

PODCAST 1

Tony Guerra: Welcome to the Pharmacy Future Leaders podcast with your host Tony Guerra. The Pharmacy Future Leaders is part of the Pharmacy Podcast Network, focusing on pharmacy student perspectives, interviews, and the future outlook of our pharmacy industry. This is Jaclyn Aremka, P4 pharmacy student from Drake University and you're listening to the Pharmacy Podcast. Welcome to the Pharmacy Podcast Network, I'm your co-host Tony Guerra from the Pharmacy Future Leaders Podcast, broadcasting from the Des Moines Health and Public Services Building at DMACC's Ankeny Campus, connect with me by messenger on Facebook at TonyPharmD1 or on YouTube where we have over eleven hundred videos at Tony PharmD on my YouTube Channel or my website memorizingpharmacology.com. Today we're talking with Jaclyn Aremka P4 Student at Drake University from the Chicagoland area, who's looking forward a career in community or ambulatory care pharmacy, she's a past Division 1 athlete, she's a painter and soon to be graduate. Welcome to the pharmacy podcast.

Jaclyn Aremka: Yeah, thanks for having me.

Guerra: Now it's just like with Emily who was a previous P4 student, you were about 30 feet from me in a classroom and I'm in a conference room, one of these days I'm gonna figure out how we can have this conversation together in the same room. Tell us a little bit about your leadership growth, so you started in Chicago and 6 years later here you are at DMACC in Des Moines, doing an academic rotation. But tell us a little bit about where you started out, how you got into pharmacy, and how you got to where you are.

Aremka: Yeah so my.. it actually really sums back to my mom, she is an oncology nurse back umm at Lutheran General hospital in Chicago and she's been there ever since she graduated, and she really has stemmed a passion umm in me to pursue a career in umm health care and the health care fields, and she really wanted me to pursue nursing specifically, and after I went in and watched her do her thing, umm I got power to her but that it just wasn't, wasn't in the, wasn't in the docket for me. I know I still wanted to do something in the health care fields, but maybe something not quite umm hands on as nursing. Umm that kind of started my search, and then around my junior year in high school, I took a class, a chemistry class, with umm this one specific teacher, and he kinda opened my eyes to the possibility of a career in pharmacy, and that's kinda where that all stemmed from. And umm on the side I was also an athlete in high school, specifically I ran track, and I was looking to pursue athletics and college as well, so kind of I was looking to see a school that kind of had everything I suppose that had the athletics and the academics, specifically to pharmacy. I knew that I really wanted to have a 6 year program instead of an 8 year program and Drake really fit the mold for being not too far away from school as well.

Guerra: Well let's talk about those areas that I think is gonna help the listeners the most. First if you're a D1 athlete that's a job in itself, although you're limited to 20 hours of practice a week, and then you're pre-pharmacy. You still have to get into the pharmacy program, and then you're

in the pharmacy program. So tell me a little bit about how that work-life balance worked and then how sometimes you actually had to literally run from practice to the classroom.

Aremka: Yup, that definitely happened umm yeah so I definitely was a bit of a balancing act especially at the beginning to try and figure out the best way to really balance pharmacy school and athletics. Umm I felt like I was I don't want to say more involved in athletics, but I didn't get quite as involved into the pharmacy scene until I got into the professional program. Umm so I it really helps to really develop a lot of those friendships with a lot of the other athletes on the team. Umm and I mean Drake is a very academic based school, so while pharmacy is a tough subject, we had a lot of other students on the team that were very academic based, umm specifically our our our cross country team. They had the highest GPA in all of the conference, the highest GPA average in all of the conference. So I mean I'm dealing with a lot of other athletes that are in kind of a similar position and really understand umm, the importance of academics and along with athletics so that was really nice to have that, umm that balance, in the beginning. And then when I got into the pharmacy program, I really umm really didn't have as many pharmacy, pharmacy friendships because I like you mentioned, I would have to run from practice to class, so a lot of the connections that really were formed in the pre-pharmacy program, I felt like I I started to develop those a little bit later. Umm so I ended joining Phi Delta Ki umm and now there's some of my best friends that I've ever I've ever made, but yeah I definitely felt like I was a little later to the game umm in pharmacy in terms of making some of those friendships, so that was a little tough.

Guerra: Yeah, I was also Phi Delta Ki in PDC well I still am, brothers for life, I would get in a lot of trouble saying I was Phi Delta Ki (yeah) umm but in looking at that, we were all transfers as we came into the medical campus in Maryland, so we had a little bit of a different experience, but in some ways you you kind of had two different lives. The life where you really had a chance to be with those that are on your track team and develop those relationships, and then you started to develop those relationships in pharmacy school, and for whatever they say about fraternities and sororities when it comes to a pharmacy fraternity, I think it's really important that you do get involved that way and it happens very quickly uh once you become a brother, once you become part of the organization. But what I wanted to focus on first was tell me a little bit about something you did I think in your fifth year, where you were actually helping students during their study hours or something like that, usually when we think there's many times where we divide student and athlete and we're not sure about that hyphen in between which puts it together but I made the mistake of thinking my academics were going to suffer if I was an athlete and I would've ended up being D3 not D1 if I was a D3 athlete. And I found out the opposite was true that I really messed up that if I would've been an athlete in college I probably would've been a much better student. So tell me a little bit about how you helped other athletes after you uh retired as an athlete.

Aremka: Yeah so I spent my first four years at Drake on the track team competing and then my fifth year it was a little umm tough you know not being with the team all the time and I really wanted to find way to still be connected to the athletic field umm while also you know still doing my studies, so I applied for an athletic internship and I got it and essentially I was umm one of

the people in charge of running the student athlete study hall so umm I would, I had about anywhere from 10 to 15 hours a week that I would have umm the different student athletes and just kind of walk around and make sure they were you know they were understanding what they were doing, it was essentially it was like a free study period to make sure that they were staying on top of all of their umm study materials, but it was also a time where they could ask me questions umm specifically if it was relating to anything umm medical based, so a lot of the chemistry, calculus, things like that, they had questions like that, it was almost a free tutor session for those athletes as well.

Guerra: umm tell me a little bit about the way that you teach so here you've been uhh able to get in front of students, and what we kind of established is that you have a really good eye for visuals, and not only pulling visuals, and putting you know things into powerpoints and things like that, but actually designing visuals and then creating a great flow from them, so can you tell me a little bit about your painting, your design thinking, just how it is how you bring artistry into pharmacy, we talk about pharmacy as an art, but we're not talking that way like we got the nice curly hue on the compound, we're talking about what is it to present material in such a way that someone not only sees it, but remembers it and it's impactful to them, so where did you get that background, how did you develop that talent.

Aremka: Yeah, well I think mean you hear a lot of people say that they're you know visual learners, but i find that to be especially true for me, I kind of have to draw everything out and I have to see it and it really sums back umm when I think about it, it sums all the way back to when I was gosh 8 or 10 and I really wanted umm this whiteboard for christmas, it's the only real present that I wanted, so I got this huge 10 foot by 5 foot whiteboard umm and I would use it all the way through uhm high school and even now today through college as well, to study for different exams and what not and I found that it was very helpful for me to draw it out and to see it not only just make lists and charts but when we're talking about specific mechanisms and drugs to actually draw it out and be like this drug works here and I think if you can put those pieces together, you're not just talking about a specific drug, but you can actually visualize it working in the body things like that so I try to bring a lot of those similar concepts when i was teaching uhm I put a lot of visuals up I also incorporated some umm some videos to get kind of the moving pictures umm involved as well to kind of really help a lot of the students to see umm a lot of these topics come together and see how they're actually working.

Guerra: and tell me a little bit about the was it the office that we brought in or something like that that uhh sometimes you have to bring in something that is related but in some way changes the mood because you have this kind of fatigue factor that goes on in a longer class, how do you get students back uhh back in uhh bak engaged what are the recommendations you might have so somebody studying you know 5 6 hours for the you know naplex or something like that, they got their rxprep break or alsever or kaplan, uhh what do you recommend that you know time wise 60 minutes, 90 minutes uhh what kind of a break do you think they should get it.

Aremka: yeah well specifically what you're talking about uhm I so I taught the 3 hour evening classes for you uhm and I taught specifically cardiology and endocrinology and for the

cardiology uhm I brought up uhm the cpr clip from the office and then for endocrinology i brought up uhm kind of a diabetes intervention clips so kind of just bringing some humor into the the mix, to kind of help students re engage, I know it can be kind of difficult having those really long classes to keep students engaged for that whole time, so still trying to find information that's relevant, uhm but in in kind of a fun way and tying it back into uhm the importance of why we these topics are important essentially and I find that when I'm studying too I obviously take breaks, uhm but I like to just maybe not incorporate humor all the time into it, but I always try to switch up uhm maybe the different ways in which I'm studying, so if I'm studying for uhm let's see... therapeutics for instance, instead of studying all one topic, I might switch it up and all of a sudden switch to another topic and uhm it kind of ties into another uhm concept that I learned here uhh from you that that enter leaving so kind of helping to uhm maybe not always focus on one topic at a time but you... you it helps to retain information by kind of switching and jumping from topic to topic uhm you might not get the results immediately, but you definitely will see the results in the long-run of memory and retention. (13:31)

PODCAST 2

INTRO: Welcome to the Pharmacy Future Leaders Podcast, with your host Tony Guerra. The Pharmacy Future Leaders is part of the Pharmacy Podcast Network focusing on pharmacy student perspectives interviews in the future outlook of our pharmacy industry.

EMILY: Hi this is Emily Henningsen I'm a fourth year pharmacy student at the University of Iowa College of Pharmacy and you are listening to the Pharmacy Podcast.

TONY: Welcome to the Pharmacy Podcast Network, I'm your co-host Tony Guerra from the Pharmacy Future Leaders Podcast broadcasting from the Des Moines Health and Public Services Building at Dmacc Ankeny campus connect with me on YouTube where you can find over 900 pharmacy videos supporting my audio book Memorizing Pharmacology. Today we have our P4 student Emily Henningsen the pharm d candidate from Preston, Iowa who is looking at both ambulatory care and clinical community pharmacy opportunities. She's especially excited to help patients with their continuity of care she chose an academic rotation to impact students and learn what goes on behind the scenes as one develops courses and programs. Emily welcome to the pharmacy podcast

EMILY: Hi thank you so much for having me I'm excited.

TONY: It is a little bit goofy you're about 40 feet from me in one of the offices and I'm in a conference room but I haven't figured out how to talk to people within the same conference room without getting feedback so I appreciate you dealing with the technical issues. But let's start with the first question everyone's leadership road is a little bit different. Tell us what you're doing now and how you got there?

EMILY: Sure I'm so like alluded to from a small town in eastern Iowa of Preston about population 1,000 so in high school I wasn't sure what road I wanted to take I knew I wanted to probably pursue some degree in the health care field industry so I went to a community college

career day and I remember walking around I think I went and talk to some people who were teachers or were maybe college professors I don't really remember but the only thing I do remember from that day is talking to the pharmacist and so I didn't really know what they did but I knew what they did and that whatever she was talking about sounded pretty good to me so after graduation I came to Iowa and I pursued my pre-pharmacy kind of course work and once I got into the more advanced classes like physiology and especially organic chemistry I was able to make connections between those two courses so kind of the molecules in the body and how if they bind in a special spot then this effect can happen and then it can affect all your organ systems I thought that was really really cool and so I thought hey if we do that were talking about medicine instead and how it maybe medicine can bind to a receptor or work in this general part of our body and cause this effect I was like I think that'd be something really cool and I've like kind of teaching and helping patients and so I figured that would be a pretty good career for me so I applied after my third year at Iowa and then I got in and I'm just starting my fourth year as a pharmacy student so.

TONY: So were going back from your high school and now you're there seven years later or were six years and some change later it probably went by in a blink you were just there you know at the career fair and then you went to college and now you're about to graduate so you're almost a quarter done with your rotations after this block and we've talked a little about the ticking clock this year how do you manage job rotation life Netflix, studying balance as you're going through this really fast last year.

EMILY: I think we were talking yesterday about how its already a quarter of the way over and I can't believe how fast it's been going but I actually think the work-life balance has been a lot easier on rotations and I know with my first couple I was first I did my general hospital rotation and the here at this academic one everything that I have to do I've been able to for the most part do while I am at my rotation so it's been actually good and actually kind of weird to come home at night you know at 4 or 5 o'clock and have the whole night ahead of me so I'm trying to find my niche and decide what my hobby will be I guess as the year progresses and it's been really nice to kind of have some free time and to kind of just do things for myself.

TONY: Yeah we do the 8:00 to 4:00 here but what was the hardest part let's take back just a step what was the hardest part of the three years before your ap PE rotation so now you have eight to four everyday what was it like just before you got here?

EMILY: Yeah, so the I'm pretty used to obviously with seven years of college education I'm pretty used to the whole school schedule kind of of have class here class here and then pharmacy school obviously keeps you pretty busy with all the different organizations and then having a job on top of it as well and I think that I stayed pretty busy so I think that actually helped me stay a little bit more organized so even though different parts of each year were difficult depending on the week or that the time of the year I think the hardest part was the couple of weeks or months leading up to this fourth year. I've been a student for seven years and then you know 12 to 13 years of high school and elementary before that and now it's just kind of I'm going out under these rotations I'm going Tobe by myself I know that I'm a good student I know learning that but now it's like you're you have all this bed of knowledge and have to try and use it and then you're not with your comfort zone of your friends and so I think the hardest part was just transitioning into this rotations world where you're kind of on your own and you're kind of putting all the things you've learned to the test.

TONY: Well lets skip ahead to this question then so most people are essentially homeless and I wasn't homeless I kept my place in Baltimore throughout the whole thing so I had my three friends we were all in pharmacy school but you are homeless how do you take advantage of the freedom the comes along with moving from well you're going from one side of the state to the pother you go from eastern Iowa to central Iowa to eastern Iowa to central Iowa then you have more of a kind of a smaller bounce back and forth from eastern central Iowa to eastern Iowa but you're going back and forth how do you take advantage of all this freedom and going to these new places new towns and all that yeah?

EMILY: Yeah umm, I think it's really fun so I'm obviously from eastern Iowa so a lot of my family is back there so I'll just go home and then in Iowa city I have friends that I can stay with there and that's obviously been my home for the past 7 years and then in des Moines I'm staying with family too, umm my brother had lived her before he got a job in a different city, but it's been really fun umm like my first rotation was in Washington Iowa which is just a half skip and a jump away from Iowa city so I got to kind of continue to do the normal things I did when I was a student in Iowa city but I have been to de Moines quite a bit when my brother did live here so I kind of know kinda what's going on here so it's been nice to actually start to explore it a little bit on my own umm and then my next rotation is back in eastern Iowa so then I just know every night ill come home and my mom will have dinner on the table and I can hang out with my cat and things like that so it's nice to kind the change of scenery every 5 weeks to kind of oh I'm back in Iowa city I can do the college thing and oh I'm in des Moines I can do something different, and when I'm home I can just kind of relax with friends and family.

TONY: Well let's talk about home you come from Preston Iowa which is a smaller town, we've had Brandon Kellerman who just graduated, he said he was gonna go work in Winterset, he does work in Winterset now as a pharmacist and he's very pro rural town shop look going all that good stuff umm tell me about the divide that there is between the current opportunities in those smaller towns and the profession, but the needs of those underserved communities have.

EMILY: Yeah so we had kind of talked about throughout my time on the rotation, and I learned it a lot in school too that a lot of Iowa is considered definitely an underserved area, so I know that I'm sure that my community is probably technically underserved if you're looking at it that way. so I'm not sure what the job market really looks like back home, I haven't really started to do that yet but umm I just know that in my small town you know your closest Walmart is 20 minutes away, your closest mall is 45 minutes away umm but out here in Iowa city or des Moines something like that there's a lot of different opportunities to be kind of a different kind of pharmacists you can pursue hospital you can pursue ambulatory care, maybe nuclear medicine if you're really into that umm and back home its mostly hospital and pretty much small rural pharmacies so there's still a lot you can do in those small pharmacies umm for example oyster house does a ton of different clinical services that they provide so there are those opportunities in smaller town some of them may not be as well established so that's kind of something that peaks my interest to hey if I went back home I could maybe umm start some clinical services or especially in the communities where maybe your closest doctor is half an hour away try and do some things where they wouldn't have to drive that far to see their doctor and they can just come to pharmacy and kind of get taken care of there.

TONY: Okay well lets transition a little over to the actual rotation here at dmacc and umm you can't really know what kind of a teacher s student is going to be before they get in front of the

students and I had to teach them on the second day (thank you for that again) I don't know I have three daughters uhh just of them will dip their toes in the water and ones already in swimming so uhh idk maybe I just took a bad approach. so you ended up excelling all three of the teaching categories we have here so whether you're teaching a class where the group is really tightknit so it's not you against them but they're very close together and umm they certainly are have uhh certain challenges for them. You taught in a large classroom and you've worked with students 1 on 1. So what in your background at Iowa or maybe otherwise made you uhh a good teacher or you were kind of a fish out of water. You were in Teigan you jumped and it seemed like you belonged there.

EMILY: Mhm well I might've wanted to dip my toe more slowly but I am I think I am glad to get tossed I think it went pretty well, in my background, kind of like I allude to earlier, I kinda thought oh maybe teaching would be a career for me and I think as a pharmacist, you get the best of both worlds because even if you aren't maybe teaching a class, you're always teaching your patients, so at my time in Iowa along with being a mentor to maybe incoming students I also tutored so basically when I tutored it was students who maybe weren't doing so well in the class and they needed additional help I would kind of before we set anything up I would gauge kind of what they need help on. Because I first assumed oh just general content umm you know if they were learning diabetes maybe they just don't understand the geology but after I really got talking with them I understand wasn't the content, the problem was they didn't know how to apply their content to answer exam questions so when I had tutored, I had been tutoring not very many students in semester prior and I would just make an outline and we would go through everything but with these most recent students I tutored, the problem was really trying to figure out if I looked at a question, okay what's important, what do I need to underline, so I would just make up practice questions or find practice questions through our textbook, and kind of just meet their needs umm and so that was really helpful, so I think that that was helpful in the classes that I taught umm the first day when I taught I realized it was a dental hygiene class and even though they've had a lot of chemistry and physiology they haven't had a lot of calculation help, and so we were teaching them umm basic dental dosage calculations so I basically needed to assess what their needs were and so that's kind of just how I went about the teaching, trying to figure out what the areas of concerns were and then the best way to address that.

TONY: So what's it like to be at the front of the classroom, all eyes on you, including I'm there sitting there evaluating to some extent umm getting ready to give feedback. What's it like you know if you wanna give someone else a taste or what does it feel like to be at the front of the classroom and be like here the class is yours.

EMILY: Umm so I think that I probably didn't fully understand how daunting it would be sitting in my seat for 7 years facing someone is a lot different than standing and facing the group. so the first time it was kind of daunting obviously, idk I guess you kind of the way that I tried to lecture was just keep kind of like you had told me to keep asking questions about the content, so we were talking about maybe hypertension so maybe class does this umm in hypertension do we nasal constrict or do we nasal dilate and then getting them to kind of have some sort of response and have an interaction and so since you kind of led me to do that then they were able to kind of trust me and we were able to have a little bit more of a conversation than just me standing there pointing at a PowerPoint and things like that so I think them interacting with me made me a lot more comfortable so I think that was really something cause usually every

lecture I've ever had it's not super interactive and so I could see where that'd be really nerve-racking you're just getting you know between 40 and 100 blank stares so it was a lot better to see you know heads nodding if I asked a question like oh yeah I definitely understand that or if people looked confused than maybe taking a step back and trying to to work things out in a way that they can understand it a little bit better.

TONY: What really impressed me was that by the fifth week or even into the fourth week as you were presenting you started asking questions that led them back to the beginning and they were really getting a feeling of success and it was more than just head nodding but multiple people giving you the answer. How did you kind of maybe I should put it this way, what advice would you have for a student who wants to learn to teach? Because you picked it up really quickly that maybe they're a little nervous getting in front of people but they want to get in there they want to share that knowledge. What advice would you have for them?

EMILY: Yeah and I was pretty nervous when I started too so definitely the first couple weeks I would I read that PowerPoint a lot of times. And just making notes and oh this is a point that I think I want to make this is a question maybe I'd ask. And so then you know maybe the first couple weeks I read a little bit more than I needed to and asked some questions. But then I think you just get the hang of it and then you definitely I think most of it was you started to trust the knowledge that you know that you already have. Sometimes when you go into maybe give a presentation or a speech or something you're not confident oh I like I I don't if they asked me this question I don't know if I'll know the answer but just trusting that the things that I was saying I knew that I knew and I think that made it a lot easier too. and I think definitely making that repertoire with the with the students it would have been a totally different story had I just stood up there and lectured and if they all were texting or you know not paying attention but since they were engaging I think they also made my time a little bit easier. So so I think practice makes perfect and definitely just the thinking about maybe when you learned it and you were starting to learn it what you had to think about yourself. So for example we did the sympathetic nervous system so the parasympathetic versus the sympathetic what are the differences things like that. I think just basically taking it down really low and then building off of it. And then like you said tying things back together and in later lectures just for comprehensive understanding.

TONY: Then students as they saw that you were going to be there for a long time. And this is kind of nice that we have this multi week opportunity. How did it feel when students started coming directly to you for advice and help with their class? Now I was sitting there expecting them to come to me and it didn't so on one end I'm you know good for you but on the other end of my step up my game a little. But how did it feel when the students started coming to you?

EMILY: It felt really really nice just as I knew I was coming into an academic rotation. I knew there'd be a teaching component and I had never besides tutoring or maybe giving a presentation and in front of a small group of my classmates I've never really done anything like that or been really responsible for someone's complete understanding of a topic. And so to know that they trusted me and they believed the things I was saying and they thought the way I was presenting things were helpful that was a really cool feeling. So sorry that I stole some of your sunlight but it was really really cool.

TONY: I like that expression I'll take it as my own. So well you made some part of teaching is also giving them something that they can listen to later. There's always the problem of if you give somebody the PowerPoints and the recorded PowerPoints then maybe they don't come to class. And we kind of talked about how now that you see it from the other side you're like no no come to class. But we also made some other things which are very public you made some YouTube videos with the quads or what we call the quads where you change the question and don't change the answers. What's it like to get 1,500 views on YouTube? I know you weren't terribly involved on social media before you got here.

EMILY: Yeah well I guess I should start with that the quads were made with reluctance. I'm not a huge fan of recording my voice. but they actually they were super helpful in getting me to think about even though I've learned a lot about about medicine and drugs and things like that really focusing on the differences between the drugs. And so even though it was a review for me I found it really really helpful. and yeah obviously by the the views on YouTube people are finding it helpful too so that's a good feeling that I've gotten some some thumbs up likes on on YouTube videos so kind of a little bit of reassurance with that as well.

TONY: And no thumbs down I haven't seen (no thumbs down) oh yeah so. Well you know kind of to tie into that so we're talking on the podcast but you also interviewed a p4 from Purdue. What was it like talking to another p4 from another college who is kind of working somewhat in parallel to you with their own tracks certainly but what was it like talking to her?

EMILY: Yeah I'm I'm really glad you gave me the opportunity to chat with her. So her name was sang uh and she's a fourth year student at Purdue. so her routes a little bit different than mine I'm kind of hoping to go into am care or a clinical community role and she's really all about industry managed care and then potentially some teaching as well. So it was really interesting to hear what she was doing at her rotations. She had been with novo cure and Eli Lilly doing some kind of marketing more industry based things. so it was cool to just hear that and even just as we talked kind of some of the things she'd say about Purdue and the way they did things and it was like oh wow that's really different or really similar than what we do at Iowa. So I think it was really just nice to hear that you know someone's in the same kind of boat as you but in it in a different boat as well. So we're both kind of still trying to get the hang of these rotations but even though we're in different paths were we're kind of similar too so it was really nice to chat with her and just hear about what things are like a little bit further east.

TONY: So let's talk a little bit about the new curriculum at Iowa has p3s coming in to block eight and nine and they can take elective rotations. let's say that in before you go into your block eight you just happen to be in Iowa City and they say hey Emily we see you've been successful in most in your rotations can you come back and talk to these p3 students just before they take off to go to block eight and nine. Because you mentioned the two weeks before are a little bit awkward you're kind of in this kind of limbo. But now you've got a possible you know block eight and block nine where they're going to be in rotations and that you know comes very quickly. What advice would you give to those p3s?

EMILY: Yeah that's a great question. Um I think kind of like I alluded to earlier just trusting what you know. you'd you do know more than you think that you do so I think that was something I struggled with right away you know maybe someone would ask me a question and I wouldn't answer right away. I'd be like oh let me just I think I know but I'm not ninety-nine I'm not a hundred percent sure which is good if you don't know you shouldn't say something that could potentially be incorrect. But just trusting that you know you got especially at Iowa we get a great education so trusting the things that that you've been taught you do know it more. And one thing I've definitely learned on this rotation is I guess jumping in headfirst. so like we kind of talked about maybe some of the things where I was a little reluctant to do at the beginning but I think that being thrown into teaching now I'm more confident in my public speaking and my ability to to teach and to assess kind of learning. and then with the YouTube videos that was something completely different that I didn't know anything about but you've kind of introduced me to you know youth there you can do your pharmacy stuff but then there's also a lot of things you can do on the side you know you can be an author or you can write CE's or or different things like that and I never really thought about all of the things I could do with my knowledge. And so it's nice to know there's a lot of different avenues but so definitely trusting yourself and then not being afraid to jump in and try something new.

TONY: From the teacher side or from the preceptor side we know in about three seconds whether you prepared the night before. And it was clear that throughout the rotation that you were preparing in the evenings and and making sure that you knew your stuff. So I think just kudos to you in terms of your preparation and always being here. I think if I were to one word that absolutely stuck out is that you're reliable I always know that there's absolutely no doubt in my mind that putting you up there I can feel confident that my students are going to get at least what I would give but generally more because of the time that you spend during the day and at night. So I thank you for working so hard but maybe somebody wants to contact you and ask you some questions about these types of rotations or or what what you're going to be doing. How do you prefer people contact you?

EMILY: Just my email is fine, which is my first name emily-henningsen@uiowa.edu. Okay and let's normally these are quick questions but I think maybe we can have a little discussion with them. What's your best daily ritual to keep your work on track? Daily ritual I guess I use a planner. Some days you tasked me with quite quite a few jobs which I didn't need to obviously sit and do all at once. But just kind of keeping on track so oh this this lecture is Monday so and it's Wednesday but then I have to prepare for two's Thursday's class so I should probably do that first. and then kind of keeping a list of things that need to get done that are in a time crunch or than things that can just get done whatever they need to get done. So there was really no hurry and like we talked about the YouTube videos that I created. So whenever I found a couple spare minutes then maybe I'd create something like that. so I think just staying organized and definitely planning you know what needs to be done right now and what needs to be done in the future is a good way to kind of balance things.

TONY: And you mentioned a ritual about kind of recovery, the dog hanging out. yes so that's an important thing I think that many p4s don't think about tell me a little bit about your recovery or how you kind of just take it easy for a little while after.

EMILY: Yeah so it's been really nice to be in Des Moines. I'm staying with my cousin in Clive so it's a pretty quick drive home. But they have the most beautiful golden retriever named Lila. and so whenever I'm usually the first one home every day so she's always always very very excited to see me so so we've been going on a lot of walks and so it's just nice to kind of go outside not really enjoy this humidity that we're currently experiencing. But I'm gonna miss not having her to be really excited when I come home at the end of the day um after I leave Des Moines. but but yeah so that's been a nice way to to wind down at the end of the day and just if I if I talk to her about maybe things that happen during my day I know she'll she'll always be there to listen and not say anything back so.

TONY: I heard an example and I wanted to just talk about this recovery because I know that I really pushed the gas a little too hard when I was doing p4 I did 40 hours a week at what would have been you know kind of a Hy-Vee and then that would have been for free. and then I worked another 30 hours a week where I was getting paid so I was pulling 70 hour weeks and I really kind of burnt myself out. and I had recently heard a professor had one student hold a glass of water and then the other student hold a glass of water but then could put it down and then pick it up and then put it down and then pick it up to show that if you have breaks you can hold that glass of water forever but then that one poor student was you know there's a point where they were you know giving and the point was made. And and it wasn't anything unethical or anything like that but but basically that but you do need the breaks and that may be the first thing you do after rotation isn't okay Netflix okay more Netflix you know today to really take a break and enjoy the time that you're having where you're having it. This I was really excited about when you told me tell me the best or worst college advice you've ever received.

EMILY: So I've received a lot of good advice I can't really pinpoint one thing that stood out to me. but some bad advice that I received so I remember when I was first coming to Iowa coming from my small town was kind of nervous um just about if I was ready for a big town and if I was ready for the curriculum. I knew I received a really good education and my GPA was good to show for it but I wasn't quite sure how the classes would go so we have to take some placement tests at Iowa and some of my friends were trying to you know get higher scores so they could get into didn't have to take some other prerequisites. but I just took my time and did did just I didn't look at anything I just did used what used my knowledge but so I actually tested into general chemistry instead of chemistry 1 which would put me a little bit behind in the pre-pharmacy track that's why it actually ended up taking me three years to complete that. But I just knew if I maybe got into a course that was a little bit too hard and maybe you know if things weren't going well then that would maybe skew in my opinion of Iowa and maybe maybe I wouldn't succeed. So so doing that I was actually able to have a really successful first semester which was really great it is even my own expectations pretty handily. So I it was time to meet with my advisor to pick my second semester of classes and she effectively told me that since I was from a small town I could only handle 12 credit hours at a time. So that's when my fists

became clenched I guess and I was like well I'll show you ladies. so um that semester the next semester I just took the took the three classes she told me to but from then on out I just kind of I knew that I knew what I was doing and I knew that I could succeed obviously in a heavier course load then then what she thought that I could. so I think that I guess hearing you know tell me I can't and I show you that I'll show you that I can. so that's kind of always stuck with me um if someone's like oh you can't do that or I don't think you're capable of that I'd really like the chance to show you that maybe I can. so so that's always stuck with me whenever you know if someone maybe doubts what I'm doing or even if I start to doubt myself just to kind of trust that hey you you knew what you were doing that first semester when you were moving from a town of a thousand to a dorm of a thousand so just kind of trust my gut.

TONY: So the first day I should have said bet you can't teach the class.

EMILY: Yeah you should have said that. I think our I think our five weeks would have gone a little differently a little. Bit a little bit more angry but.

TONY: Okay, let's get off that. So what inspires you?

EMILY: Um I guess my family they've always rooted me they've been there I played four sports in in my small high school so we could have teams basically. but um so they've they never missed a game no matter where it was and it didn't matter if they had to work late or if they whatever was going on in our lives they've always been there and they've always rooted me at school too. They're they're my biggest cheerleaders they've I can probably count on them for my 1,500 YouTube views they probably actually have like 200 of them. they've really they they're so proud of me and they it's just I just love them to death and so it's nice to I don't know everything I do I just try to try to do my best just cause I know that that they're in my corner always. So so they inspire me to just every day I guess that's where I mean I get it from my small town but that's where kind of the Iowa nice which we discussed on my first day that's kind of where I get that from. And just just good hometown values like just being nice to everyone and you know maybe people are going through through things you don't know and so it's just really important to be nice and to be a good person and to work hard every day.

TONY: That Iowa nice thing I learned really quickly it was just the strangest thing I was in line at the Red Box you know waiting to put something back and somebody said oh I'll put that back for you. And I was like okay and sure enough you know I get the email a little bit later you know and that was one of my first days in Iowa so I just learned that very quickly. Now unfortunately I wave to people I don't know whether I'm in Iowa or the East Coast back where I'm from and back there is just a little bit awkward. but yeah yeah well Emily I wanted to not only thank you for being on the pharmacy podcast but I know that our students have definitely gotten a lot out of it and and you've just committed your time and energy to them. And they really appreciate you and it's going to be it's always tough when someone like you leaves and they say oh it's you where's Emily where did she go? When it's like well she you know she was only here for five weeks and we spend the first quarter of the class explaining why we can't bring you back. And

so yeah but I want to thank you sincerely that you really did make an impact here and I really appreciate it.

EMILY: Yeah thank you um thank you for having me on the podcast and and this five weeks was definitely more than I bargained for in more ways than one and I think I've grown a lot from it. And thank you for I guess believing in me and trusting me to to get up there and and teach teach I guess so thank you too.

TONY: If you're interested in being on the Pharmacy Podcast Pharmacy Future Leaders contact me at aaguerra@dmacc.edu we thank you so much for listening.

OUTRO: Thanks for listening to the Pharmacy Future Leaders Podcast with your host Tony Guerra be sure to share the show with the hashtag Pharmacy Future Leaders.