

Maryland Mentor

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

Spring 2021

HIGHLIGHTS IN THIS

ISSUE

Message from the
Assistant Dean for
Experiential Learning

What the ELP Office
Needs from Preceptors

Library Access

Update to IPPE Rotations

Newly Appointed
Preceptors

Student Rotation News

Focus on Policy

From the Assistant Dean for Experiential Learning

Dear preceptors,

Happy Spring! The School of Pharmacy recently approved new syllabi for all of our experiential courses. The most significant impact for preceptors is the new evaluation process for both the introductory and advanced practice rotations. Based on your feedback, we aimed to simplify the evaluations and reduce the time required to complete the midpoint and final student evaluations.



Introductory rotations are now graded as pass or fail.

Students are evaluated using a numerical rating between 1 (unsatisfactory with low to minimal trust) and 4 (practices independently with distant supervision and complete trust) on the performance criteria. In order to pass, students must score a minimum of 2.0 on the IPPE 100 evaluation and 2.5 on the IPPE 300/307 evaluations as well as an acceptable rating on professionalism. The safety checklist requirements for the four-week community rotation and the three-week health-system rotation were removed.

The new APPE syllabi emphasize the [Pharmacist Patient Care Process \(PPCP\)](#) as well as the core [Entrustable Professional Activities \(EPAs\)](#) for new pharmacy graduates. The EPA-based course structure and new evaluation process were piloted in ambulatory care this past year with positive feedback; therefore, we adapted the format for the other APPEs. Like the IPPE evaluations, the APPE evaluations also incorporate the 1-4 numerical rating as described above; however, letter grading of the advanced practice courses remains. The EPA domains that are assessed vary depending on the rotation type. For example, the acute care, patient care elective, and ambulatory care courses evaluate the interprofessional team member, patient care provider, and information master domains while the community course assesses the interprofessional team member, patient care provider, population health promotor, and practice manager domains. No rotation has more than 10 criteria to evaluate!

Revamping the IPPE and APPE course syllabi has been a nearly two-year process with input from our practice partners, faculty, preceptors, other schools of pharmacy in Maryland, and the Big 10 Experiential Education Consortium. I thank everyone who contributed to this effort and sincerely hope that you find the evaluation process improved.

Sincerely,

Agnes Ann Feemster, PharmD, BCPS
Assistant Dean, Experiential Learning Program
Associate Professor, Department of Pharmacy Practice and Science
afeemster@rx.umaryland.edu

Produced by:



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
- Submitting an W9 form if you are able to accept honorarium payments
- Entering your site requirements in CORE ELMS by clicking "My Requirements"
- Reading all emails that come from the School via CORE ELMS
- Completing two hours of preceptor development each year
- 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 Facts 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. If you would like to take advantage of this benefit, please contact LaTia Few at Lfew@rx.umaryland.edu for more details.

Update to IPPE Rotations

May brings with it the start of the new rotation year and changes to the Introductory Pharmacy Practice Experiences (IPPEs). As detailed in the [previous issue](#) of *Maryland Mentor*, the grading rubric for all rotations has changed to incorporate the use of Entrustable Professional Activities (EPAs). Evaluations will now be based on a four-point scale:

- Level 1 – Unsatisfactory Performance with Low Trust
- Level 2 – Needs Improvement with Moderate Trust
- Level 3 – Progressing Satisfactorily with High Trust
- Level 4 – Achieved (Independent) with Complete Trust

All of the IPPE rotations (IPPE 100, IPPE 300, and IPPE 307) will be graded on a pass/fail basis. IPPE 100 will require an average score of 2.00 or higher, and IPPE 300 and 307 will require an average score of 2.50 or higher to pass the rotation. The required reflective paper for IPPE 100 has been eliminated, so the student's grade will be based solely on the preceptor's final evaluation. Students taking IPPE 300 and 307 will no longer be required to complete the safety-related checklists.

The updated syllabi are available in the Document Library in CORE ELMS. We hope the changes to these rotations will make grading easier for preceptors and at the same time ensure that students receive a quality experience that leads to their PharmD degree at the end of their fourth year.

We thank our preceptors for everything they do for our students.

Should you have any questions, please contact the ELP Office at elp@rx.umaryland.edu.

We welcome the following newly appointed preceptors:

- | | |
|-----------------------|----------------------------|
| • Andre Allen | • Michelle Mays |
| • Andrea Chapdelaine | • Navya Varshney |
| • Bronwyn Crandall | • Previous Dadzie |
| • Christian Bernhardt | • Rahima Jaffa |
| • Dana Lee | • Randi Jenkins |
| • David Berg-Lewis | • Richard Jiang |
| • Haley Gutstein | • Riyo Rajan |
| • Heather Morgan | • Salematou Traore-Uwalaka |
| • Jill Lowman | • Sarah Bova |
| • Katherine Rogers | • Tanya Hixon |
| • Kathryn Deere | • Traci Grucz |
| • Laurence Djatche | • Tri Le |
| • Leah Rossman | • Umair Ansari |
| • Lisa Chen | • Wai Chen |
| • Mayrim Millan-Barea | |

Student Rotation News

UMB student pharmacists are trained to immunize in their second year of the pre-APPE curriculum. They also receive training on preparation of injectables during the first year of pharmacy school. While our community partners frequently allow students to deliver vaccinations as part of their advanced practice experiential training, students are minimally involved in vaccination administration during their introductory experiences. This year, the School developed a longitudinal introductory rotation in order to prepare students for a primary role in COVID-19 vaccine preparation and administration.

The COVID-19 pandemic has created a physical and mental strain on the health care workforce. Concurrent needs to care for acutely ill, hospitalized patients and roll out the COVID-19 vaccine to curb the infection rate exist. The Johns Hopkins Health System (JHHS) turned to introductory student pharmacists to help support several large-scale vaccination sites. Since January, UMB has been incorporating second- and third-year student pharmacists into the staffing model for its COVID-19 vaccination clinic, which serves the UMB community, the Native American population, tribal or Native American agency employees, and Baltimore City residents and workers. Though both sites integrate introductory students into the clinics, the structure and roles differ. The new JHHS rotation is a 10-week, three credit introductory health-system experience with a large interprofessional component. Students work side-by-side with volunteer nurses, physicians, and physician assistants who also participate in the vaccine clinics. The students' primary roles are COVID-19 vaccine preparation and administration with a heavier emphasis on administration. Students are trained through an online session as well as in-person, hands-on practice with a designated preceptor. Students use an online scheduling system to self-schedule four hour shifts in either an immunizing or vaccine preparation role based on their availability. Students must schedule a minimum of 108 hours in a clinic. Shift times are limited to mornings and afternoons, with weekend hours also available. A registered pharmacist is physically present to supervise activities. In addition to the COVID-19 clinic activities, students participate in a four hour medication safety session and hospital tour. Several shadowing experiences are also offered where students are exposed to patient care rounds in a specialty of their choosing and to the daily functions of an inpatient pharmacist.

The UMB rotation is a 15-week, three credit introductory health-system experience with a primary role of vaccination preparation. Notably, the clinic plans to move IPPE students into vaccinator roles in the summer months. Students self-schedule for 13 eight hour shifts on Saturdays. Because of space limitations, the clinic is limited to three students with one faculty preceptor. The small faculty-to-student ratio enables one-to-one mentoring and coaching and enhances the ability to build relationships. The faculty members who rotate through the clinic vary, giving students exposure to preceptors from a wide variety of backgrounds and specialties areas. Because faculty traditionally precept APPEs, this concentrated time in the clinic provides a unique opportunity for students to form relationships with faculty earlier in their schooling. Like the JHHS rotation, students also spend time in the inpatient pharmacy setting and have the opportunity to observe the clinical activities of faculty at their practice sites.

The students and the preceptors are very positive about these new longitudinal IPPE. Both JHHS and UMB benefit from student assistance in COVID-19 vaccination efforts while the students receive relevant practice experience prior to the APPE curriculum. The students like the flexibility in scheduling over an extended period of time during the semester and enjoy the ability to participate in the race to decrease COVID-19 infections.

Focus on Policy

The ACPE pharmacy curriculum requires schools of pharmacy to conduct regular visits with all preceptors and rotation sites. The Experiential Learning Program (ELP) Office uses these visits to ensure that sites are delivering a quality learning experience for students, provide timely information about new developments/programs in the experiential curriculum to our preceptors, and to answer preceptors' questions. During the visit, the ELP Office gathers important feedback on various aspects of the program and learns what works well and what needs improvement. It also helps keep our preceptor database up-to-date as we are able to update preceptor data on site.

The ELP Office uses a priority system to determine the frequency of site visits. Sites that precept eight or more students per year are visited annually. Sites that precept four to eight students per year are visited every two years, and sites that precept three or fewer students per year are visited every three years.

The COVID-19 pandemic has forced everyone to make major changes, and the ELP Office is no exception. We thank all our preceptors for their ingenuity and flexibility in modifying their rotation experiences to allow our students to continue to learn the pharmacy profession during the pandemic. COVID-19 has also caused the ELP Office to suspend visiting sites. However, as the nation is slowly on the road to recovery, ELP staff will once again resume visiting our preceptors and their sites. Although the restart date has not been determined yet, our post-pandemic plans include the resumption of site visits by late summer 2021. We are looking forward to renewing our visits with preceptors and will begin preparing the schedule as soon as the restart date has been determined.