

**EXPERIENTIAL  
LEARNING PROGRAM**

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**Upcoming Events:**

**Maryland Society of Health-  
System Pharmacy (MSHP)  
Resident Research Night**  
May 24, 2011  
5:00 pm – 8:00 pm  
Pharmacy Hall  
Baltimore, MD

**Maryland Pharmacists Association  
(MPHA) 129<sup>th</sup> Annual Convention**  
June 11-14, 2011  
Clarion Resort Fontainebleau Hotel  
Ocean City, MD

**Maryland Chapter of the American  
Society of Consultant Pharmacists  
(MD-ASCP) Mid-Atlantic Conference**  
August 5-6, 2011  
Sheraton Annapolis  
Annapolis, MD

# Maryland Mentor

***A Newsletter for the Maryland Academy of Preceptors***

**2011**

**Issue 1**



**From the Director**

**Transitions of Care**

With this title, I am not talking about transitions that pertain to health care. I am referring to students and transitions of care which bridge internal faculty and our wonderful preceptors. As we wrap up the 2010-11 academic year in late May, the next one starts mid-May for advanced experiences. For those of you precepting APPEs, the Class of 2012 is eager to get started on their final year in our curriculum. I hope you enjoy them as much as we have throughout their first three professional years. *(Continued on page 3)*

**Congratulations to the 2011 Preceptors of the Year**

APPE Preceptor  
**Joshana K. Goga, PharmD**  
Sheppard Pratt Hospital

New Preceptor  
**LT Hamet M. Touré, PharmD, MPH**  
Food and Drug Administration

IPPE Preceptors  
**Michael J. Beatty, RPh**  
Fallston Pharmacy

Faculty Preceptor  
**Meghan K. Sullivan, PharmD**  
University of Maryland  
School of Pharmacy

**Larry P. Siegel, PharmD**  
Carroll Hospital Center

**Students and Preceptors in Action**



Please send photos to the ELP office to share with the MD Academy of Preceptors.

## Dean's Corner



**Natalie D. Eddington, PhD**

Another academic year has come and gone at the School of Pharmacy and our newest crop of pharmacists are set to embrace the profession and make a difference in the lives of the patients for which they will care. The Class of 2011 is extra special for the School of Pharmacy because it includes the first group of graduates who pioneered our distance learning program at the Universities at Shady Grove.

For the past four years, we have tweaked and improved that program and reached out to the Montgomery County community of pharmacists, biotech companies, hospitals, long-term care facilities, and government entities to secure rotation sites for our students based at Shady Grove. Thank you for answering our call.

Whether in Montgomery County, Baltimore, Maryland, or farther afield in the nation and the world, the School's community of more than 700 preceptors is vital to ensuring that the School provides a relevant and real-world curriculum for our students.

I continue to be amazed at how you find time amongst your many responsibilities to nurture, educate, and train the next generation of pharmacists. The experiences that you provide often help our students determine which pharmacy specialty they want to practice and provide them with a network of contacts to utilize as they look for jobs.

Thank you for your loyalty to the School of Pharmacy and our students.

Have a wonderful summer,

Natalie D. Eddington, PhD, FAAPS  
Professor and Dean

## “Pearls” from a Preceptor of the Year

**Bryan Hayes, PharmD, 2010 New Preceptor of the Year**

It was certainly a tremendous honor to receive the New Preceptor of the Year Award in my first year of precepting students. I would like to share two pearls that I believe help create a good learning environment and a successful rotation.

**Personal Goals** – Each advanced practice rotation has established goals and objectives for the students that are specific to the site and clinical service. In addition to the preset rotation goals, I have each student come up with 3-4 personal goals that they would like to achieve by the end of the rotation. They can be as simple as proper dosing for empiric vancomycin therapy or as challenging as performing chest compressions in a cardiac arrest patient. Some students even choose non-clinical goals such as improving communication within a multi-disciplinary team. I find that when students self-identify personal goals, it enables them to help shape the rotation based on their interests and needs. It also encourages them to take more initiative over their own learning. The personal goals are due by the end of the first week.

**Continuous Feedback** – Student rotations generally require a written midpoint and final evaluation. During a five week rotation, two and a half weeks between evaluations is too long, in my opinion. I believe in continuous feedback for students. There should never be any surprises on midpoint or final evaluations, good or bad. I encourage preceptors to meet with the students at least weekly (preferably more often) to talk about how things are going. Good practices should be praised and areas of improvement should be addressed as they happen. Both should be approached in a positive manner without discouragement. This method works both ways. It helps build a trust relationship with the student which allows them to feel more open to providing genuine feedback to the preceptor. As preceptors, we should be somewhat flexible with our rotations to accommodate students with various learning styles. Continuous feedback in both directions is a great start.

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## Another Meaning for IPPE: Improving Patient care and Pharmacy student Education<sup>1</sup>

**Emily Dotter, PharmD candidate 2011**

This summer will be the launch of two newly designed Introductory Pharmacy Practice Experiences (IPPEs). Students will have two separate three week experiences. One in a community pharmacy and another is in an institutional setting. The focus of these experiences will be on quality and safety. For the institutional experience, one of the course outcomes focuses on exposing students to the medication reconciliation process upon admission to and discharge from the hospital. The goal at the completion of the course is for the student to be able to systematically review patient medications, reconcile discrepancies and correctly document findings. A recent article in the *American Journal of Health-System Pharmacy* discussed an innovative way to tie IPPE students to medication reconciliation.<sup>1</sup> Since medication reconciliation is a key part of the Joint Commission's national patient safety goals, this method, developed by the University of Michigan College of Pharmacy, provided students with a meaningful learning experience and also has them contributing to the Department of Pharmacy at the medical center.<sup>2</sup> Previous studies have demonstrated that medication reconciliation activities performed by students improved the completeness and accuracy of more than 67% of patient medication records.<sup>3</sup> The teams of IPPE students and their preceptors were assigned to a medical service that was not typically covered by a clinical pharmacist. The process for completing medication reconciliation was clearly laid out, and students were provided with data collection sheets for each patient. Students were instructed to do the following:

- Review patients admission history, physical exam results and other pertinent info
  - Review medications being taken prior to admission and current inpatient medications
  - Go to patient care unit, seek out and meet patient's nurse, address any questions and determine if the patient is available for interview
- (Continued on page 3)*

## Preceptor News

### **Fred Abramson, RPh**

Awarded the Phi Lambda Sigma's  
Pharmacy Leadership Society  
National Advisor of the Year

### **Daniel M. Ashby, M.S.**

Received the ASHP Harvey A.K.  
Whitney Lecture Award for  
Outstanding Contributions to Health-  
System Pharmacy

### **Cynthia J. Boyle, PharmD, FAPhA**

APhA – Academy of Pharmacy  
Practice and Management  
Member-at-Large 2011-2012

### **Heather Congdon, PharmD, CDE**

### **Hoai-An Truong, PharmD, MPH**

### **Faramarz Zarfeshan, RPh**

Received the "Promising Practice  
Award of Excellence" from the  
American Diabetes Association for  
MTM Service at Mercy Health Clinic  
Primary Care Coalition of  
Montgomery County, MD

### **Tom Dowling, PharmD, PhD**

Authored One of the top 25 Articles  
Published in *Pharmacotherapy*

### **Jeffrey Gonzales, PharmD**

Selected as Member of the Steering  
Committee for the Critical Care  
Pharmacotherapy Trials Network

### **Donna Huynh, PharmD, MS**

Appeared in a Feature Story about  
The President's Clinic

### **Cherokee Layson-Wolf, PharmD**

Appointed to the APhA Community  
Pharmacy Residency Advisory Panel

### **Gina McKnight-Smith, PharmD**

Alumni Association's Evander Frank  
Kelly Honored Alumnus Award

### **Mary Lynn McPherson, PharmD**

Alumni Association's Evander Frank  
Kelly Honored Alumnus Award

### **James A. Trovato, PharmD**

Selected as a Fellow of the American  
Society of Health-System Pharmacists

## From the Director (continued from page 1)

We recently have been having discussions in the school about traditions. We are exploring what we currently do that has meaning and relevance to students, faculty, preceptors, alumni, and stakeholders. Several examples come to mind. One is the White Coat Ceremony for P1 students. Alumni prepare messages of encouragement which are placed in the pockets of the white coats. Preceptors are invited to the School's Convocation and for several years have been asked to come in academic regalia and walk with faculty. Many of you have done this, and we treasure the photos of these occasions. Did you know that we have Maryland-colored streamers tied to pestles which we use as batons to marshal our graduates at the graduation ceremony?

A new tradition began this spring. Students in the Class of 2012 were feeling a little overlooked. They follow the first class of the expanded enrollment with two campuses for our school. They precede the Class of 2013 which is experiencing our enhanced revised curriculum. Several of us conspired to start the PharmD Candidate Celebration. As you know, students officially become PharmD candidates in their final professional year. Following their last ISAT exam, they descended the stairs to the Atrium to find an elaborate breakfast in their honor. Many faculty attended to help recognize the class and to officially retire the Integrated Science and Therapeutics (ISAT) courses in our time capsule. This is a significant milestone for our school and for these students who are stepping out into practice. Do any of you have experience with a 'half-way point' event or other pharmacy traditions that you remember? Please share your ideas by emailing [elp@rx.umaryland.edu](mailto:elp@rx.umaryland.edu).

I will conclude my section with 'What's New.' The first year using E\*Value for evaluations and rotation documentation went well beyond expectations. We learned that we are one of only two schools (out of almost 100 in the E\*Value platform) which allows preceptors to enter their own availability. I think this speaks to the solid commitment you demonstrate and the trust we have in you. We plan to transition the abilities checklist to an electronic format in EValue for P4 students. Hopefully other forms can also be migrated. Students who have completed P1 and P2 years will once again be completing community and health-system rotations. They are asked to complete a safety intervention and as much of the course checklist as they can in each 3-week rotation. We will share the results of these impactful IPPEs at the American Association of Colleges of Pharmacy Meeting in a poster session and with you. My best to you all.



## Another Meaning for IPPE (continued from page 2)

- Conduct a patient interview and medication history
- Identify potential discrepancies by comparing gathered information
- Contact preceptor to discuss patient case
- Create draft pharmacy notes in the electronic medical record
- Forward pharmacy notes to preceptor for approval before notes become permanent part of medical record
- If discrepancies are identified, page responsible provider to request the provider review the pharmacy notes to address any discrepancies

When the medication reconciliation program was evaluated, it was found that students reported gains in confidence during patient interactions, better familiarity with the inpatient environment, greater confidence in working with other health care professionals, improved drug knowledge and drug therapy assessment skills. The authors of this study determined that this program was mutually beneficial, as students were gaining great experience, and at the same time they were also taking some burden off the department of pharmacy. As you take your first IPPE 307 students this summer, please remember the work that was done at the University of Michigan College of Pharmacy, and consider implementing a medication reconciliation focused on student participation at your institution.

1. Walker PC, et. al. Improving student education and patient care through an innovative introductory pharmacy practice experience. *Am J Health-Syst Pharm* 2011;68:655-660.

2. The Joint Commission. 2010 national patient safety goal on reconciling medication information.

[www.jointcommission.org/npsg\\_reconciling\\_medication/](http://www.jointcommission.org/npsg_reconciling_medication/) (accessed 2011 Apr 22).

3. Mersfelder TL, Bickel RJ. Inpatient medication history verification by pharmacy students. *Am J Health-Syst Pharm*. 2008;65:2273-5.

## Who's Who in the Experiential Learning Office



**Cynthia J. Boyle,**  
PharmD, FAPhA,  
Executive Director



**Hoai-An Truong,**  
PharmD, AE-C, MPH,  
Assistant Director



**Kim Ladjabi,**  
BS, Coordinator



**Loretta Taylor**  
Academic Program  
Specialist



**Experiential Learning Office**  
Pharmacy Hall, Suite 730  
20 N. Pine Street  
Baltimore, MD 21201  
410-706-2432  
410-706-0988 fax  
elp@rx.umaryland.edu  
www.pharmacy.umaryland.edu/elp

## Reflections from the 2011 Maryland Academy of Preceptors Emily Dotter, PharmD candidate 2011

The School's Experiential Learning Program hosted its annual Academy of Preceptors on Wednesday April 13<sup>th</sup>. This annual preceptor development seminar is open to all preceptors for the University of Maryland School of Pharmacy and graduating students. Attendance for this year's event was over 70 attendees, including 12 fourth year PharmD students who were invited to participate in the seminar to encourage them to precept in the future. "We received an overwhelming response to this year's program almost immediately after the announcement was sent out," says **Loretta Taylor**, Academic Program Specialist, ELP. "Over 25% of our attendees were new preceptors, and it was so nice to see them attending the Academy and engaging with the School." She and **Kim Ladjabi**, Coordinator, ELP, work diligently over the years to provide preceptors with the resources and support to precept students.

The robust programming included presentations about interprofessional education and population health. The first presentation was titled, "Mythbusters: The Truth about Interprofessional Pharmacy Education and Teamwork." **Dr. Cynthia J. Boyle**, PharmD, FAPhA, Executive Director, Experiential Learning Program and Associate Professor and **Dr. Kathryn Walker**, PharmD, Assistant Professor, Department of Pharmacy Practice and Science, engaged the audience on the current state of interprofessional education, and solicited examples from participants of current interprofessional practices at their sites. Interprofessional education has received a lot of attention on the UMB campus, as it is one of the main priorities for President Perman. Dr. Walker spoke passionately about her interprofessional pain and palliative care service at Union Memorial Hospital and remarked that her pharmacy students have truly learned from all members of the team whether that be a social worker, nurse, physician or other professional student.

**Dr. Hoai-An Truong**, PharmD, AE-C, MPH, Assistant Director, Experiential Learning Program and Assistant Professor and **Dr. Cherokee Layson-Wolf**, PharmD, CGP, Assistant Professor, Department of Pharmacy Practice and Science presented, "Healthy People 2020: Strategies for Integrating Health Promotion into Experiential Rotations to Help Address National Health Goals." At the conclusion of their presentation preceptors were asked to identify health promotion activities that students could be involved during rotations. Responses ranged from holding blood pressure screenings in the community setting to being a champion for DVT prophylaxis in the institutional setting. Many preceptors left with new ideas that might not have come to fruition without attending the program.

**Preceptor Rose Botchway**, MHA, of the Primary Care Coalition of Montgomery County remarked, "I appreciated the training this evening. I got a good sense of the drive the school has for placing students in varied rotation experiences; as well as the level of pride the school has in their students."

Another important aspect of the Academy is the opportunity it provides for preceptors to network. Many preceptors enjoyed the opportunity to reconnect with colleagues and exchange best practices on how to precept and mentor students. Fourth year students in attendance enjoyed the opportunity to touch base with classmates and mingle with their preceptors in an informal setting. Also, many fourth year students were called upon during the presentation portion of the evening to share anecdotes of their rotation experiences with the preceptors and fellow students in attendance. Preceptors enjoyed hearing the students' perspectives.

The Academy of Preceptors was originally created in 2004 in response to a national need for more preceptor development. The goals of the Academy are to recognize preceptor excellence, improve experiential course delivery, develop preceptors' educational skills and to facilitate networking among preceptors. It is important to remember that preceptors provide 30% of the PharmD curricula and therefore the need to foster their ongoing training and professional development is of utmost importance.