

Maryland Mentor

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

Winter 2021

HIGHLIGHTS IN THIS

ISSUE

Message from the
Assistant Dean for
Experiential Learning

What the ELP Office
Needs from Preceptors

Library Access

Preceptor News

Focus on Policy

Newly Appointed
Preceptors

Instructor Insights

IPPE 307 Students
Conducting COVID-19
Screenings

From the Assistant Dean for Experiential Learning

Dear preceptors,

On behalf of the entire ELP team, I would like to extend a huge thank you for all that you continue to do on the front line to care for patients all over the state and beyond. Your flexibility in rotation scheduling and creativity in precepting has allowed us to meet the experiential learning needs of our students during these unprecedented times. We are very grateful for your dedication to and collaboration in mentoring our future workforce.



Our third and fourth-year students are certified to deliver immunizations under supervision. We have been successful in partnering with many of you to provide flu vaccines and expect that our students will be actively involved in administration of COVID-19 vaccinations. A recent survey of our students indicates that they very much want to be involved in COVID-19 vaccination efforts and are willing to serve as vaccine providers. If you are interested in exploring the use of pharmacy students to support your immunization efforts, please [reach out to me](#).

We trialed a new evaluation for the ambulatory care APPE for the 2020-2021 rotation year and will survey preceptors about their experience with the new evaluation tool early in 2021. The new evaluation incorporates the core entrustable professional activities for new pharmacy graduates, the pharmacist patient care process, and the CAPE educational outcomes. We plan to use the survey feedback to inform the revision of the other APPE evaluations with an end goal of standardization across the APPEs and simplification of the evaluation process.

We hope that you and your families are staying safe and healthy. If the ELP team can help you in any way, please reach out to us.

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 Micro-medex 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.

Preceptor News

Kionna Oleru, PharmD, manager of clinical operations at BioMatrix Specialty Pharmacy, received the *Pharmacy Times* and Parata Systems Next Generation Pharmacist Award for Specialty Pharmacist.

Fady Sadek, PharmD, supervisor for ambulatory services at the University of Maryland Medical Center, received a December Faces of Pharmacy Award from *Pharmacy Times*.

Focus on Policy

ELP will be moving to evaluations based on core Entrustable Professional Activities (EPAs) for pharmacy practice. The Academic Affairs Standing Committee of the American Association of Colleges of Pharmacy proposed the use of EPAs in 2017.

But what are EPAs and how are they used in assessing experiential learning? An article in the November 2020 issue of the *American Journal of Pharmaceutical Education* article describes EPAs as "... professional tasks that represent a core set of responsibilities learners should be able to perform at a sufficient level of competence prior to entering the profession." The core EPAs are activities that a pharmacist must be able to perform regardless of the graduate's intended practice setting. Several domains have been identified, including:

- communication and collaboration as an interprofessional team member
- drug and disease state knowledge
- the Pharmacists' Patient Care Process (PCPP)
- use and interpretation of drug information
- practice management
- medication distribution
- population health
- professionalism

ELP plans to implement the revised evaluations starting with rotations beginning in May 2021. Students will be assessed on a four-point scale as follows:

- Level 1 – unsatisfactory performance, low/minimal trust
- Level 2 – needs improvement, moderate trust
- Level 3 – progressing satisfactorily, high trust
- Level 4 – achieved (independent), complete trust

Four points will be given for Level 4, three for Level 3, etc., with a passing grade of 2.50 averaged over all of the assessed criteria. Each rotation evaluation will use the four-point scale, but the domains evaluated may differ based on the practice site and type of rotation.

The goal is to standardize the evaluations and make the evaluation process easier for preceptors. More information will be forthcoming in the next few months as we move closer to implementation. Should you have any questions, please contact us at elp@rx.umaryland.edu.

We welcome the following newly appointed preceptors:

- Andrew Wherley
- Anne Williams
- Bonnie Enwezor
- David Sugre
- Elizabeth Rodman
- Hannah Kim
- Heather Tilley
- Ian Booth
- Jackson Zheng
- Jennifer Chan
- Lauren Forsythe
- Katherine Rogers
- Lynn Lips
- Mary Afrane
- Maryam D'Alberto
- Matthew Perry
- Nareesa McGarvey
- Nolan Kauffman
- Philomena Ebiasah
- Shefali Patel
- Valerie Snyder
- Vincent Cavaliere

Instructor Insights

Creative Precepting During COVID-19

Preceptors Spotlighted:

Patricia Ross, PharmD, Educational Site

Coordinator and Clinical Faculty, and Denise Fu, PharmD, Clinical Program Manager – Johns Hopkins Hospital, Home Care Group and Outpatient Pharmacies

Agnes Ann Feemster, PharmD, Assistant Dean, Experiential Learning Program - University of Maryland School of Pharmacy

By Joanna Lyon, PharmD, MEd, MHS, BCGP

During this COVID-19 pandemic, many hospital sites have had to make significant changes to their clinical practice operations. Unfortunately, some of these changes include preventing pharmacy students from completing their scheduled rotations because of new safety protocols. This reduction in available student rotations has been particularly difficult for the IPPE 307 students, who need to finish this required three-week learning time in a hospital before moving into their fourth year.

In order to help create more effective and practice-based opportunities for some of these students, Patricia Ross, PharmD, and Denise Fu, PharmD, clinical pharmacists from the Johns Hopkins Hospital System, brainstormed with Agnes Ann Feemster, PharmD, assistant dean of the School of Pharmacy's Experiential Learning Program, to create a new way to implement the IPPE 307 rotation during the pandemic.

Typically, IPPE 307 students spend three weeks (120 hours) in fulltime hospital immersion, performing a variety of clinical activities and learning experiences which vary based on the site location. This model is currently proving impractical for many sites due to COVID-19 social distancing restrictions. A second challenge to the typical IPPE 307 rotation is student involvement in meaningful clinical activities.

COVID-19 restrictions have also changed the workflow at many sites, which makes student inclusion more difficult.

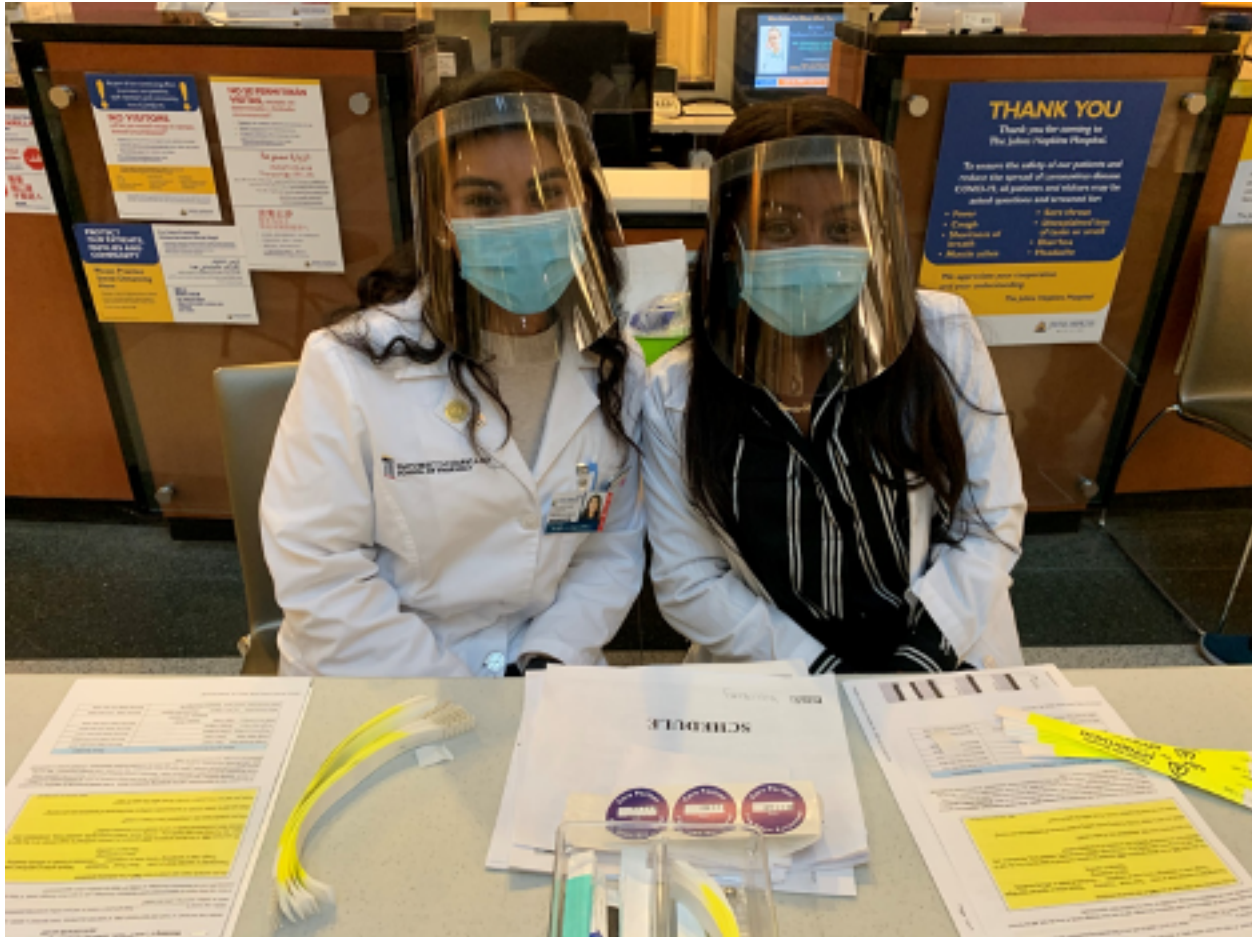
Through a process of creative collaboration, these three pharmacists created a new working model for the IPPE 307 rotation, which has proved to be highly successful and well received by both the students involved and the Hopkins locations hosting them. During this modified rotation, students used an online scheduling system to sign up for designated shifts at the hospital. These shifts could be scheduled any time from mid-October through mid-December, allowing the hospital to only have students on site during times of clinical need and preventing overcrowding issues. From the student perspective, this flexible scheduling allowed for work and school activities to continue around the rotation experience.

This past semester, eight School of Pharmacy IPPE 307 students rotated through the influenza clinic and the oncology clinic at Johns Hopkins in this new rotation model. Each student spent a total of 60 hours vaccinating staff members at the hospital influenza clinic, with an average of 60 to 100 vaccinations occurring per day. An additional 40 student hours were spent screening patients and visitors for signs and symptoms of COVID-19 at the oncology clinic location, with an average of 100 screenings per day. The remainder of the rotation hours were spent performing in-person and virtual clinical shadowing and scheduled medication safety sessions with Dr. Feemster at the Johns Hopkins location.

IPPE 307 Students Conducting Covid-19 Screenings

As I spoke with the collaborating pharmacists about their satisfaction with the innovative rotation structure, all three of them were very positive about the experience. The ability to schedule students in shifts over a longitudinal time frame ensured that the students would have meaningful activities during their time at the hospital and allowed for social distancing parameters to be met. The precepting pharmacists felt that the student presence was helpful in fulfilling the screening and vaccination requirements of the hospital and were pleased that the students had the time during the rotation experience to become self-sufficient in these tasks.

The students were also highly appreciative and satisfied with this modified rotation structure. P3 student Andrew SyBing noted that he was able to observe a variety of pharmacists and health care providers and had the opportunity to administer more than 200 flu shots during the experience. Sapna Basappa, another P3 student, felt that the COVID-19 screening shifts gave her a high level of experience in direct patient interactions as she had to comfort some family members at the clinic and turn some away because of presenting symptoms. Finally, Anyen Fon, another student who participated in this new rotation, summed up the experience by stating, "It was truly a rewarding experience despite a global pandemic, virtual learning, and changing times."



As COVID-19 continues to influence hospital scheduling and protocols, innovative preceptors like Drs. Ross, Fu, and Feemster demonstrate how collaboration and innovation can help modify existing pharmacy experiences so that effective student inclusion is productive, rewarding, and safe for the site as well as the students.

Dr. Lyon can be reached at jlyon@rx.umaryland.edu.