



MARYLAND MENTOR

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

IN THIS ISSUE

- **Message from the Assistant Dean for Experiential Learning**
- **Newly Appointed Preceptors**
- **Preceptor Reappointment Requirements (2021 Appointees)**
- **Support Experiential Learning Scholarships**
- **School News**
 - Save the Date: Annual Academy of Preceptors Dinner and CE Program
 - Guiding the Next Generation: A Conversation with Cynthia Boyle, PharmD
- **Preceptor News**
 - UMSOP Preceptors Honored by AACP for Excellence in Experiential Education
 - Preceptor Profile: Building Foundations
- **Student News**
 - Advancing Global Pharmacy Education Through Experiential Learning

From the Assistant Dean for Experiential Learning

Dear Preceptors,

Despite the recent winter weather, the past month has been full of productive momentum for our University of Maryland School of Pharmacy (UMSOP) Experiential Learning Program (ELP). In early January, UMSOP had the honor of hosting the Big Ten Academic Alliance meeting in Chicago. Over three days, colleagues across the Big Ten Experiential Education Collaborative gathered to discuss professional identity formation, accreditation updates from the National Association of Boards of Pharmacy and the Accreditation Council for Pharmacy Education, reporting and workflow improvements within CORE ELMS, and the evolving role of artificial intelligence within experiential education. These conversations were energizing and affirmed our collective commitment to preparing future pharmacists for a profession in motion.

We also continue to make steady progress on launching the M-Pact PharmD curriculum beginning with the incoming Class of 2030 in the fall. We are actively working with several health systems, community, and industry partners to prepare for experiential implementation during this transition. While planning is still underway, I want to assure you that our goal is to uphold the rigor, quality, and real-world relevance that defines UMSOP experiential learning. We will share more detailed experiential curriculum updates in a future newsletter, including timelines, expectations, and opportunities to engage. For now, I want to extend my sincere appreciation to the site leaders, coordinators, and preceptors who have already reached out with ideas, offered collaboration, and shown enthusiasm for supporting this next chapter. Your dedication to our students continues to guide our work and elevate our program.

In this edition of *Maryland Mentor*, we are pleased to share important reminders for preceptors as we approach the upcoming appointment renewal cycle. This issue also features updates on School news, including details about the Annual Academy of Preceptors dinner and educational program, as well as a special spotlight on Cynthia Boyle, PharmD, whose enduring impact on experiential learning continues to shape our community.

We are also proud to recognize three UMSOP preceptors who have been honored nationally by the American Association of Colleges of Pharmacy for excellence in experiential education, an achievement that reflects both their individual dedication and the collective strength of our preceptor community. Additionally, this issue highlights the accomplishments of our student pharmacists as they grow in leadership, career development, and professional identity. Together, these stories celebrate the vibrancy of our experiential learning network and the shared commitment that moves our program forward.

As we step into a year of new possibilities, I'm reminded of a line from Rumi that has always given me hope: "When you let go of who you are, you become who you might be." A quiet reminder that even in seasons of transition, beauty, purpose, and promise remain ahead.

Warm regards,



Mojdeh Heavner

Mojdeh Heavner, PharmD, BCCCP, FCCM, FCCP

Assistant Dean, Experiential Learning

Professor, Department of Practice, Sciences, and Health Outcomes Research

mheavner@rx.umaryland.edu



Welcome

We welcome the following newly appointed preceptors:

- Alexa Lahey
- Amer Mantash
- Anh Luu
- Austin Lam
- Bailey Conkey
- Cameron Carpenter
- Cortney Proutt
- Deepa Neupane
- Duke Yoo
- Emily Spencer
- Esther Okadigbo
- Farah Towfic
- Fitsum Guangul
- Frances Sunga
- James Landzinski
- Jamie DiJulio
- Jennessa Morgan
- Jeremy Garris
- Jyness Williams
- Kelsey Higgins
- Linda Osei-Amankwah
- Marina Grekova
- Matthew Moyer
- Michelle Mirto
- Michelle Yang
- Naga Vejalla
- Robert Nathan
- Sara Touchan
- Sherin Philip
- Simran Rohatgi
- Stephanos Gozali
- William Vanderpool
- Zeinab Koosej

What the ELP Office Needs from Preceptors

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

- Submitting all required midpoint and final evaluations by their due dates.
- Entering your site requirements in CORE ELMS by clicking “My Requirements.”
- Reading all emails that come from the School via CORE ELMS.
- Completing one hour of preceptor development each reappointment cycle.
- Providing a brief description in your preceptor profile in CORE ELMS by clicking “Profile Information,” then “Description.”

Library Access

One of the many benefits of being a School of Pharmacy preceptor is having offsite access to eFacts and Comparisons Online and Micromedex only 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 current academic year.** Please note you will only get access during the blocks/rotations that you have students scheduled. If you would like to take advantage of this benefit, please contact LaTia Few at Lfew@rx.umaryland.edu for more details.

Preceptor Reappointment Requirements (2021 Appointees)

Preceptors appointed or reappointed in 2021 must complete the following three requirements in CORE ELMS:

1. Continuing Education (CE)

Please complete the **Prescription for Excellence - ACPE Standards 2025 module** and the short **post-test**. If you already completed the module prior to reappointment, then you can complete one hour of ACPE-accredited continuing education focused on precepting or educational-related topics that was completed between July 1, 2025, and now.

Upload your NABP CPE transcript or certificate in CORE ELMS under “**Continuing Education (CE) for Re-appointment.**”

If using UMSOP modules, be sure to complete the post-survey for credit.

2. Curriculum Vitae (CV)

Upload your **current CV** (even if unchanged) in Word or PDF format under “**Curriculum Vitae (CV).**”

3. Pharmacist License Number

Submit your **active license number** in CORE ELMS under “**Pharmacist License Number,**” including your state and license number.

4. Update Your CORE ELMS Profile

Please review and update your contact, employment, and address information under “**Account Information.**”

We appreciate your prompt attention to these requirements and your continued support of our program. If you need assistance, please contact the ELP Office at elp@rx.umaryland.edu.

Support Experiential Learning Scholarships

As preceptors, you have an incredible impact on the growth and confidence of our student pharmacists. If you are looking for another meaningful way to make an impact, please consider supporting our students through the **Experiential Learning Scholarship Fund**.

Each year, many APPE students face financial barriers - travel, housing, relocation, and other expenses - that can limit their ability to pursue the rotations that best match their passions and career goals. Your generosity, no matter the amount, can help remove these barriers.

Your support directly helps our students and strengthens their professional journeys.

Interested in helping students thrive? You can make a tax-deductible contribution at the [UMB ELP Donation Site](#) or via this QR code:



School News

Save the Date: Annual Academy of Preceptors Dinner and CE Program

Save the Date

The University of Maryland School of Pharmacy invites you to our Annual Academy of Preceptors Continuing Education (CE) Program!

When: Wednesday, April 15, 2026

Time: 5-7:30 p.m.

Where: Pharmacy Hall, 20 N. Pine Street, Baltimore, Md (In-person only)

This special event is designed to recognize and celebrate our dedicated preceptors while providing an opportunity to connect with colleagues, faculty, and staff. Highlights of the evening include:

- A delicious buffet dinner
- An awards ceremony honoring outstanding preceptors and students
- A live CE presentation focusing on a key topic in precepting and educating students

More information about program details will be available later in February.

Register [here](#) or scan the QR code below to secure your spot!



We look forward to seeing you there!

Guiding the Next Generation: A Conversation with Cynthia Boyle, PharmD

By Tuan Huynh, PharmD, AAHIVP, HIVPCP

Cynthia Boyle, PharmD, is a leader who has advanced the experiential foundation of pharmacy education at the University of Maryland School of Pharmacy (UMSOP) and across the national academic community. Her career reflects a unique blend of practitioner, educator, and advocate - guiding the transformation of our profession with purpose, vision, and respect for the people who teach and learn within it.

Boyle earned her bachelor's degree in pharmacy from the University of Oklahoma and practiced in community, health system, and consultant pharmacy settings. She returned to the classroom in 1996 to complete her Doctor of Pharmacy degree at UMSOP and joined the faculty as an assistant professor and assistant director of the Experiential Learning Program (ELP). Over time, she advanced to executive director of ELP, was promoted to full professor, and served as director of continuing education.



In 2011, Boyle brought her leadership to the University of Maryland Eastern Shore School of Pharmacy and Health Professions, where she served as professor, department chair, and interim dean. She returned to UMSOP in 2017, resuming her work with students and preceptors - teaching electives such as legislative experience, managing and contributing to the Abilities Lab series, and leading discussions on leadership, advocacy, and communication strategies.¹

Among her most impactful contributions is the creation of the Academy of Preceptors, an initiative that has become a cornerstone of UMSOP's commitment to fostering a professional neighborhood for the preceptors who teach and mentor our students across a wide range of practice settings. Now, more than two decades after its establishment, the Academy continues to strengthen connection, advance professional growth, and support a collaborative learning environment.²

In this conversation, Boyle reflects on the meaning of experiential learning, the evolution of pharmacy education, and the people who continue to inspire her work.

From your perspective, why is experiential learning such a critical component of the PharmD curriculum?

Pharmacy is a complex profession, so experiential education is essential to align academic courses and concepts with active learning in a variety of practice settings. When I earned my first pharmacy degree, experiential education was not required and instead we logged internship hours toward licensure. Today's student pharmacists benefit from a structured curriculum with clear requirements and standards. Experiential learning helps connect what students learn in the classroom to what they must do as professionals, building both confidence and competence.

Why is experiential learning so important to students' professional identity formation and career exploration?

One of my favorite AJPE articles on this topic is "A Historical Discourse Analysis of Pharmacist Identity in Pharmacy Education." The authors note that with constant change in the pharmacy, the profession relies on pharmacy education and the renewal of curricula as its change agents.

In brief, they describe five identity discourses in pharmacy education over the last century as apothecary, dispenser, merchandiser, expert advisor, and health care provider. Interestingly, these identities do not shift over time but instead they "pile up." Students may face incompatible aspects in these roles which impact changes in practice and regulations.³ I experienced all of these in my professional roles, particularly in community practice. Experiential learning gives students a way to explore and reconcile these roles in real time, guided by preceptors who model what professional practice truly looks like.

What skills or attributes do you believe students gain beyond the classroom through experiential learning?

Preceptors are essential role models. With their help and guidance, students learn current practice skills that build both competence and confidence. But beyond technical skills, preceptors affirm the values, work ethic, interprofessional involvement, problem solving, and leadership needed by today's pharmacists.

You played a pivotal role in developing the Academy of Preceptors at UMSOP. What inspired this initiative, and what were its primary goals?

The inspiration for the Academy of Preceptors was the need for preceptor development at the time that the profession was transitioning to the PharmD degree as the entry degree. Many BSP educated pharmacists did not feel fully prepared to precept Doctor of Pharmacy students.

Working with my colleagues, we created the Academy to promote excellence in experiential learning by achieving educational goals, improving course delivery, facilitating networking opportunities, and fostering professional growth. Preceptor development is more than training. We use the term "Academy of Preceptors" as an inclusive, honorific title for all UMSOP preceptors. It conveys respect and esteem for the important role preceptors play in our School.



What impact has the Academy of Preceptors had on preceptor development and student success?

When we started, experiential education was facing national pressures as accreditation standards evolved. There was a clear need to strengthen curricular outcomes and enhance the quality of experiential learning through intentional preceptor development and elevate expectations for student professionalism.

UMSOP became an innovator in preceptor development with the creation of the Academy, fostering a “professional neighborhood” of engaged educators dedicated to collaboration and continuous growth. These experiences were shared nationwide.

From early training modules distributed on CDs to national collaborations with the American Pharmacists Association and the National Association of Chain Drug Stores Foundation, we worked to create a home study continuing education program that offered accessible, practical guidance on the core concepts for precepting PharmD students. Those efforts helped provide the foundation for web-based training and innovative podcasts that are available today. These structured and accessible preceptor development resources equipped preceptors with practical and innovative teaching strategies, which translated directly into more consistent, high-quality learning experiences for our students. These efforts are something our experiential team can be truly proud of.

How would you describe your philosophy as an educator and mentor, especially in experiential settings?

I value the legacy that experiential teaching and mentoring provides. Experiential students are future colleagues. We are entrusted with an immense responsibility as preceptors to demonstrate excellence while upholding the rigor and quality of the curriculum which prepares graduates for their future roles in the profession.

Can you share a memorable achievement from your time as executive director of ELP that showcases the value of experiential education?

I view my experiential service as the intersection of PharmD education, professional membership, and stakeholder involvement. Serving as both a director and a faculty member - especially through scholarship - has always been important to me. From contributing my first preceptor development task force report within AACP, to later serving as AACP speaker of the house and eventually president, I was able to advance experiential interests and standards.

As AACP president, I chaired the 2015-16 Academic Affairs Committee, chaired by Stuart Haines, PharmD, to “identify the Entrustable Professional Activities (EPAs) for pharmacy graduates as they transition from completion of Advanced Pharmacy Practice Experiences into practice and post-graduate opportunities such as residency training.” These first pharmacy EPAs were eventually included in ACPE accreditation standards for all schools, an advancement that continues to shape experiential education nationwide.

You’ve contributed to the Experiential Learning Program in many meaningful ways. Could you describe these contributions and discuss how they have supported the program’s overall success?

Progress is incremental. When I joined ELP in 1999, students had to come into the office and flip through a binder to view preceptor site information to list their rotation preferences. Over time, we made strides! In addition to launching the Academy of Preceptors, we:

- introduced accredited continuing education opportunities for preceptor training.
- implemented Preceptor of the Year Awards to recognize outstanding mentorship.
- established a preceptor promotion process.
- invited preceptors to convocation with graduates they had overseen and guided.
- developed an ELP Policies and Procedures Manual to frame office operations and faculty responsibilities.
- created CHARMS, a web-based interface for accessing ELP information.
- adopted a systematic approach for reviewing and updating the experiential curriculum, focusing on fairness to students, clear communication with preceptors and stakeholders, and strong documentation for assessment and continuous improvement.

These efforts not only laid the groundwork for the ELP at UMSOP, but also supported the continued growth, progress, and success of our program.

How do you see the future of experiential learning evolving within PharmD programs?

With each update to accreditation standards, there are important conversations about what all students need and what could accelerate students' competence in their areas of interest. Competency-based outcomes will continue to help individualize experiential learning and better prepare students for both practice and postgraduate opportunities.

What continues to inspire your passion for experiential learning and student development today?

Over the years, I've saved student notes, comments, and cards. One in particular captures how I feel about this work: "Dr. Boyle ...brings a balanced voice to the table, reminding us of the importance of respecting tradition and advocating for progress. Dr. Boyle actively and responsibly represents her traits as a progressive, experienced leader with each of her interactions. Her passion and energy for pharmacy are contagious, and she has been a role model for me and hundreds of others through the years."

Those words remind me why experiential learning and the people who make it possible will always matter in pharmacy education.

1. Tie, Andrew. "News Center» UMSOP Community Celebrates Cynthia Boyle's Career." [pharmacy.umaryland.edu](https://pharmacy.umaryland.edu/news/pharmacy.umaryland.edu/umsop-community-celebrates-cynthia-boyles-career/), 2026, news.pharmacy.umaryland.edu/umsop-community-celebrates-cynthia-boyles-career/. Accessed 29 Jan. 2026.
2. Boyle, Cynthia J et al. "Developing and Implementing an Academy of Preceptors." *American Journal of Pharmaceutical Education* vol. 73,2 (2009): 34. doi:10.5688/aj730234
3. Kellar, Jamie, et al. "A Historical Discourse Analysis of Pharmacist Identity in Pharmacy Education." *American Journal of Pharmaceutical Education*, vol. 84, no. 9, 9 Mar. 2020, p. ajpe7864, <https://doi.org/10.5688/ajpe7864>.

Preceptor News

UMSOP Preceptors Honored by AACP for Excellence in Experiential Education

By Pam Carder

Three outstanding preceptors are recognized nationally for their dedication to mentoring student pharmacists and advancing experiential learning across diverse practice settings.



The University of Maryland School of Pharmacy (UMSOP) is proud to announce that Negar (Nikki) Hamidi, PharmD; Vicki Bulkin, PharmD; and Allison Chilipko, PharmD, have been named American Association of Colleges of Pharmacy (AACP) Preceptors of the Year, a national honor that recognizes exemplary contributions to pharmacy education and student mentorship.

Preceptors play a critical role in shaping the professional development of student pharmacists, providing hands-on, real-world training during introductory and advanced pharmacy practice experiences. Experiential learning accounts for more than 30 percent of the Doctor of Pharmacy (PharmD) curriculum at UMSOP, and preceptors serve as essential partners in helping students apply classroom knowledge to patient care and health system practice.

The AACP Preceptor of the Year program recognizes preceptors nominated by their institutions for sustained commitment to teaching, mentorship, and professional leadership. In addition to national recognition, each honoree receives a two-year complimentary AACP individual affiliate membership, which offers access to professional development resources, programming, and tools that support preceptors as vital members of the educational and patient care team.

“Preceptors are foundational to the success of experiential learning,” said Mojdeh Heavner, PharmD, BCCCP, FCCM, FCCP, professor of practice, sciences, and health outcomes research and assistant dean for experiential learning. “They model professionalism, inspire confidence, and

challenge students to grow as clinicians and leaders. The dedication shown by our preceptors - especially those recognized nationally - has a lasting impact on our students' lives and the profession of pharmacy."

Advancing Research, Innovation, and Mentorship

Negar (Nikki) Hamidi, PharmD '23, a clinical scientist at AstraZeneca, brings a unique blend of drug discovery, clinical research, and industry experience to her role as a preceptor. With a background in medicinal and organic chemistry and extensive experience in preclinical drug development, Hamidi pursued her PharmD at UMSOP to better understand the clinical impact of novel therapies. Since graduating in 2023, she has remained deeply committed to mentoring students and exposing them to the wide range of opportunities available within the field of pharmacy.

"I want students to see that pharmacy is a dynamic and collaborative profession with pathways that extend far beyond traditional roles," said Hamidi. "Precepting allows me to share my own journey and help trainees recognize how their interests and skills can translate into meaningful contributions to patient care and clinical research."

Championing Community Pharmacy Education

Vicki Bulkin, PharmD '18, pharmacy manager at Safeway Pharmacy and residency program director for the Safeway/University of Maryland PGY1 Community-Based Pharmacy Residency Program, has served as an Introductory Pharmacy Practice Experience and Advanced Pharmacy Practice Experience preceptor for seven years. A 2018 UMSOP alumna, Bulkin is passionate about highlighting the impact and opportunities within community pharmacy practice.

"Community pharmacy offers so many avenues for professional growth, patient care, and leadership," said Bulkin. "My goal as a preceptor is to tailor each experience to the learner's interests while showing them the positive, innovative work happening every day in this setting." Bulkin credits her own faculty mentors at UMSOP for inspiring her dedication to teaching and her commitment to supporting learners at all stages of training.

Investing in the Next Generation of Pharmacists

Allison Chilipko, PharmD '09, a clinical pharmacist and long-standing preceptor at MedStar Union Memorial Hospital and MedStar Good Samaritan Hospital, has been precepting students since 2011. With extensive postgraduate training and experience across internal medicine and health system practice, Chilipko views precepting as both a professional responsibility and a privilege. "Working with learners is an investment in the future of our profession," said Chilipko, a 2019 UMSOP graduate. "It is incredibly rewarding to watch students grow in confidence, navigate challenges, and discover the many career paths available to them. Being part of their journey reinforces the importance of lifelong learning and continuous improvement for both learners and preceptors."

Preceptor Profile: Building Foundations

By Lydia Levis Bloch, as published in *Capsule* magazine

For Sharon Wilson, PharmD, BCPS, BCCCP, precepting goes beyond educating, affecting, and inspiring all those in her circle. A clinical pharmacist specialist II in surgery critical care at the University of Maryland Medical Center (UMMC), Wilson became a preceptor for the University of Maryland School of Pharmacy's (UMSOP) Doctor of Pharmacy (PharmD) program in 1997, a year after joining UMMC.



Today, Wilson is director of the University of Maryland's critical care pharmacy practice residency, a clinical pharmacy specialist at UMMC, as well as a UMSOP critical care rotation preceptor.

"Precepting gives the pharmacist a chance to be a role model and mentor to students in ways that will impact the course of the profession for years to come," says Wilson, whose first name is pronounced Shah-ron. "More importantly, precepting is an opportunity to build on the foundation of future professionals who will be responsible for caring for patients and improving their lives."

Wilson enjoys seeing students learn new skills and has a passion for care of critically ill patients. Precepting allows her to share that passion with her students.

According to Mojdeh Heavner, PharmD '08, BCCCP, FCCM, FCCP, professor in the Department of Practice, Sciences, and Health Outcomes Research at UMSOP and assistant dean for experiential learning, "Preceptors have a tremendous influence on our PharmD students and their career trajectories." Providing more than 30 percent of the curriculum, preceptors — pharmacists and other professionals who oversee the PharmD students on their rotations in a variety of settings — are vital to their training.

"A caring preceptor can positively impact students and open doors that they might not have known existed," says Heavner, herself a former student of Wilson's.

Jenny Ababio, PharmD '24, a recent student of Wilson's, agrees.

"I had two objectives, and the rotation allowed me to achieve them," Ababio says. "First, I wanted to improve my communication skills, and second, better my teamwork skills, especially in the ICU setting."

Ababio had envisioned a remote pharmacy career, but during her rotation with Wilson, she embraced the fast-paced environment of critical care and developed confidence in rapid decision

making. Her interest in patient care and in high-pressure situations increased. She now works as a pharmacist at a CVS in Queens, N.Y.

“Dr. Wilson created a supportive environment that helped me not only professionally but also personally,” says Ababio.

In addition to precepting, Wilson provides services to a 24-bed surgical ICU at UMMC and is director of the University of Maryland Residency and Fellowship Program’s postgraduate year 2 critical care pharmacy practice residency.

Wilson’s research interests include optimization of medication use in the ICU and pharmacokinetic/pharmacodynamic challenges in ICU patients. Wilson, who earned her PharmD degree from the University of Georgia School of Pharmacy in 1993, is a member of the American Society of Health-System Pharmacists and the Society of Critical Care Medicine, where she is the first non-physician vice chair of the Surgery Section’s Patient Safety Committee.

Wilson’s dedication to learning emanates beyond precepting, through her church’s student empowerment ministry, where she works with other members to provide resources that support the educational goals of the church’s students.

Heavner reminisces about her own rotation with Wilson at UMMC. “Dr. Wilson has a wealth of knowledge, is a calming presence in the hectic ICU environment, and is highly respected by professional colleagues. She genuinely cares about her mentees.”

Student News

Advancing Global Pharmacy Education Through Experiential Learning

By Nathaniel Thomas, MBA

The Experiential Learning Program at the University of Maryland School of Pharmacy recently hosted Hrithik Manoharan, a pharmacy student from Sri Ramachandra Institute of Higher Education and Research, India, as part of our Global Rotation Exchange program. During this enriching experience, Hrithik completed a five-week clinical rotation at the University of Maryland Medical Center (UMMC), where he gained valuable insight into the U.S. health care system and advanced clinical pharmacy practices.

Under the dedicated mentorship of his preceptor, Sharon Wilson, PharmD, Hrithik experienced firsthand the critical role pharmacists play in optimizing medication therapy, ensuring patient safety, and collaborating with physicians, nurses, and other health care professionals.

Here's what Hrithik shared about his experience:

"My rotation at the University of Maryland Medical Center (UMMC) SICU was a transformative experience that broadened my understanding of global pharmacy practice. From the first day, I was warmly welcomed by my preceptor and the ELP team, who ensured a smooth transition into the clinical environment.

During the rotation, I observed the vital role SICU pharmacists play in optimizing medication therapy and preventing adverse drug events. Clinical rounds and case discussions strengthened my critical thinking skills and reinforced the application of evidence-based guidelines.

I chose UMMC SICU because of its strong reputation for clinical excellence and its focus on patient-centered care. The University of Maryland School of Pharmacy's experiential learning opportunities are highly regarded, and I wanted to gain exposure to U.S. health care practices under the guidance of skilled preceptors.

The ELP Office was extremely supportive throughout the process, from coordinating my placement to maintaining communication during the rotation. They assisted with pre-arrival documentation and orientation, ensuring I was well-prepared for the clinical setting. Their guidance made my transition into a new health care environment smooth and reassuring.

Beyond academics, exploring Baltimore's Inner Harbor, the National Aquarium, historic ships, and the B&O Railroad Museum enriched my cultural experience and helped balance my academic commitments.

Overall, the rotation strengthened my clinical knowledge, communication skills, and confidence in adapting to a global health care environment."



Hrithik Manoharan (center) with preceptor Sharon Wilson, PharmD (right), and UMMC ICU team.

Disclosure: Microsoft 365 Copilot was utilized solely for editing purposes in the preparation of this newsletter. All content and ideas were created independently by the authors.