

# Maryland Mentor

A Newsletter for the University of Maryland School of Pharmacy's Academy of Preceptors

Winter 2017

## HIGHLIGHTS IN THIS

## ISSUE

Message from the Assistant  
Dean for Experiential  
Learning

New IPPE 300 Course

Transferring between Sites

The Importance of  
Completing Evaluations in a  
Timely Manner

Preceptor Availability  
Submissions

Newly Appointed Preceptors

Pharmacist's Letter National  
Preceptor Network

## From the Assistant Dean for Experiential Learning

Dear Preceptors,

Happy New Year! In July 2016, schools of pharmacy across the country adopted new standards from the Accreditation Council for Pharmacy Education (ACPE), many of which directly impact the University of Maryland School of Pharmacy's Experiential Learning Program. The new standards place added emphasis on interprofessional practice and direct patient care in both introductory and advanced practice experiences. Additionally, the new standards provide guidance on appropriate student to preceptor ratios. The new student to preceptor ratio for introductory pharmacy practice experiences (IPPEs) is 3:1, while the ratio for advanced pharmacy practice experiences (APPEs) is 2:1. Our program has adopted this standard, and rotations will be assigned accordingly.

In further accordance with ACPE's Standards 2016, the ELP Office is adopting a more robust quality assurance program. One program metric being captured is timely completion of student evaluations. Preceptors should expect to receive reports that benchmark the average number of days it takes to complete evaluations against their preceptor peers. Another component of our quality assurance program is continuing education for our preceptors. All individuals applying to be a preceptor will need to complete required education before their appointment is finalized.

In closing, I would like to congratulate Royce Burruss, BSP, MBA, director of pharmacy at Cardinal Health Specialty Pharmacy, on his promotion to clinical associate professor. Mr. Burruss has a distinguished career in health-system, managed care, and specialty pharmacy and a 20-year history of precepting University of Maryland School of Pharmacy students. On behalf of the entire ELP team, we thank you for your service and commend you on the well-deserved promotion.

Sincerely,



Agnes Ann Feemster, PharmD, BCPS  
Assistant Dean, Experiential Learning Program  
Assistant Professor, Department of Pharmacy Practice and Science  
[afeemster@rx.umaryland.edu](mailto:afeemster@rx.umaryland.edu)



## What the ELP Office Needs from Preceptors

Please help us be 100 percent compliant with preceptor requirements by doing the following:

- Submitting all required midterm and final evaluations by their due dates
- Completing FERPA requirement in CORE ELMS
- Supplying your Social Security number if you are able to accept honorarium payments
- Entering your site requirements in CORE ELMS by clicking “My Requirements”
- Completing two hours of preceptor development each year

## Library Access

One of the many benefits of being a School of Pharmacy preceptor is having offsite access to Facts and Comparisons Online and Micromedex through the University’s Health Sciences and Human Services Library (HS/HSL). **Access is limited to School of Pharmacy preceptors who are scheduled to take a student for at least one block in the 2016-2017 academic year.** If you have questions, please contact Alexa Mayo at [amayo@hshsl.umaryland.edu](mailto:amayo@hshsl.umaryland.edu) or 410-706-1316.

## RXpreceptor is now CORE ELMS

Please note that RXpreceptor is now known as CORE Experiential Learning Management System (ELMS).

## New IPPE 300 Course

Starting with the Class of 2019, we are making changes to the required Introductory Pharmacy Practice Experience (IPPE) courses. Effective for the fall semester of 2016, IPPE 200 (Introduction to Patient Care), a longitudinal rotation for P2 students completed over both fall and spring semesters, has been eliminated. In May 2017, IPPE 305 (Quality and Safety in Community Pharmacy), a three-week rotation completed over the summer between the P2 and P3 years, will be eliminated. In place of those two courses, we are introducing a new rotation: IPPE 300 – Introduction to Community Pharmacy Practice and Patient Care. There is no change to IPPE 307 (Quality and Safety in Health-System Practice), a three-week rotation completed over the summer between the P2 and P3 years.

IPPE 300 will be four weeks in length and will incorporate the quality and safety components of IPPE 305 and the patient interaction components of IPPE 200. As in IPPE 305, students are required to work with their preceptors to complete the “Patient and Medication Safety Assessment Tool for Community Pharmacies” and the “Quality and Safety Checklist.” In addition, students are required to complete a minimum of four meaningful patient interactions and complete SOAP notes for those interactions. Preceptors should review at least one of the SOAP notes with the student (preferably the first one, so that feedback can be provided to the student to improve future SOAP notes). The syllabus for IPPE 300 is available in the Document Library of CORE ELMS.

## Transferring between Sites

For various reasons, preceptors change sites. Many are transferred to different locations, others accept new positions within their company/facility, and some move to new positions with different companies/facilities. We realize that notifying us of this change may be low on your priority list, but it is important, especially if you have students scheduled for upcoming rotations.

Please keep us updated of employment changes. If you have been transferred to another location within the same pharmacy chain, we need the address and phone number of the new location. If you have taken a position with a different pharmacy, if the site is currently listed as a rotation site in our database, we only require the address and phone number of your new site. If there is no current affiliation agreement for the new site, a signed affiliation agreement must be in place before you may precept students again.

If you have changed positions, either within the same company/facility or a different one, additional information will be required. Because your role may have changed, you may no longer be able to precept the same course(s) that you previously precepted. In such instances, in addition to the new address and phone number, we require details of the practice site and your job duties. The ELP Office will review the information and determine the rotations you are now able to precept.

If you have any questions, please contact us at [elp@rx.umaryland.edu](mailto:elp@rx.umaryland.edu) or 410-706-2432.

## The Importance of Completing Evaluations in a Timely Manner

Didactic education is the preferred method to provide students with the clinical knowledge of medications and their uses, and student pharmacists have three years of courses designed to provide such a knowledge base. However, it is only through experiential learning that students understand how the use of those medications affects each individual. Experiential learning is also the best method to teach our students how to practice the profession of pharmacy in the multiple sites and roles in which pharmacists work. Students look to preceptors to impart their knowledge and experience during these rotations.

A critical part of the experiential learning experience is feedback to the student. Preceptors should provide both formative and summative feedback. Formative feedback is usually verbal and provided at the time of the learning activity. An example is providing comments on a student's presentation upon its completion. With such feedback, the student learns immediately what went well and those areas in which he or she needs to improve.

Summative feedback is more formalized and is usually in the form of an evaluation. Both the mid-point and final evaluations are summative in nature and are essential to both student and preceptor as tools to determine how well the student is learning during the rotation. Preceptors should complete these evaluations in a timely manner. Students require feedback to learn, and the mid-point evaluation is one way to provide summative feedback on how the student is progressing at the mid-point of the rotation. It can also be used to highlight areas in which the student needs to improve and to acknowledge those areas in which the student is proficient or excels. The mid-point evaluation is especially critical if the student is underperforming and may be in danger of failing the rotation. In such cases, the course manager, preceptor, and student use the mid-point evaluation to develop an action plan that will assist the student by focusing on those areas necessary to achieve the goals of the rotation.

The final evaluation is equally important. First, a student's grade for the rotation is based on the final evaluation. If a final evaluation is not completed, the School is unable to post the student's grades for the course/rotation and graduation may be delayed. Second, many students applying for residency and fellowship programs need to submit their grades from rotations along with their applications. Students may miss out on residency and fellowship opportunities if evaluations are not completed on time. Third, students depend on these evaluations to take the lessons learned from one rotation to the next. The purpose of experiential learning is to build upon the experiences and knowledge gained with each rotation, and the final evaluation is one method to provide such a foundation.

We ask that all preceptors complete both mid-point and final evaluations in a timely manner. Ideally, both should be completed face-to-face with the student. We understand that it is not always possible to complete the evaluations in such a fashion. If you are not able to complete the final evaluation on the student's last day, we ask that you complete it within seven days of the completion of the rotation. When evaluations are completed on time, students are happy, they receive the feedback they require, and it brings closure to the rotation experience.

We thank you for everything that you do for our students. Without guidance from preceptors, we would not be able to provide the high quality pharmacy education that our students desire and deserve.

## Preceptor Availability Submissions

Preceptor availability submissions for the 2017-2018 rising P3 and P4 students is now OPEN. You may now enter your availability in CORE ELMS for the 2017-2018 rotation year for IPPE and APPE rotations.

Availability submission will remain open until **Friday, Jan. 20, 2017**. You may make changes to your availability until that date. If you need to make changes after that date or if you have questions, please contact Nate Thomas at 410-706-0773 or [nthomas@rx.umaryland.edu](mailto:nthomas@rx.umaryland.edu).

## We welcome the following newly appointed preceptors:

- Jeonghoon Ahn, PhD
- Christopher John Avon, PharmD
- Jillian Paige Casale, PharmD, BCPS
- Liza Merari Castro-Rosario, PharmD
- Sophia Chien, PharmD
- LCDR Minh-Huong L. Doan, PharmD
- Natasha Gupta, PharmD
- Sara Hammad, PharmD
- Katherine Hapgood, PharmD
- Timothy L. Hinze, PharmD, BCPS
- Teri L. Hopkins, PharmD
- Elsen Chris Jacob, PharmD, BCPS, CGP, CPPS
- Clayton M. Johnston, PharmD
- Roman Kruglyanskiy, PharmD
- Shiu K. Kwan, PharmD
- Laura Ann Leathers, PharmD
- Dug-Keun Lee, BSP, MS, PhD
- Hyukjin Lee, PhD
- Ryan Phillip Mouton, PharmD
- Matthew C. Noll, PharmD
- Ucheuma Obua, PharmD
- Elizabeth Oladele, PharmD
- Wesley D. Oliver, PharmD, MS
- Jessica Inez Mazur Pyhtila, PharmD, CGP, BCPS
- Marla Kamila Sáez Rivera, PharmD, RPh
- Sarah Rosalie Spencer, PharmD
- Monét Stanford, PharmD
- Gina L. Stassinis, PharmD
- Marc Summerfield, BSP, MS
- Lauren D. Tesh, PharmD
- Leland R. Turner, PharmD
- Kimberly D. Wagner, PharmD
- Andrew M. Whitman, PharmD
- Emily Wiener, PharmD
- Macey J. Williams, PharmD, BCPS
- Laura M. Winn, PharmD
- Emily F. Zoelle, PharmD

## Pharmacist's Letter National Preceptor Network

The University of Maryland School of Pharmacy has joined the *Preceptor Training & Resource Network* from the *Pharmacist's Letter*. The preceptor network provides a wide array of resources for preceptor training and building effective rotations, such as:

- Preceptor CE (home-study courses and live webinars)
- Sample student syllabi, activities, assignments, and schedules
- Targeted professionalism, patient safety, and practice-based teaching resources
- *PL Journal Club* - teaching tools for Advanced Pharmacy Practice Experiences
- *Pharmacy 101* - teaching tools for Introductory Pharmacy Practice Experiences
- *Preceptors Interact* - preceptor discussion board

All of these tools are provided at no cost to our preceptors. We urge all of our preceptors to take advantage of this tool.

To set up your University of Maryland School of Pharmacy Preceptor CE ID number, click on the following link: [www.pharmacistsletter.com/?referer=uomdsop%2Fptrn](http://www.pharmacistsletter.com/?referer=uomdsop%2Fptrn).

**If you already have access to the *Pharmacist's Letter***, it is important that you follow the link above to log in. This will ensure that Preceptor Training CE and other tools included in *Preceptor Training & Resource Network* will be added to your subscription.

- Click on the above URL. Login with your user name and password.

**If you do not already have access to the *Pharmacist's Letter***, you need to set up a University of Maryland School of Pharmacy Preceptor CE ID number. Your CE ID number will be automatically created, and you'll be able to use it from any internet-connected computer to access the *Preceptor Training & Resource Network*.

- Click "I'm new to *Pharmacist's Letter* - sign me up for Preceptor CE and Resources!" on the left and complete the form to obtain your CE ID number instantly.
- Once you have set up your access, return to [www.pharmacistsletter.com/?referer=uomdsop%2Fptrn](http://www.pharmacistsletter.com/?referer=uomdsop%2Fptrn), enter your login information on the right side, and click **Login**.

We are pleased to be able to provide these additional tools to assist our preceptors as you provide the excellent educational opportunities that our students need to become pharmacists.

## Pharmacists' Patient Care Process

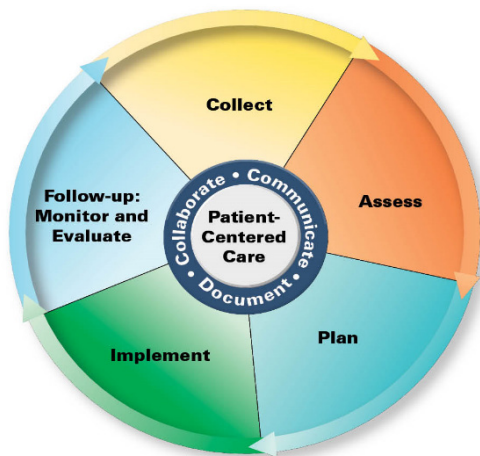
In May 2014, the Joint Commission of Pharmacy Practitioners (JCPP), a group formed to serve as a forum on matters of common interest and concern to national organizations of pharmacy practitioners, released a paper describing the process that pharmacists follow when providing appropriate care to patients. The Pharmacists' Patient Care Process (PPCP) was developed as a framework for delivering patient care in any practice setting and to promote consistency in its delivery across the profession.

The Accreditation Council for Pharmacy Education (ACPE) has listed the PPCP as a key element in its 2016 standards for the curriculum of pharmacy education (Key Element 10.8). The standard states that using the PPCP during patient care APPEs is a desired goal for experiential learning programs.

Within the PPCP, pharmacists use a patient-centered approach in collaboration with other providers to optimize patient health and medication outcomes. The establishment of a patient-pharmacist relationship is essential in this process. In addition, pharmacists continually collaborate with other health care professionals to provide safe, effective and coordinated care.

The University of Maryland School of Pharmacy is in the process of updating all syllabi to include teaching the PPCP in all relevant didactic and experiential learning courses.

Below we provide a brief overview to serve as a primer for our preceptors.



- **Step One: The collection of patient information**  
The pharmacist collects subjective and objective information about the patient in order to understand the medical history and clinical status of the patient.
- **Step Two: Assess the information**  
The pharmacist assesses the information and analyzes the patient's therapy based on the patient's health goals to identify problems and optimize care.
- **Step Three: Develop a plan**  
The pharmacist develops an individualized care plan in collaboration with other health care professionals.
- **Step Four: Implement the plan**  
The pharmacist implements the plan in collaboration with other health care professionals.
- **Step Five: Monitor and evaluate the plan**  
The pharmacist monitors and evaluates the effectiveness of the care plan and modifies it in collaboration with other health care professionals as needed.

You may access the full PPCP paper by clicking [here](#). The PPCP will be the topic for the presentation at the annual Academy of Preceptors event in spring 2017. Further details to follow.

## Preceptor News

**Erica Davis, PharmD, BCPS, BCPP**, published an [article](#) on the safety of Clozapine use in patients with benign neutropenia in the October issue of the *Journal of Clinical Psychiatry*.

**Joshana K. Goga, PharmD, BCPP**, is a member of the Behavioral Health and Pharmacy team in the Sheppard Pratt Health System that received the following recognition:

- Honorable mention for Unique Populations and Interventions in the CDC's Healthcare-Associated VTE Prevention Challenge (<http://www.cdc.gov/ncbddd/dvt/ha-vte-challenge.html>)
- Manuscript "Lean Methodology Reduces Inappropriate Use of Antipsychotics for Behavioral and Psychological Symptoms of Dementia at a Psychiatric Hospital" accepted to the *Consultant Pharmacist Journal*