

Maryland Mentor

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

Summer 2024

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ISSUE

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From the Assistant Dean for Experiential Learning

Dear Preceptors,

It feels like this very hot Maryland summer is flying by! I hope you have plans to cool off, relax, and unwind this summer before getting back into your usual routines. The University of Maryland School of Pharmacy's (UMSOP) Office of Experiential Learning (ELP) has been busy the past few months getting the 2024-2025 rotation cycle off to a smooth start. We have begun to evaluate our processes and procedures to identify strengths and opportunities. We will be comprehensively updating the ELP student and preceptor manuals this year, with a goal to provide you with a new version in 2025.



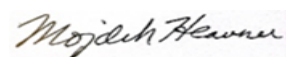
A big update I would like to share with you is that the Accreditation Council for Pharmacy Education (ACPE) Board of Directors has approved the Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (i.e. Standards 2025). The Standards 2025 will be in effect July 1, 2025, and all accredited programs must comply with the new standards by that date. A major change is that while requirements related to experiential education were broken down between several smaller standards in the Standards 2016, this iteration has all relevant requirements compiled into Standard 3: "Experiential Learning." This is exciting because I feel that the new standards now put even greater emphasis on the importance of the work done by ELP and the invaluable contributions of our preceptors. Experiential education is a core, irreplaceable component of the Doctor of Pharmacy (PharmD) curriculum.

As a reminder, the PharmD M-Pact curriculum will go into effect with the P1 Class of 2026. The plan for this curriculum reimagination was first introduced to you by Dr. Agnes Ann Feemster in the Fall 2023 issue of Maryland Mentor. ELP, with input from several preceptors, faculty, and students, is developing comprehensive plans for implementation, and I will share information as available.

Lastly, I want you to be aware that Daniel Mansour, PharmD, AGSF, BCGP, FASCP, has left the ELP office to focus more on his work with the School of Pharmacy's Peter Lamy Center on Drug Therapy and Aging. I am immensely grateful to Dr. Mansour for his contributions over the years. He assisted our team with preceptor onboarding and site visits and contributed many wonderful articles to Maryland Mentor.

I hope that you enjoy this issue of Maryland Mentor, in which we share preceptor updates from Drs. Jessica Frasier and Jenora Parker, a student update from the perspective of several exchange students from the Sri Ramachandra Institute, and a piece on the power of intentional reflection. We hope the information we share with you in this newsletter helps you stay engaged with our office and supports you in your role as a UMSOP preceptor. If you have ideas for future newsletter topics, are interested in writing or co-writing a piece, or you have news to share, please reach out via elp@rx.umaryland.edu.

Warm regards,

A handwritten signature in cursive that reads "Mojdeh Heavner".

Mojdeh Heavner, PharmD, BCCCP, FCCM, FCCP
Assistant Dean for Experiential Learning
Associate Professor of Practice, Sciences, and Health Outcomes Research
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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
- 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 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.

We welcome the following newly appointed preceptors:

- | | | |
|--------------------|--------------------|---------------------|
| • Adwoa Nyame | • Favour Eluma | • Matthew Rosenberg |
| • Bao Khoa Nguyen | • Gerald Overman | • Melissa Carocci |
| • Caroline Crossey | • James Matis | • Michael Plazak |
| • Claude Manjo | • Kaitlyn Legg | • Nada Yassein |
| • Dina Wolfe | • Kenneth Saunders | • Oluwakemi Akinola |

Focus on Policy

For your reference, the Standards 2025 were released on July 1, 2024. ACPE-accredited schools of pharmacy have one year to implement the changes.

Changes in the updated standards that pertain to ELP are as follows:

Standard 3: Experiential Learning (includes Standards 12, 13, 20, and 22 from the 2016 version)

- 3.1.a – Added “via an approved process” for IPPE exemptions.
- 3.1.b – Revised to emphasize that IPPEs should occur throughout the curriculum in both community-based and institutional-based settings. Removed the term “health-system.”
- 3.2.a – Revised language to emphasize that APPEs expose students to patients across the patient spectrum, including those who are neurodivergent. Duplicative wording was eliminated.
- 3.2.b – The 480-hour limitation for APPEs outside of the U.S. was eliminated.
- 3.2.d – The interprofessional requirement was removed from the ambulatory care APPE. An additional sentence was added - “The majority of required APPEs must involve interprofessional communication and collaboration.
- 3.2.e – An additional qualifier was added stating that the 320 APPE hours of non-direct patient care are relative to the 1440 hours.
- 3.3.b – Academic was removed from the preceptor credentials.
- 3.3.e – Additional wording was added to the student to preceptor ratio to emphasize the ratio for each IPPEs and APPEs
- 3.4.a – Revised to ensure a sufficient quantity of sites and preceptors are available based on student enrollment.
- 3.5.a – Additional wording to include more than one professional may lead the experiential education component.
- 3.5.b – “Fully executed” replaced “signed affiliation” for affiliation agreements.

More information is to come on how we will implement these changes at UMSOP.

Preceptor News

Shaping the Future: A Commitment to Student Education at Hereford Pharmacy By: Jessica Frasier, PharmD, and Tuan Huynh, PharmD

Jessica Frasier, PharmD '20, a clinical staff pharmacist at Hereford Pharmacy, was inspired to become a preceptor by her own experiential experiences at the University of Maryland School of Pharmacy. The impactful guidance and mentorship she received from her preceptors left a lasting impression. Jessica recalls, “There were preceptors who were clearly dedicated to making my experience fulfilling and meaningful in the

short time I was there. These preceptors who truly prioritized their students made a huge impact on me and inspired my desire to become a preceptor myself.”

At Hereford Pharmacy, Jessica provides students with a dynamic and elevated learning environment. “Working in a community pharmacy setting, I understand that there is a spectrum of how engaging a community rotation may be. Hereford Pharmacy offers many clinical services beyond dispensing medications that serve as an amazing opportunity for students to see what community pharmacy is really about,” she explains. Her passion is evident in the diverse opportunities she provides for students to practice at the top of their license. Her students are actively involved in Medication Therapy Management, conducting Comprehensive Medication Reviews and supporting Targeted Intervention Programs. They also compound medications, administer immunizations, and perform travel consultations, point-of-care testing, and health screenings. Additionally, students have the unique chance to deliver educational presentations in collaboration with local organizations. The independent nature of Hereford Pharmacy also allows students to gain hands-on experience in the business aspects of pharmacy ownership and management.



Left to right: Drs. Jessica Frasier, Tuan Huynh, and Keith Pfaff

Hereford Pharmacy, celebrating its 50th anniversary this summer and marking its 2 millionth prescription on June 10, has a rich history of serving its community. Established in 1974 in a small farm town, the pharmacy continues to thrive, attracting patients from far and wide. Despite being located 30 minutes away for some, Hereford Pharmacy remains the closest and most trusted option for its community. Looking ahead, Jessica and her team aspire to be recognized as a comprehensive health resource, leveraging their extensive knowledge to optimize the health of their community. “Our goal is to make our community aware of that and expand on the deep connection we already have with our patients,” Jessica shares.

Leading with Diversity: A Preceptor’s Commitment

By: Jenora Parker, PharmD, and Tuan Huynh, PharmD

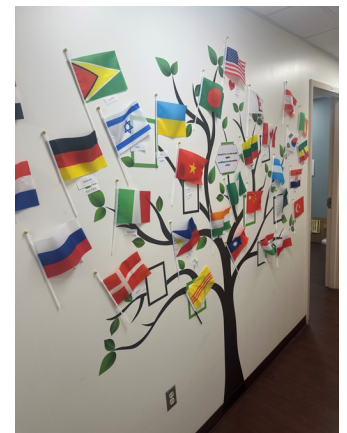


Left to right: Drs. Roman Kruglyanskiy, Jenora Parker, Kenneth Pahr, and Tuan Huynh

At Greater Baltimore Medical Center (GBMC), Jenora Parker, PharmD '05, the specialty pharmacy manager, provides students with elevated educational rotations. Through a shared-experience model, she goes beyond guiding students through dispensing and medication counseling and dives deep into business management, specialty pharmacy operations, and clinical knowledge, ensuring students are well-prepared for their future roles in the pharmacy field.

Furthermore, Jenora and her pharmacy leadership team are dedicated to fostering a diverse, equitable, and inclusive environment at GBMC. They celebrate the diversity of their pharmacy teams, composed of individuals from multiple cultural backgrounds, and create an inclusive atmosphere where every team member and student feels valued and empowered.

Their focus on DEI not only enriches the educational experience but also prepares students to serve a diverse patient population effectively, showcasing the importance of cultural competence in health care.



Global Excellence: University of Maryland School of Pharmacy's Unique Approach to International Experiential Learning

By: Nathaniel Thomas

"I recently completed a five-week rotation at UMMC, significantly advancing my practical skills and theoretical knowledge in pharmacy."

Jeeva Manimekalai

The Experiential Learning Program at the University of Maryland School of Pharmacy recently had the pleasure of hosting three students from Sri Ramachandra Institute in India as part of an international rotation exchange program. Jeeva Manimekalai, Risha Shanmugam, and Nithish Rajaram spent five weeks at the University of Maryland Medical Center (UMMC) gaining insight and exposure to U.S. healthcare system and clinical practice. Supported by their preceptors, Dr. Thomas Laudone in Emergency Medicine and Dr. Kaitlin Landolf in Critical Care, they experienced firsthand the intricacies of hospital operations and pharmacy clinical practice. Manimekalai shared, "My recent rotation at UMMC significantly advanced my practical skills and theoretical knowledge in pharmacy. The hospital's environment was highly conducive to learning, with a supportive and collaborative atmosphere that fostered professional growth. The staff's hospitality and willingness to share their expertise made the experience both enriching and enjoyable." Expressing appreciation for the unique opportunity, he said, "I am deeply grateful to my preceptor Kaitlin Landolf and the University of Maryland School of Pharmacy Experiential Learning team for their support and guidance. This experience has greatly enriched my educational journey and prepared me for a future career in pharmacy."



Left to right: LaTia Few, Dr. Mojdeh Heavner, Nithish Rajaram, Jeeva Manimekalai, Risha Shanmugam, Dr. Tuan Huynh, and Nate Thomas.

Building Global Connections



Left to right: Jeeva Manimekalai, Dr. Kaitlin Landolf, and Risha Shanmugam.

The international rotation exchange program benefits our visiting pharmacy students and enriches our own preceptors by fostering a broader understanding of global health care. Our preceptors are instrumental in providing comprehensive learning experiences that showcase the U.S. health care landscape and foster an appreciation for various health care models and practices. These diverse opportunities further prepare students to become more adaptable and knowledgeable professionals. The success of our exchange program highlights the value of our international collaborations in pharmacy education. The School's Experiential Learning Program remains committed to fostering these experiences and looks forward to continuing the partnership with the Sri Ramachandra Institute and other international institutions to promote student learning from a global perspective in pharmacy practice.

Career, Leadership, and Professional Corner

Crafting the Path: The Power of Intentional Reflection on the Pharmacy Student Journey

By: Tuan Huynh, PharmD

“I believe every moment is a building block and another step in your journey to being who you are meant to be, and who you are meant to become.” – Oprah Winfrey

In the fast-paced world of pharmacy education, it's easy for students to get caught up in the daily grind of their coursework, rotations, and professional responsibilities. As preceptors and educators, we are entrusted to help our students achieve their goals and realize their vision for themselves. We need to remind our learners to take a step back, breathe, reflect on their core values, and envision their future selves. Encouraging mindfulness and intentional interactions during rotations can foster both personal and professional growth in our students.

The Power of Reflection

Reflection allows students to process their pharmacy training, align their experiences with their values, and plan for their future. Taking time to reflect gives learners the opportunity to gain deeper insights into their strengths, areas for improvement, and the impact they want to make in their pharmacy career. So how can we help support a culture of reflection and growth? Here are a few suggestions to incorporate during rotations:

- 1. Have a discussion on identifying core values** - core values are the guiding principles that shape decisions and actions. Identifying these values can help students better realize which area of pharmacy would align with their career goal. Let them take a moment to think about what is most important to them in their professional and personal life. Is it compassion, curiosity, innovation, or lifelong learning? Have students write these values down at the beginning of the rotation and revisit them to see if they evolve during the experience.
- 2. Encourage students to have a “Reflection Routine”**- whether it's daily, weekly, or monthly, have students set aside time to journal, meditate, or simply think about recent experiences. Have them think on what went well, what challenges they faced, and how these experiences align or affect their core values.
- 3. Support mentorship** - engaging with mentors and peers allows students to gain career knowledge, develop interpersonal skills, increase self-awareness, broaden their perspective, and gives an opportunity to network/relationship build.
- 4. Nurture intentional goal setting** - have learners set specific, actionable goals that align with their vision of a future career. These goals should be realistic and relevant. Then have them break these goals into manageable steps organized into an adaptable timeline.
- 5. Embrace challenges as opportunities** - have students reflect on what each challenge teaches them. These moments contribute to their growth and can further define their pharmacy journey. Shifting to this mindset can transform difficult experiences into valuable learning experiences.
- 6. Visualize their future** - take time to help students envision where they want to be in the future. What does their ideal career look like? How do they want to impact the field of pharmacy? Visualization is a powerful tool to motivate and guide them. Have them create a vision board of their future self to keep at the forefront of their mind.

Every moment in a pharmacy student's journey is a building block toward their future career. Encourage them to identify their core values, reflect regularly, build a network of mentors, set goals, embrace challenges, and visualize their future. By incorporating these reflective practices during rotations, students can navigate their path with intention and purpose, ultimately understanding their potential and making meaningful strides in their professional endeavors.