. serve as key role models and educators for the student pharmacists throughout the entire rotation experience. Garofoli feels that it takes everyone involved at a rotation site in educating our future pharmacy professionals, which is why he feels the RDTP program is a great rotation experience for students. Students who have completed rotations at this site couldn’t agree more.

“The RDTP staff is great to work with. Everyone is friendly and more than willing to help,” Casey Tibolet, Class of 2017, said. “Dr. Garofoli’s passion for teaching is hard to miss and successfully creates an encouraging learning environment. I highly recommend the RDTP rotation to other pharmacy students.”
In the WVU School of Pharmacy’s Introductory Pharmacy Practice Experience (IPPE) service learning course, students create and implement health-related activities to meet the health concerns of West Virginians, as well as objectives of the U.S. Department of Health and Human Service’s Healthy People 2020 campaign — a program to improve the health of Americans.

During the 2015-2016 academic year, our students worked with middle and high schools in West Virginia and Pennsylvania to present information about substance and prescription drug abuse to their students. The goal was to not only share information in order to prevent drug abuse and promote making healthy life choices, but to also show that addiction is a real disease and can affect every aspect of life — physical, social, psychological and emotional — in dramatic ways.

The Neuroscience Behind Drugs of Abuse project takes a different path than most drug abuse presentations. Instead of using a just-say-no approach, the presentation discusses what actually happens to a person’s brain and body from the first use of a drug to repeated use.

“As future pharmacists and healthcare professionals, it is our job to keep our community members healthy and improve their quality of life,” Catalina Saenz of Morgantown, a member of the Class of 2018, said. “We want to educate students in their adolescent years about how the brain and body function normally and how the presence of illicit and prescription drugs alters your brain and body.”

The Neuroscience Behind Drugs of Abuse project was originally developed by the Duquesne University Mylan School of Pharmacy for high school students. WVU students began taking the presentation to schools in West Virginia in 2014. The WVU students expanded the scope of outreach for the project and developed a presentation for middle school students, “Your Healthy Brain and Body, and How to Keep Substance Abuse out of Your Life.” The WVU students developed the presentation to create an interactive environment in order to engage middle school students by using conversation and games.

Saenz and her group visited West Preston Middle School during the fall 2015 semester and spent the day speaking with students during their science and life skills classes.

“We feel this presentation is unique in that it is given by students to students, which hopefully helps the students relate to us a little more easily,” Saenz said. “Sometimes it’s hard to talk to a teacher about topics such as these, and we hope the students feel we might be more approachable for these discussions. Living in a state that has a high drug abuse rate, it is important that we educate the people of our state and contribute to decreasing drug abuse and its negative effects. As future pharmacy professionals, we are able to offer this education and information to improve the health, and future health, of our community members.”

The Neuroscience Behind Drugs of Abuse presentations continued in the spring 2016 semester and remain part of the IPPE course curriculum.
LCDR JUSTIN MCCORMICK, US PUBLIC HEALTH SERVICE, CLASS OF 2011, is the chief pharmacist at the Federal Prison Camp-Alderson. Dr. McCormick chose to pursue a career in pharmacy because it is an interesting and challenging field in healthcare. Medication therapies have many benefits for patients and answering their questions, educating them about possible medication interactions, and monitoring their progress gives McCormick a feeling of satisfaction knowing that he is helping improve the health of his patients.

Dr. McCormick became a preceptor for the School in 2013 because he wanted to assist students in their transition from the classroom to the workplace. He hopes that each of his students leaves his rotation more confident in their knowledge and are aware of what pharmacists bring to the table as part of a patient’s healthcare team.

“A preceptor takes on many roles: guide, educator, confidence booster and role model,” he said. “Students need as many educational experiences as possible to be successful in pharmacy practice, and a preceptor is there to facilitate their transition.”

McCormick credits the frequency of witnessing his preceptors being sought out for answers to treatment questions as a major influence on him when he was a student. He was also able to see first-hand on his rotations how applying appropriate pharmacy practice improved a patient’s health and well-being.

Now, as a preceptor, McCormick has the opportunity to provide the educational experiences that helped him on his path to pharmacy practice.

“Teaching is my favorite part of being a preceptor,” he said. “I like when I can see the student making the connections between what they have learned in the classroom and applying it to practice. I enjoy seeing their excitement when they are the ones making decisions that change a person’s life for the better.”

JULIE BEAM, PHARM.D., CLASS OF 2013, is the pharmacist-in-charge at Camden-on-Gauley Medical Center. While she was growing up, Dr. Beam knew that she wanted a career in healthcare because she wanted to help and make a difference in the lives of others. She started taking courses at her local college and began working as a cashier in her town's drugstore. She had the opportunity to speak with the store’s pharmacist, started shadowing him and eventually transferred to working in the pharmacy. Being in the pharmacy environment and seeing how the profession fulfilled all that she wanted in a career, Beam knew that pharmacy was the right path for her.

Beam became a preceptor for the School in 2014 because she wanted to help students the way her preceptors had helped her.

“I had the opportunity to learn from really great preceptors while in pharmacy school, and they all had something different to teach me, including how to be a preceptor,” she said. “They helped me to prepare for real life.”

Beam tries to incorporate the teachings of her preceptors into her own role. She works to prepare her students for the future, not only teaching them the clinical skills they need to provide quality patient care, but also giving them guidance on real-life situations, from studying for the board exams to job searching and interviews.

“My favorite part of being a preceptor really is the students,” she said. “Each student is different and brings with them new experiences. I hope that from this rotation, students learn real-life applications that will reinforce the knowledge from their classroom work and will prepare them for their future careers.”

As of time of press, Dr. Beam has taken a new position at Webster County Memorial Hospital in Webster Springs, where she hopes to continue precepting students.
For **ALEXANDRA GRECO** and **JESSICA ZOOK**, both members of the Class of 2016, heading down the Tapajós River through Brazil with a team of healthcare professionals and students was the adventure of a lifetime.

WVU Health Sciences is partnered with Amizade Global Service-Learning that operates out of the Association of Parents and Friends (Amigos) of Exceptionals (APAE) located in Santarém, Brazil. This is the third year the rotation experience has been offered to our student-pharmacists. Zook was extremely interested in the rotation as she plans on pursuing opportunities in global healthcare in the future. Greco, after seeing the presentation about the rotation from members of the Class of 2015, was intrigued by the differences in pharmacy practice as compared to practice in the United States.

The rotation was an eye-opening experience for both Greco and Zook. The fact that patients lived in these remote areas — most only accessible by the boat — and were only able to receive healthcare services once a month, reinforced to the students the importance of ensuring patients are seen, diagnosed and treated with high-quality care so their health is managed until the next visit.

“It really showed us just how different healthcare is in the U.S. versus other countries,” Zook said. “Patients who lived in these areas would have to travel up to 16 hours to get to a hospital.”

The river journey portion of their rotation lasted four days and visited three communities: Tapagem, Curuçá and Moura. The boat with the students typically stayed in each village port for a full day. However, some days were longer than others.

“We would stay at the ports until the last patient was seen,” Greco said. “Our first day, we got up and started unpacking supplies from the boat around 7:30 in the morning, and we wrapped up with the last patient around 5 o’clock in the evening. After that, we packed up all the supplies, got back on the boat and got ready for the next day.”

The students did not stay on the boat the entire length of their rotation, though. They had the opportunity to work under the supervision of pharmacists in local pharmacies. Two differences in pharmacy practice that Greco and Zook immediately noticed were 1: almost everything is over the counter as compared to medications in the United States and 2: pharmacists completed a lot of lab/blood work — and that was the pharmacists’ main role instead of medication therapy management.

The students then had the opportunity to work in the HRBA Regional Hospital — which only accepts referred patients — and Unidade de Pronto Atendimento (UPA) urgent care facilities. They also were able to make home visits with Posto de Saude (Health Posts) in some areas to check on patients in the community.

“While it was difficult to obtain healthcare in certain areas, the healthcare professionals in those areas worked very hard to make sure the patients in their communities received the care they needed,” Greco said. “There are so many things that we take for granted — being able to drive to the hospital or drive to the pharmacy, being able to call somebody or get on the Internet, having clean water. So many things that we don’t even think about, they don’t have. It really makes you appreciate everything.”

Zook feels that her global health experiences and rotation in Brazil will help her in her pharmacy career.

“Being able to see what healthcare is like in other countries gives you a better understanding of pharmacy practice,” she said. “There are many rural areas here in the U.S. as well, so being able to see what others have done and apply that clinical knowledge to your work in order to help the patient is the goal of patient care.”
## 2017 - 2018 APPE Schedule

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