

Maryland Mentor

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

Spring 2018

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From the Assistant Dean for Experiential Learning

Dear Preceptors,

Preceptor development is an important component of the School of Pharmacy's experiential learning program. The majority of pharmacy schools offer preceptor development, and preceptor training as a requirement is increasing nationally. The School recently implemented a requirement for continuing education related to precepting upon clinical appointment as a preceptor and upon reappointment.



The School of Pharmacy offers several training opportunities, including webinars, online learning modules, and live educational seminars. A popular continuing education program is our Academy of Preceptors, which is held annually in the spring. This year's event is on April 19, with Katy Pincus, PharmD, an assistant professor of pharmacy practice and science at the School of Pharmacy, as the keynote speaker. Dr. Pincus was the 2017 Faculty Preceptor of the Year, a distinction awarded to her by the 2017 graduating class. You may register for the event [here](#). This year, we will announce our 2018 Preceptors of the Year at this event.

Additional development activities can be found on the ELP [website](#). New to the offerings are modules detailing the ACPE accreditation standards as well as an introduction to the Pharmacist Patient Care Process. Over the next year, we plan to expand our online educational opportunities as well as provide additional educational formats in an effort to meet a variety of learning styles.

The Academy of Preceptors dinner and program provides an opportunity for the ELP to say thank you for all that you do for our students. We hope to see you there!

Sincerely,

Agnes Ann Feemster, PharmD, BCPS
Assistant Dean, Experiential Learning Program
Assistant Professor, Department of Pharmacy Practice and Science
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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
- Supplying your Social Security number 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 through the University's Health Sciences and Human Services Library (HS/HS�). **Access is limited to School of Pharmacy preceptors who are scheduled to take a student for at least one block in the 2018-2019 academic year.** If you have questions, please contact Alexa Mayo at amayo@hshsl.umaryland.edu or 410-706-1316.

Preceptor News

Joshana Goga, PharmD, BCPP, LSSGB, clinical pharmacy program manager at Sheppard Pratt Health System, submitted "Lean Methodology Improves Opioid Use for Chronic Pain Among Elderly in an Acute Care Unit" to the Maryland Patient Safety Center's Minogue Awards, and her submission was selected as a Top Twenty Solution. It was chosen from 77 submissions.

Continuing Education Opportunity for Preceptors

Did you know that the Food and Drug Administration (FDA) offers continuing education courses? The FDA's Center for Drug Evaluation and Research (CDER) now features several online CE courses, including "FDA's Role in Public Health: Drug Efficacy, Safety, Quality, and Beyond," "FDA Overview of Biosimilar Products," and "Leveraging Health Literacy and Patient Preferences to Reduce Hypoglycemia Events in Patients with Type 2 Diabetes." The courses provide 1.0 to 1.5 ACPE Contact Hours for pharmacists.

The courses, found at: <http://www.fda.gov/cderlearn> are available to pharmacists and other health care practitioners, so pass the opportunity on to colleagues. The site also lists several courses that do not offer CE credit.

Annual Academy of Preceptors Dinner

The annual Academy of Preceptors Dinner will be held on Thursday, April 19, 2018, at both the Baltimore and Shady Grove campuses. The topic for the CE presentation is "Framing the Experience: Setting Expectations," and will be presented by Katy Pincus, PharmD, MBA, an assistant professor of pharmacy practice and science at the School of Pharmacy.

A buffet dinner will start at 5:30 p.m., with the presentation starting promptly at 6:15 p.m. In response to feedback from previous dinners, the presentation will be 90 minutes, and the event will finish at 7:45 p.m.

Our preceptors may attend the event at no charge, but registration is required. You may register for the event [here](#).

We look forward to seeing you at the dinner!

We welcome the following newly appointed preceptors:

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|------------------------|------------------------|
| • Andrew Wang | • Jonathan Ford |
| • Beril Bernardelli | • Joshua Cahill |
| • Claire LEOCHA | • Justin Lawson |
| • Dawit LaKew | • Jo Wallin-Wais |
| • Deborah Parker | • Lauren Lyles |
| • Dehali Bandyopadhyay | • Mary Banoub |
| • Fady Sadek Mary Li | • Melinda Lee |
| • Gloria Kang | • Michelle Adamczyk |
| • Hanieh Afkhami | • Nephthalee Edmond |
| • Hank Hoang | • Robbie Jean Hartwell |
| • Hansong Chen | • Robyn Hunt |
| • Ifeoma Ejiogu | • Sara Roach |
| • Jacqueline Hartford | • Scott Janiczak |
| • Jamie Johnson | • Shannon Osborne |
| • Jennifer Wilson | • Shannon Grogg |
| • Jessica Hagy | |

Focus on Policy

This issue's policy focus is on the preceptor reappointment process. Preceptor appointments for the University of Maryland School of Pharmacy Experiential Learning Program are granted for a term of up to five years. Pharmacists wishing to continue as preceptors after five years are required to renew their appointments.

Earlier this year, the ELP Office initiated the reappointment process for all preceptors with appointments that end June 30, 2018. Preceptors wishing to continue to serve must submit the following documentation to the CORE ELMS system:

- A copy of the preceptor's current CV
- Evidence of completion of a minimum of two hours of continuing education (CE) related to precepting pharmacy students. The CE credits must have been received within the last year.

Reappointment letters will be emailed to all preceptors completing the requirements later this year.

Those preceptors wishing to discontinue serving as preceptors should notify the ELP Office at elp@rx.umaryland.edu as soon as possible.

Should you have any questions about the preceptor reappointment process, please contact the ELP Office at elp@rx.umaryland.edu or (410) 706-2432.

New Staff Member

We would like to welcome Joanna Lyon, PharmD, MEd, MHS, CHES, BCGP, to the ELP team. Dr. Lyon joins us as a clinical pharmacist with MedStar National Rehabilitation Hospital. Her responsibilities include coordination and oversight of a student managed transition of care program, experiential site recruitment, preceptor development, and quality assurance of our experiential training program.

Dr. Lyon received a Master's degree in education from the University of Maryland, University College; a Master's degree in health science from the University of Central Arkansas, and a Doctor of Pharmacy degree from Shenandoah University. She is a Certified Health Education Specialist and a Board Certified Geriatric Pharmacy Specialist. Dr. Lyon has more than 10 years of experience in the creation and implementation of curriculum and educational programs. She has a professional interest in genomics and personalized medicine.

Dr. Lyon may be reached via email at jlyon@rx.umaryland.edu.

Instructor Insights

By Joanna Lyon, PharmD, BCGP

In today's high production pharmacy environment, many practicing pharmacists have felt the pressure of meeting increased work demands with reduced resources. Some concerns associated with this current lean approach to pharmacy are the physical and emotional strains placed on practitioners. In addition, there is reduced time for clinical and therapeutic decision-making processes with a corresponding risk for medication errors. A recent article in the *American Journal of Health-System Pharmacy* discusses current pharmacist work conditions and highlights practitioner burnout as a critical concern in this type of high production professional environment. According to Bridgeman et al., occupational burnout can result in negative interpersonal interactions, emotional exhaustion, apathy about work issues, and depression. Pharmacist burnout is related in this article to an overall decrease in work satisfaction and performance¹.

To connect this concept of professional burnout with the potential demands and duties of a pharmacy preceptor, it becomes important to consider how to transform the role of a rotation student from an added responsibility to that of a pharmacy extender. An effective pharmacy extender is a student who is utilized to perform meaningful and necessary workflow tasks on a regular basis with a low level of supervision. Even if these pharmacy extending tasks only comprise a small portion of what a student performs, this consistent workflow support over the course of the rotation not only offsets the time spent mentoring this student, but is one effective strategy to compensate for the limited personnel and resources that lead to burnout.

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A current article addressing pharmacy burnout from the *American Journal of Pharmaceutical Education* provides some insight into the task categories that a preceptor should focus on when selecting pharmacy extending activities for students. In an assessment of burnout risks, El-Ibiary et al. determined that the top five workflow stressors that most contribute to pharmacist burnout include lack of time, interruptions, paperwork demands, time deadlines, and latest information in the profession². These five workflow stressors can be kept as a reference when initially selecting tasks for student assignment.

Practically, there are several key concepts associated with the effective transformation of an APPE or IPPE rotational block into a functional pharmacy extending position.

1. Identify tasks in the pharmacy that are time consuming, occur on a daily basis, and fit into one of the top five burnout associated stressors. Depending on the pharmacy environment, these tasks can range from filling pillboxes, pulling expired medications and compounding, to more complex tasks such as preparing a medication reconciliation, performing discharge counseling, and drug interaction workups.

2. Create a specific way to train the student in this pharmacy extending task. This training can utilize any format, but it should be created before the rotation begins and be standardized. Training can range from a simple demonstration to more complex written procedures or YouTube videos. Consistency among students and standardization is the key.

3. Have the student perform this training before the rotation begins. If the training involves an online or paper component, this can be provided to the participating pharmacy school so the student can access it before the first day of the rotation. By mandating a pre-training, the greatest amount of pharmacy extending assistance can be gained from each rotational student.

4. Competency test the student on this task. Testing the student for a minimal competency should occur at the rotation site. Ideally, the student will complete the majority of the training before the rotation begins (either through a written or electronic source), with a standardized test of competency performed on the first day of the rotation. This process does not need to be complex. For example, a formula and procedure for compounding magic mouthwash is provided to the pharmacy school as the pre-rotation training. The student is asked to compound this product in front of the preceptor on the first day of the rotation.

5. Determine how the student will be supervised. Once the student is deemed competent, there should be a clear and standardized means for task supervision. Again, this does not need to be complex or time consuming. It is best to choose pharmacy extending tasks that will require minimal supervision or already have a built in second check associated with them. This second check can serve as the supervision component.

With a minimal amount of thought and pre-planning, a pharmacy preceptor can effectively assign necessary workflow tasks to pharmacy students in a standardized manner to help meet the ever-increasing demands of the pharmacy profession and assist in the prevention of professional burnout.

1. Bridgeman PJ, Bridgeman MB, Barone J. Burnout syndrome among healthcare professionals. *American Journal of Health-System Pharmacy*. 2018;75(3):147-152. doi:10.2146/ajhp170460.

2. El-Ibiary SY, Yam L, Lee KC. Assessment of burnout and associated risk factors among pharmacy practice faculty in the United States. *American Journal of Pharmaceutical Education*. 2017;81(4):75. doi:10.5688/ajpe81475.

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

Student Rotation News

Due to the hurricane that hit Puerto Rico in the fall of 2017, the School of Pharmacy was pleased to welcome students Natcha Vicente and Valeria Salgado from the University of Puerto Rico. Valeria and Natcha both completed their rotations at Walgreens in Mercy Medical Center with Matthew Perry, PharmD. Here is what both students share about their rotation experience:

"After the passing of Hurricane María through Puerto Rico, there was a lot of uncertainty on what our immediate futures would look like. As fourth year students, we feared that these past few years of hard work and intense studying would come to a halt without a concrete path toward completing our goals. The first few days after the storm, there was too much chaos going on around me to actually voice my concerns over something that at that moment felt so selfish, like finishing my degree. I have to admit that I did not expect the schools of pharmacy located in mainland USA to open their doors to us and help us finish our final rotation year. UMB became my second home during two rotations, community pharmacy and a PCOR and CER elective.

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Valeria Salgado from the University of Puerto Rico

"I never imagined that I was going to have the chance to do my community pharmacy APPE in Baltimore. But Hurricane Maria made sure to shake up our island, our rotation sites, and all our plans. While feeling incredibly grateful for the opportunity offered by the University of Maryland, I couldn't help but feel nervous at first. However, the moment I stepped into Walgreens at Mercy Medical Center, Dr. Perry and his team made sure I felt welcomed. Saying that community pharmacy in Puerto Rico is different than in Maryland is an understatement. The transferring of prescriptions is not common back home, and phoned-in prescriptions do not exist! Every day I learn something new, and it is very interesting to see how medications vary between my patients now and the ones I had back in Puerto Rico. It wasn't easy accepting this challenge while leaving my family in the literal dark, but I've had a lot of fun interacting with the patients, with the team, and exploring Baltimore. I will be forever thankful to the University of Maryland and everyone who made this possible. ¡Gracias!" - Natcha Vicente

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Having done all my previous practices and patient counseling in Spanish, there was a steep learning curve I was determined to beat. The staff at Walgreens in Mercy Medical Center were kind and reassuring, and I could not have asked for better preceptors. For my second rotation in Baltimore, I would be completing an elective in which I had little experience - research. Thankfully, the PATIENTS Program team opened their doors and encouraged me to find my inner researcher. During my rotation, I got to sit down and learn about all the different projects that are going on and, with the guidance of my mentors, completed a project of my own, examining current practices for patient centered medical homes in Puerto Rico.

Looking back now, both experiences were rewarding and filled with professional and personal growth that will help me in my future endeavors as a pharmacist. It's rewarding to look back and realize that so many good things came out of such a tragic event like the passing of Hurricane María through Puerto Rico. This is definitely not the fourth year I had planned, but it is one filled with unforeseen challenges and opportunities that will always be a part of me." - Valeria Salgado



Natcha is second from the right and, her preceptor, Dr. Perry, is third from the right.

Fourth-year student Matthew Levit (in the photo) and three other PharmD students participated in a rotation experience at Ewha Woman's University College of Pharmacy in Seoul, South Korea.

