

Maryland Mentor

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

Winter 2019

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From the Assistant Dean for Experiential Learning

Dear Preceptors,

Happy New Year! It is a busy time of year for the Experiential Learning Program (ELP) as students are beginning to make their rotation selections for the 2019-2020 academic year. In order to aid them in their decision making process, please update your rotation specific information in CORE ELMS. Information on unique aspects of your site, expected work hours and days, and any other details that are specific to the experience are important to include in the CORE ELMS description.



This past year a record number of new preceptors were appointed, resulting in nearly 800 active preceptors. We also experienced a surge in sites participating in the clinical track program for both the health-system and community tracks. These opportunities are viewed favorably by the students as well as by the site coordinators, according to a recent survey of clinical track participants. All respondents indicated that they would recommend participation in the clinical track and that participation was beneficial.

In addition to the growth in our clinical track program, we also expanded our international placements over the past year. Students traveled to every continent, except Antarctica, to experience pharmacy practice in a different culture. While these experiences are very rewarding to our students, they have also proven to be worthwhile to our international hosts. Students participated in a variety of research projects, quality improvement initiatives, and other efforts to advance pharmacy practice. Given the very positive responses, next year we will offer elective introductory rotations in addition to advanced practice rotations outside of the United States.

We wish you a new year filled with happiness, good health, and success and look forward to the new opportunities that 2019 will bring!

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 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 2018-2019 academic year.** If you would like to take advantage of this benefit, please contact LaTia Few at lfew@rx.umaryland.edu for more details.

Availability Submission

Preceptor availability submission for the 2019-2020 rising P3 and P4 students is now open in CORE ELMS.

You may now enter your availability in CORE ELMS for the 2019-2020 rotation year for:

- Rising P3 students
 - IPPE 300 (4 weeks) - Introduction to Community Pharmacy Practice and Patient Care
 - IPPE 307 (3 weeks) – Quality and Safety in Health-System Pharmacy Practice
- Rising P4 students
 - APEX
 - APPC
 - APPE
 - APPE 450 Ambulatory Care (5 weeks 200 hrs.)

Availability submission will remain open until **Friday, Jan. 11, 2019**. You may make changes to your availability until that date. If you need to make changes after that date, please contact Nate Thomas at nathaniel.thomas@rx.umaryland.edu.

Preceptor Evaluation Compliance

Thank you for precepting University of Maryland School of Pharmacy students. A critical component of precepting is the delivery of timely feedback to students. One of the most important forms of feedback is the final evaluation. Ideally, the final evaluation is completed face-to-face with each student on the last day of the rotation; however, we recognize that a face-to-face meeting is not always possible. Therefore, we ask our preceptors to complete final evaluations within one week of the end of the rotation block. Evaluations which are completed more than seven days after the rotation ends are considered late.

Per Accreditation Council for Pharmacy Education (ACPE) standards, all schools of pharmacy must ensure the quality of their preceptors. One of the markers of quality is completion of experiential learning program requirements, which includes timely submission of student final evaluations. As part of a more robust quality assurance program, the ELP Office has been monitoring and continues to monitor on-time completion of evaluations at the individual preceptor level.

For the first half of the 2018-2019 school year, which includes APPE Blocks 1 – 5, IPPE 300 Blocks 1 – 3, IPPE 307 Blocks 1 – 5, and IPPE 100 rotations, the percentage of evaluations that were submitted late (more than seven days after the end of the rotation block) is significantly lower than the same period in past years. The percentage of late evaluations has decreased from 26% in the 2016-2017 school year to 13% this year.

The ELP Office thanks you for completing your evaluations in a timely manner. Our students depend on timely feedback throughout the rotation experience, and completion of the final evaluation is a critical component of all rotations. We will continue to monitor final evaluation compliance as part of our preceptor development initiatives and will notify preceptors who are found to be out of compliance.

Preceptors News

Genevieve Regal, PharmD, HC-MBA, was named a 2018 Leading Woman of Baltimore by the *Daily Record*. Leading Women recognizes women age 40 and under for the tremendous accomplishments they have made so far in their career. They were judged on professional experience, community involvement, and a commitment to inspiring change.

Instructor Insights

Including and Challenging Students at Rotational Sites

By Joanna Lyon, PharmD, BCGP

One of the biggest challenges faced by many preceptors is determining how much responsibility can and should be given to a rotational student. Although some shadowing time initially is important, at what point during the rotation does the student step into performing higher-level tasks? What is the best way to determine how high level these student tasks should be? Although each rotational setting and student is different, the following list includes some general guidelines that are a basic tool to assist with this challenging process.

1. Ask the student his/her goals: Does this student have personal goals such as pursuing a residency, a fellowship or a publication? If so, the likelihood that s/he will have an internal motivation to accomplish a CV worthy activity during your rotation is much greater. I always start the first day of the rotation by feeling out each student's own goals and interests. Then I try to tailor a project that aligns with these goals and still meets the needs of my hospital site. I find this approach gets the most student self-motivation for a rotation project.

2. Start her/him on simple tasks right away: Although the student may start the first week by primarily shadowing other pharmacists and techs, have a simple task that s/he can start independently by day two. I find that training the student early with some autonomous work sets the stage for more successfully adding on tasks of greater complexity as the rotation progresses.

3. Stretch the student with a task to test ability level: This step is important. You may get a student who seems ambitious and promising, but before assigning a challenging task that involves many high level steps, test out the student on a quick task and see how s/he does. I have found that the eager attitude of a student does not always correlate with ability or follow through. In addition, how many students you have on the rotation matters. If you have several students to carry the workload, you can assign a more complex task, but if you only have one, this test assignment is more critical.

4. Never put the student in an uncomfortable situation: In general, students do not learn or perform at their peak when they are uncomfortable. I know some preceptors like to put pressure on students in a variety of environments in order to attempt to improve performance. I personally have never seen this strategy produce better results or learning than a student who is paced at an appropriate manner for his/her ability level.

5. Push him/her a little: Not to negate point number four, but once you learn the aptitude and interest of the student, it is important to put a challenge in front of the student. This student is with you to learn and be stretched, but this growth is to be performed under the protection and oversight of the preceptor.

6. Praise and give credit: One of the biggest ways I motivate my students to perform at a higher level is to praise them and give credit for their work. I have found that this is one of the single most effective ways to create internal motivation.

7. Know when the student is not capable: As defeatist as it sounds, there are simply some students who are not as motivated or competent as others. Many seasoned preceptors will share examples of students who were very capable and accomplished at high level tasks, yet in almost the same breath, talk about the student who accomplished nothing on a rotation. Do not take this as a personal failure. Some students simply are not going to perform complex and high level tasks during their rotation. The goal is to discern this early on before both you and the student waste time and get frustrated. Keep this student occupied with lower level tasks that are within her/his ability level and keep the remainder of the rotation positive.

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

We welcome the following newly appointed preceptors:

- Ahmed Anwar
- Aliyah Horton
- Anastasia Hoover
- Anna Espeland
- Brittany Mech
- Deborah Sarama
- Diana Stewart
- Emmanuel Tesfaye
- Karen Fond
- Lakshmi Singh
- Lauren Carroll
- Lenna Israbian Jamgochian
- Linda Nguyen
- Lisa Parsons
- Lois Lee
- Megan Tomas
- Racquel Reese
- Ryan Nottingham
- Sarah Youssef
- Sari Freedman
- Sohani DiBlasi
- Tamela McGraw
- Thomas Smoot
- Yevgeniya Kogan

Student Rotation News

The School of Pharmacy is very proud to have an exchange partnership with the University of Camerino in Italy, where fourth-year PharmD student Sylvain Tanemossu (center in the below picture) had the opportunity to learn in a medical oncology environment.

Here is what Sylvain had to share about his rotation experience.

"Going to Italy, I had no idea of where I was going or what I was heading into, despite the assurances of Dr. Feemster, who traveled there prior to the start of my rotation. All my fears and doubt disappeared when I saw my preceptor, who came to the airport to welcome me. He introduced me to the entire pharmacy team at the hospital. I felt very welcomed. From the oncology team with the wonderful automation of chemotherapy drugs preparation to the outpatient pharmacy team, via the pediatric hospital and the automation of TPN preparations, it was a blast. Special thanks to the director of pharmacy distribution, who took me through the ordering and distribution processes, complying with the AIFA (the Italian Agency of Drug regulation), and getting me familiar with Italian laws and regulations. It was five intense weeks, but I still had time to travel and discover the beauty of Milan, Rome, and Venice. Overall, it was a great experience."

