



American Association of  
Colleges of Pharmacy **AACP**

# AACP Annual Meeting

Chicago July 13–17, 2019

## Program Guide

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Use the **Pharmacy Education 2019 app** for the most up-to-date programming information.

### Join the Conversation!

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American Association of  
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# Welcome!

It's great to be with you in Chicago for the 2019 AACP Annual Meeting. This is the premier academic pharmacy event of the year—and it keeps getting better. During the next few days, you'll explore the role of pharmacy and pharmacy education in today's challenging healthcare landscape, learn from experts in leadership, education and science, and reconnect with colleagues and friends.

In addition to the conference app, this program is your comprehensive guide to the Annual Meeting.

## Here are a few highlights:

At the **Opening General Session** on Sunday morning, Doris Kearns Goodwin, Presidential Historian and Pulitzer Prize-winning Author, will reflect on more than 150 years of U.S. history to put into context our most recent presidency. She'll demonstrate that however fractured our modern political culture has become, our democracy is also resilient and has survived—even thrived—through troubling times in the past. Ms. Goodwin will sign copies of her book, *Leadership in Turbulent Times*, immediately following the session.

After the Opening General Session and a short break, everyone is invited to the **First Session of the House of Delegates**. AACP President-elect Todd Sorensen will discuss his vision for the future of the profession and will share key committee work for the coming year.

Be sure to join your colleagues at the **Science Plenary** on Monday. Pharmacists are increasingly being called upon to implement precision medicine in practice, but educational and training resources are limited. Dr. Julie Johnson and Dr. Kristin Wiisanen will identify strategies and tools needed to

prepare the future pharmacy workforce for a leadership role in precision medicine implementation.

On Monday afternoon, you'll hear from AACP's national communications agency as they share an update on the first year of a multi-year **national pharmacy awareness campaign**. You'll see the new campaign video and preview upcoming social media and earned media plans. Plus, learn how you can contribute your stories to the campaign in year two.

As healthcare systems shift their focus from volume to value, academic institutions must seize opportunities to establish collaborations between pharmacists and physicians. At the **Tuesday General Session**, Dr. Kari Mader will not only highlight the timely value proposition of the clinician-pharmacist partnership to improve care delivery, but how to lead efforts that create broader integration of clinical pharmacists on the frontlines of primary care. Joining her will be Dr. Andrew Morris-Singer, a primary care clinician and professional community organizer.

## Be sure to experience the new meeting features:

**More programming choices.** This year attendees can choose from a record number of special and mini-sessions, in both 60-minute and 30-minute formats.

**Bark Breaks.** Spend some time networking with your colleagues and a few furry friends! Therapy and shelter dogs will bring some warm and fuzzy "bark breaks" to the Pharmacy Education 2019 exhibit hall.

Remember, if you have questions about any aspect of the Annual Meeting, the AACP staff is happy to assist you. Stop by the Registration and Help Desk, located in the Grand Ballroom Registration Area in the East Tower, to learn more about the conference app, which is your portal to meeting programming, speaker presentations and much more. I look forward to seeing you at the **Welcome Reception**, from 6:00 p.m.–7:00 p.m. on Saturday. **Enjoy Pharmacy Education 2019!**

**Hunger Doesn't Take the Weekends Off.** Did you know 13 million kids in America don't always know when they will eat next? During the school week, these kids have access to food at their school, but what happens when school closes on Friday? AACP has partnered with **Blessings in a Backpack** to collect supplies and donations at Pharmacy Education 2019. As little as \$10 can make this weekend hunger-free for three kids. Text AACPGIVES to 44-321 to make a donation.



**David D. Allen, R.Ph., Ph.D., FASHP, FNAP, FAPhA**  
AACP President  
Dean and Professor  
Executive Director of the Research Institute of  
Pharmaceutical Sciences  
The University of Mississippi School of Pharmacy

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## Download the Pharmacy Education 2019 App!

Schedule, network and view session materials from the convenience of your mobile device with the **Pharmacy Education 2019 App**. Download the app through the App Store or Google Play, or visit our mobile site at <https://pharmed19.aacp.org/>.

### Follow us!

Facebook: [facebook.com/AACPharmacy](https://www.facebook.com/AACPharmacy)

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Use the Annual Meeting hashtag **#PharmEd19**



### Wifi

Network: **AACP19**

Password: **pharmed19**

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Please do not download live streaming video and only use one device at a time, so that we can ensure there is enough bandwidth for all registered meeting participants.



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**Visit us at Booth 109 | Attend the EHR Go User Group Meeting on Monday, July 15 at 11am**

## Connect With the Keynote

Sunday, July 14: 9:30 a.m.–10:15 a.m.  
Columbus GH (Ballroom Level, East Tower)

Meet keynote speaker and Pulitzer Prize-winning author, Doris Kearns Goodwin, as she signs copies of her book, *Leadership in Turbulent Times*, following the Opening General Session. The culmination of five decades of acclaimed studies in presidential history, this book offers an illuminating exploration into the early development, growth and exercise of leadership through the lens of the four presidents Ms. Goodwin has studied most closely—Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt and Lyndon B. Johnson.



## Make #PharmEd19 Memorable

Grab your colleagues and slow things down at the Welcome Reception Slo-Mo Booth, or catch our roving photo station at the Closing Reception! Download videos and photos to post on social media and share with your friends using #PharmEd19!



## Stop by the Trainee Poster Competition

Sunday, July 14: 4:00 p.m.–5:00 p.m.  
Riverside Exhibit Hall (Exhibit Level, East Tower)

Plug into the future of pharmacy education during the second annual trainee poster competition. Presentations will be judged onsite to find the top poster by a student pharmacist, by a graduate student, and by a resident/fellow/postdoc, each to be announced at the Tuesday General Session.

## Hunger Doesn't Take the Weekends Off



Did you know 13 million kids in America don't always know when they will eat next? During the school week, these kids have access to food at their school, but what happens when school closes on Friday? AACP has partnered with **Blessings in a Backpack** to collect supplies and donations at **Pharmacy Education 2019**, and send kids home on Fridays with backpacks full of satisfying and nutritional food for the weekend. As little as \$10 can make this weekend hunger-free for three kids. Text [AACPGIVES](#) to 44-321 to make a donation to and feed a child.

## Bark Breaks

Spend some time networking with your colleagues and a few furry friends! Therapy and shelter dogs will bring some warm and fuzzy “bark breaks” to the **Pharmacy Education 2019** Exhibit Hall across from Pearson's Booth #113.



# CE Instructions

## The deadline to submit activity session evaluations for obtaining CE credit is Saturday, August 31.

AACP is pleased to offer continuing education credits directly to members for select program sessions at the 2019 Annual Meeting. Administration of CE is handled through the online CE management program Learning Express CE (LECE). Access to LECE is via the link: <https://aacp.learningexpressce.com>.

Through LECE, licensed pharmacist attendees will register for Annual Meeting program sessions offering CE credit and complete the session evaluation, utilizing the CE “Access Code” provided by the session speakers. (Note, at the conclusion of programs offering CE credit, speakers will provide attendees a numeric “Access Code.” This code will verify attendance and is necessary to complete the session activity evaluation in LECE.) Upon successful completion of the evaluation, LECE will transmit the CE credit information to the regulatory bodies at NABP and ACPE. CE credit information will be reflected in CPE Monitor™. A certificate of CE credit completion may be printed through LECE or CPE Monitor™. Attendees will have 45 days following the meeting to complete evaluations for continuing education credit. Access to session activity evaluations in LECE will be denied after Saturday, August 31, at 11:59 p.m. ET.

**Attendees must verify that their NABP e-Profile ID and birthdate (in MM/DD format) are correctly entered into LECE and correspond with their NABP record. Failure to ensure this information is identical in both programs will jeopardize your earning CE credits.**

If you have questions regarding CE from the AACP Annual Meeting, please contact Dorothy Novilus, CPD Manager, at [dnovilus@aacp.org](mailto:dnovilus@aacp.org), or John Ressler, Director of Academic Programs, at [jressler@aacp.org](mailto:jressler@aacp.org).

The American Association of Colleges of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. Pharmacists may earn up to 21.00 hours of continuing education credits by attending the Annual Meeting and an additional 5.25 hours for the Teachers Seminar following the completion of the CE activities and corresponding CE session evaluations. Sessions are designated as either knowledge-based or application-based. A list of CPE-certified programs with their ACPE universal activity number, the number of contact hours, learning objectives and speaker information can be found throughout the program. Speakers must disclose to learners the presence or absence of relevant financial relationships with a commercial interest prior to the start of their presentation.



### New This Year:

#### Need help getting CE credit?

Visit the Learning ExpressCE™ counter at the AACP Registration and Help Desk in Grand Ballroom Registration (Ballroom Level, East Tower)!

Completion of session evaluations in LECE is necessary to generate credit for the CE activities you attend. It's easy to access LECE from your computer or mobile device—but if you need help, we're here for you. Just stop by the LECE counter—LECE staff will be there to answer questions and provide any help you need.

### How to access/manage Learning Express CE:

1. Login at: <https://aacp.learningexpressce.com/index.cfm?fa=login> or create an account with your AACP email and password if you do not have an account with LECE. (Note: if you are using Learning Express CE for the first time, you must create an account. Be sure to include your correct NABP e-Profile ID and birthdate in MM/DD format.)
2. Select “AACP 2019 Annual Meeting” under the CPD Activity column.
3. Click on the dates to view a list of the program sessions offering CE credit.
4. Click in the box in front of the sessions you attended. Once selected, scroll to the bottom of the screen and click on the “Register” button.
5. Enter or confirm your profile information and confirm your session selections.
6. A green button titled “Complete Evaluation” will appear to the right side of the session’s title for which you have registered. When you are ready to complete the session activity evaluation, click on that button.
7. In order to complete the session activity evaluation, attendees must have the “Access Code” which speakers will provide at the end of their session. You will be asked to input the access code in a pop-up window prior to completing the evaluation.
8. After completing the evaluation, click on the “Submit” button. To complete additional activity evaluations at a later time, log in to your LECE account and click on the words “Pending/Private CPD Activity” on the Menu bar. Then click on the CPD Activity, “AACP 2019 Annual Meeting.”
9. A “certificate of completion” may be printed by clicking on the words “View/Print CE Credit” on the Menu bar. Note, ACPE recognizes as valid only statements of credit generated from your NABP e-Profile account. Pharmacists should login to their NABP e-profile to access information about their completed CPE and to print a valid statement of credit if needed.

# General Information

## Meeting Space

Annual meeting programs, events and the exhibition hall will be hosted at the Hyatt Regency Chicago. Please be sure to identify the location of the session you wish to attend.

## Name Badges and Tickets

Please wear your name badge throughout the AACP Annual Meeting. It is your ticket for entry into all sessions and functions. You will not be permitted to participate in any of the events without it. Should you lose your badge or tickets during the Annual Meeting, please stop by the AACP Registration and Help Desk, located at the Hyatt Regency Chicago, Grand Ballroom Registration (Ballroom Level, East Tower).

## Poster Sessions and Abstracts

### School Posters

School posters are scheduled on Saturday, July 13, from 1:00 p.m. to 7:00 p.m. in the Hyatt Regency Chicago, Acapulco, Hong Kong, Toronto (Ballroom Level, West Tower). School poster presenters will be at their poster to discuss their work from 6:00 p.m. to 7:00 p.m. Pages 58–60 contain a listing of all posters to be presented including the title, primary author, time and number. School Poster Presenters: Please put your posters up between Noon to 1:00 p.m. on Saturday. Full abstracts can be printed from the *American Journal of Pharmaceutical Education* at [www.ajpe.org](http://www.ajpe.org).

### Research and Education Posters

Posters are scheduled in three sessions on Sunday, July 14, and Monday, July 15, in the Hyatt Regency Chicago, Riverside Exhibit Hall (Exhibit Level, East Tower):

- Session 1: Sunday, July 14, 3:30 p.m.–6:30 p.m.
- Session 2 Monday, July 15, 9:00 a.m.–10:30 a.m.
- Session 3: Monday, July 15, Noon–1:30 p.m.

Authors will be available from 4:00 p.m. to 5:00 p.m. during Poster Session 1, 9:30 a.m. to 10:30 a.m. during Poster Session 2 and Noon to 1:00 p.m. during Poster Session 3. Pages 61–79 contain a listing of all posters to be presented, including the title, primary author, time and number. Full abstracts can be printed from the *American Journal of Pharmaceutical Education*, Volume 83, Issue 5, at [www.ajpe.org](http://www.ajpe.org).

A trainee poster competition featuring presentations by student pharmacists, graduate students, residents, fellows and postdocs will take place during Poster Session 1. Multidisciplinary teams will judge the posters and presentations from 4:00 p.m. to 5:00 p.m., and winners will be announced during the Tuesday General Session.

Additional posters being presented by student pharmacists, graduate students, residents or fellows not participating in the poster competition will be highlighted in the program and in the exhibit hall with a ribbon.

## Spouse and Guest Hospitality Room

Located in the Hyatt Regency Chicago, Grand Suite 1 (Ballroom Level, East Tower), the Spouse and Guest Hospitality Room will be open Sunday through Tuesday from 9:00 a.m. to Noon for spouses and guests to gather for various activities, such as planning trips, playing cards, quilting and reading. Regular coffee is provided.

## Registration and Help Desk Hours

The AACP Registration and Help Desk is located in the Hyatt Regency Chicago, Grand Ballroom Registration (Ballroom Level, East Tower). The registration desk will be open during the following times (*hours subject to change*):

Friday, July 12	4:00 p.m.–7:00 p.m.
Saturday, July 13	7:00 a.m.–7:00 p.m.
Sunday, July 14	7:00 a.m.–6:00 p.m.
Monday, July 15	7:00 a.m.–3:00 p.m.
Tuesday, July 16	7:00 a.m.–3:00 p.m.
Wednesday, July 17	7:30 a.m.–8:30 a.m.

## Continental Breakfast

Continental breakfast will only be available for Teachers Seminar attendees on Saturday and for full conference attendees beginning on Sunday. Admissions Workshop attendees are on their own for breakfast. Please check the program guide for a schedule of breakfast times and locations, as they vary each day. Attendees must wear their badges in order to attend the continental breakfasts.

Saturday, July 13 ( <i>for Teachers Seminar attendees only</i> )	7:30 a.m.–8:30 a.m.
Sunday, July 14	6:30 a.m.–8:00 a.m.
Monday, July 15	6:30 a.m.–8:00 a.m.
Tuesday, July 16	6:30 a.m.–8:00 a.m.
Wednesday, July 17	7:00 a.m.–8:00 a.m.

## PharmCAS R&R Lounge: Recharge and Reconnect

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge, which offers a much-needed respite from crowds, noise and other common meeting stresses. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. A variety of fruit-infused waters will help refresh you for your next session or appointment. With support from our sponsor, PharmCAS, powered by Liaison, and staffing from the University of Florida, the lounge services are complimentary so make time to stop by for a little R&R!



## Grand Suite 5 (Ballroom Level, East Tower)

Saturday, July 13	Noon–6:00 p.m.
Sunday, July 14	8:00 a.m.–5:00 p.m.
Monday, July 15	8:00 a.m.–5:00 p.m.
Tuesday, July 16	8:00 a.m.–4:00 p.m.
Wednesday, July 17	7:30 a.m.–10:00 a.m.

## Get Connected

Stay up to date on the latest Annual Meeting activities, speakers and events. Schedule, network and view session materials from the convenience of your mobile device with the **Pharmacy Education 2019 App**. Download the app through the App Store or Google Play, or visit our mobile site at <https://pharmed19.aacp.org/>.

## Follow us!

Facebook: [facebook.com/AACPharmacy](https://facebook.com/AACPharmacy)  
Twitter: [@AACPharmacy](https://twitter.com/AACPharmacy)  
Instagram: [@AACPharmacy](https://www.instagram.com/AACPharmacy)  
Use the Annual Meeting hashtag [#PharmEd19](https://twitter.com/hashtag/PharmEd19)

## Wifi

Network: **AACP19**  
Password: **pharmed19**  
*(password is case sensitive)*

# Awards

## New Investigators: Build a Foundation for Future Extramural Funding Success

Letters of Intent for the New Investigator Award are required and due by 5:00 p.m. ET on **Monday, August 5**. Applications are due by 5:00 p.m. ET on **Wednesday, Sept. 18**.

The 2020 New Investigator Award (NIA) portal is now open for submissions. The NIA provides up to \$10,000 in start-up funding for research programs led by new pharmacy faculty. Funding provided by the NIA helps faculty interested in establishing an independent research career generate pilot data often needed to compete for larger grants in the future.

For more information and to submit a letter of intent visit the NIA website at <http://bit.ly/NewInvestigator>

## Opening Soon: Lawrence C. Weaver Award

AACP's Lawrence C. Weaver Transformative Community Service Award recognizes institutions that demonstrate a major institutional commitment to addressing unmet community needs through education, practice, and research. This commitment should be demonstrated through the development of exceptional programs that go well beyond the traditional service role of academic pharmacy.

Programs should be directly linked to the institution's research endeavor (e.g., community engaged participatory research) and to the education (didactic experiential) of student pharmacists, residents and other postgraduate trainees.

The application portal will open late July 2019.

For more information visit <http://bit.ly/WeaverAward>

## Coming This Fall: SOTL Grants

The **Scholarship of Teaching and Learning Grants**, sponsored by AACP and the American Foundation for Pharmaceutical Education (AFPE), will be available again in 2020. The grants provide research funding for active members of AACP who are engaged in educational research. It is important to the future of the Academy that faculty are engaged and creating new knowledge in this area in order to further advance the discipline of teaching and learning. Proposals must address an issue of Priority #3 of the strategic plan.

Online submissions will open in Fall 2019.

To learn more visit <http://bit.ly/SOTLGrant>

## Help Us Recognize Your Preceptors of the Year

AACP is launching a search for 2019 Preceptors of the Year who will receive a two-year complimentary AACP individual affiliate membership beginning in January 2020. Our goal is to provide programming, resources and tools that will enhance the professional development of adjunct/affiliate preceptors, who are key members of the educational and patient care team.

Using the online submission form, schools can identify up to three adjunct/affiliate preceptors. AACP requests that one member of the Experiential Education Department completes the online submission form to reduce multiple submissions from an institution.

Submit your 2019 Preceptor of the year at <http://bit.ly/2019PoY>

Questions? Email [membership@aacp.org](mailto:membership@aacp.org).

## Tell Us How You're Fighting the Opioid Crisis

Last year, AACP launched a search for opioid-related activities being conducted by colleges and schools of pharmacy. Earlier this year, AACP released the Executive Summary from this search (available at <http://bit.ly/AACPOpioidSummary>) and developed a public online database with information regarding the submitted activities.

To stay current on all the activities being conducted in this area, the call for submissions is still open here: <http://bit.ly/AACPOpioidSurvey>. Any new data submitted will be collected on the 15th of each

month and the database will be updated by the 1st of each month. An activity is broadly defined—it can be a collaboration, initiative, lecture, partnership, or program. It can be in advocacy, education, teaching, practice, research and/or service. It is our hope that all colleges and schools of pharmacy are represented in our 2020 report.

You can find more information about the survey by visiting the AACP website at [www.aacp.org/opioid](http://www.aacp.org/opioid). Any questions can be directed to [opioid@aacp.org](mailto:opioid@aacp.org).



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# Booth #101

# Upcoming Meetings

## Save the Date: 2019 Fall Institute

### Creating a Leadership Development Program

October 21–23 | Hyatt Regency Dulles | Herndon, Va.

The Fall Institute focuses on institutions intending to develop or enhance programs for leadership development. Attendees will gain an understanding of leadership characteristics and styles, identifying needs, forming successful teams, identifying and developing future leaders, dealing with change, and be provided with tools that will help contribute to the development of future leaders. Action plans will be developed that can adapt to establishing environments for developing student leadership.

#### Who Should Attend:

- Faculty
- Faculty administrators
- Deans and department chairs
- Others interested in creating an institutional plan for professional development

## Save the Date



February 8–11, 2020

Wyndham Grand Rio Mar Puerto Rico  
Golf & Beach Resort

### Microsessions at INSight 2020

Packing information and insight into 10-minute segments, microsessions are an innovative way for meeting attendees to engage on different strategies and tactics that address important issues.

This shorter format provides an opportunity for participants to hear multiple approaches and success stories. Presenters will provide a brief, 5–7 minute overview of their programs related to a specific topic, followed by a 3–5 minute Q&A.

We are seeking proposals for microsessions for the **INSight 2020** meeting. The topics are:

1. Learning experiences to promote professional identity formation in student pharmacists
2. Academic-practice partnerships designed to accelerate the transformation of a workforce prepared to assume responsibility for society's medication use needs in 2030
3. Advancing interprofessional practice with physicians and other health care providers

Proposals in the form of a 250-word abstract will be accepted August through mid-October.

### 2020 AACP Research Symposium: Visualizing Research Potential in the Local Environment

February 8, 2020 | Rio Grande, Puerto Rico

Every institution offers strengths, challenges and opportunities for research unique to the local environment. Join researchers and research leaders from colleges and schools of pharmacy at the AACP 2020 Research Symposium for a one-day meeting focused on maximizing your institution's potential to support and sustain high-impact research. The Symposium will be held prior to **INSight 2020**.

Symposium participants will share success stories and good practices in research stewardship and mentoring, fostering faculty researcher development, and building local and distant collaborations and networks. Deans, department chairs and faculty currently involved in research planning and oversight are encouraged to attend.

Attend the Research Symposium as a stand-alone workshop or add it to your Interim Meeting registration. Registration for the Research Symposium is \$150 and includes a networking reception the evening of February 7.

# See You Next Year!



## AACP Annual Meeting July 18–22 Long Beach, Calif.

### Plan Ahead

INterim Meeting 2021: February 27–March 2, 2021, Orlando, Fla.

INterim Meeting 2022: February 19–22, 2022, San Diego, Calif.

Pharmacy Education 2021: July 17–21, 2021, Toronto, Ontario, Canada

Pharmacy Education 2022: July 23–27, 2022, Grapevine, Texas

Pharmacy Education 2023: July 22–26, 2023, Denver, Colo.

### NABP/AACP District Meetings



The joint district meetings of The National Association of Boards of Pharmacy® (NABP®) and AACP afford a unique opportunity to address not only professional issues affecting today's pharmacy practice, but also educational matters influencing tomorrow's pharmacists. Held annually, the district meetings bring together members of the boards of pharmacy and faculty of the colleges and schools of pharmacy in each of the Associations' eight districts to discuss regional issues of mutual concern, as well as national issues affecting the districts.

#### Districts 1 and 2 Joint Meeting

September 19–21, 2019  
Hilton, Burlington, Vt.

#### District 3

August 11–14, 2019  
The Read House, Chattanooga, Tenn.

#### District 4

October 16–18, 2019  
Embassy Suites, Indianapolis, Ind.

#### District 5

August 7–9, 2019  
The Inn on Lake Superior, Duluth, Minn.

#### Districts 6, 7 and 8 Joint Meeting

October 6–9, 2019  
The Idaho State Capitol, Boise, Idaho

## Sponsors

AACP greatly appreciates the support from our meeting sponsors, whose contributions make this event possible:

### Platinum Sponsors



Certiphi Screening is a leader in student screening, creating AACP's centralized student screening program and helping individual schools and other fields of study build thorough, compliant student screening programs. Certiphi Screening also provides applicant screening services to top healthcare organizations. Certiphi Screening's applicant screening services are endorsed by the American Hospital Association.



For more than 20 years, Liaison has streamlined the process by which higher education institutions identify, recruit and enroll best-fit students. More than 5,000 programs on over 800 campuses nationwide reach prospective students, outsource administrative tasks and create exceptional experiences for applicants across the full enrollment cycle—from first interest to first day on campus—through our admissions management and enrollment marketing solutions.

### Educational Day Sponsor



As healthcare in the United States shifts to a patient-centered, value-based system that rewards positive outcomes, the NACDS Foundation is researching innovative care delivery that improves patient health, system efficiency and the quality of care. The Foundation is particularly interested in projects that are scalable and sustainable, which increase accessibility, improve chronic disease conditions, and generally improve patient outcomes.

### Gold Sponsors



The PCAT is a specialized test that helps identify qualified applicants to pharmacy colleges. It measures general academic ability and scientific knowledge necessary for the commencement of pharmaceutical education. The PCAT is constructed specifically for colleges of pharmacy.



Rite Aid is an innovative health and wellness company. We are in a position to deliver personalized experiences to every patient, customer and associate. Above all, we have a talented team that is dedicated to our mission of improving the health and wellness of our communities. Come grow with us!



The University of Maryland School of Pharmacy leads pharmacy education, scientific discovery, patient care, and community engagement in Maryland and beyond. It's the home of Pharmapreneurship™, which is the School's unyielding commitment to positioning its faculty, staff, and students to address our nation's health care, research, policy, and societal needs.

## Silver Sponsors



McCreadie Group is a software solutions company serving colleges of pharmacy and residency programs globally with PharmAcademic™ & research pharmacies with Vestigo®. Pharmacy educators are choosing PharmAcademic™ to automate & streamline operations and to support the achievement & maintenance of accreditation standards & requirements.



Walmart Pharmacists are empowered to use their expertise to ensure that patients are cared for and safe, ultimately being able to live better. Pharmacists are able to spend more time providing direct patient care with the support of proprietary, best in class technology, incredible staff collaboration, and flexible schedules.

## Bronze Sponsors



## Award Sponsor



## Special Thanks





# Predict student academic performance

*Ensure you're recruiting the best candidates!*

We understand there are several factors affecting why schools may adopt test-optional admission policies— especially in these challenging market conditions. However, those factors are not necessarily about the predictive value of quantitative measures such as the PCAT. The PCAT remains one of the most reliable predictors of student academic performance in pharmacy programs.

**Why risk it?** Let's work together to ensure you're recruiting the best candidates!

Stop by **Booth #113 @AACP** or visit **PCATweb.info** to read the white paper **Test-Optional Admission Policies and the Value of Quantitative Measures**.

800.622.3231 | [PCATweb.info](http://PCATweb.info)

\*Source: Retrieved from O\*Net on May 1, 2019. Original source: Bureau of Labor Statistics 2018 wage data and 2016-2026 employment projections.

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## The upward trend of the pharmacy industry

*Pharmacy retains a moderate future employment outlook despite challenging market conditions.*

### Pharmacist Wages & Employment Trends\*

**Median wages (2018)**

\$60.64 hourly, \$126,120 annual

**Employment (2016)**

313,000 employees

**Projected growth (2016–2026)**

Average (5% to 9%)

**Projected job openings (2016–2026)**

15,300

**Top industries (2016)**

Retail Trade Health Care and Social Assistance

## Fine-tune Your Mind and Body

Join your colleagues at one of the many wellness opportunities at **Pharmacy Education 2019**.

### Sunrise Yoga

**Sunday, July 14: 6:30 a.m.–7:30 a.m.**  
**Monday, July 15: 6:30 a.m.–7:30 a.m.**  
**Tuesday, July 16: 6:30 a.m.–7:30 a.m.**

Plaza Ballroom (Lobby Level, East Tower)

Fitness enthusiasts are welcome to enjoy a sunrise yoga class, led by Seena Haines, that allows all fitness levels to participate. The class will be held in a carpeted room so mats are not required.



### Meditation Room

**Sunday, July 14: 6:30 a.m.–6:00 p.m.**  
**Monday, July 15: 6:30 a.m.–6:00 p.m.**  
**Tuesday, July 16: 6:30 a.m.–6:00 p.m.**  
Grand Suite 2A (Ballroom Level, East Tower)

Wellness is a concept and a state of being that everyone must embrace. Make your well-being a priority at **Pharmacy Education 2019** by visiting the Meditation Room, where you can meditate, reflect, pray or just be quiet and still. It's a place free from distractions and the hustle and bustle of our everyday lives.

#### New This Year: Guided Meditation Sessions

Join Dr. Rebecca Caster during the following times for a guided meditation practice:

**Sunday, July 14: 6:30 a.m.–7:30 a.m.**  
**Monday, July 15: 6:30 a.m.–7:30 a.m.**  
**Monday, July 15: 2:30 p.m.–3:00 p.m.**  
**Tuesday, July 16: 11:00 a.m.–11:30 a.m.**



### Walking Challenge

The Challenge has been graciously sponsored by Pearson and encourages attendees to engage in healthy activities, some friendly competition and win prizes.



All participants that reach a Challenge Step Goal Level will be entered into a drawing for a prize. If you reach one of the following Step Levels, you will be entered into the drawing only for that bracket:

- **30K Steps:** One random winner receives a \$25 Amazon Gift Card
- **40K Steps:** One random winner receives a \$50 Amazon Gift Card
- **60K Steps:** One random winner receives a \$100 Amazon Gift Card

The AACP Challenge starts on **Saturday, July 13 at 7:00 a.m. CST** and ends **Tuesday, July 16 at 11:59 p.m. CST**. Participants can track their steps using their own personal Fitbit, Jawbone, Apple Watch, Garmin, or the step trackers integrated on your iPhone/Android smart phone.

To support your Challenge goals, visit the following locations and scan-in for a step boost:

- Pearson Booth, #113 in Exhibit Hall:  
**Sunday July 14: 3:30 p.m.–6:30 p.m.**  
Exhibitors' Opening Reception  
400-step boost available  
**Monday, July 15: 9:00 a.m.–1:30 p.m.**  
400-step boost available
- Sunrise Yoga: see above for information  
200-step boost available each session

#### To join the Walking Challenge, please:

1. Download the Heka Walk app from the App or Google Play stores.
2. Complete the in-app registration and pairing process.
  - a. Launch the Heka Walk app and complete the registration process.
  - b. The non-case sensitive activation code is: aacp1
  - c. Pair your supported step tracker.
3. **Start Walking!** To sync your step data to the app, select "Tap to sync steps" at the top of the dashboard.



# House of Delegates & AACP Headshot Café

## House of Delegates Information

### Delegate Credentialing

Delegates for the 2019 AACP House of Delegates (HOD) must sign in with the AACP Credentials Committee at the Group Office, Registration Desk (Ballroom Level, East Tower) of the Hyatt Regency Chicago, prior to the first and final sessions. The Credentials Committee is available to sign in delegates from 7:00 a.m. to 8:00 a.m. on Sunday, July 14, for the first session of the HOD, and from 8:00 a.m. to 9:00 a.m. on Wednesday, July 17, for the final session. The First House of Delegates will begin promptly at 10:00 a.m. on Sunday, July 14, and the Final House of Delegates will begin promptly at 9:30 a.m. on Wednesday, July 17. Delegates of Record must be filed with the House prior to arrival at the Annual Meeting, in accordance with House Rules. In the absence of a delegate or alternate delegate, as recorded with the House of Delegates, the seat shall be declared vacant.

### Proposing Policy

Any individual member of AACP may submit resolutions for consideration. Five signatures of AACP members, in addition to the originator's signature, must appear on the resolution, which should be prepared in typewritten form, for consideration by the AACP Bylaws and Policy Development Committee. Any member seeking to establish a position or policy on behalf of the Council of Deans or the Council of Faculties should submit resolutions through that particular body. Council, Academic Section and Special Interest Group members may submit resolutions using either of the above methods (i.e., through the relevant association unit or as individual members).

The AACP Bylaws and Policy Development Committee must receive all resolutions for review prior to 6:00 p.m. on Monday, July 15. Resolutions should be submitted to the AACP Registration and Help Desk and directed to the attention of Dr. Laura M. Borgelt (University of Colorado School of Pharmacy), chair of the Bylaws and Policy Development Committee. The AACP Registration and Help Desk is in the Grand Ballroom Registration (Ballroom Level, East Tower) Saturday through Wednesday. The Open Hearing of the Bylaws and Policy Development Committee will be held from Noon to 1:30 p.m. on Tuesday, July 16, in the Grand Ballroom CDEF (Ballroom Level, East Tower), at which time the proposed business, including policies, and past policy recommendations, to come before the House this year will be discussed by delegates and other interested meeting attendees.

This year's annual meeting will again feature the opportunity for attendees to interact with the standing committees on Academic Affairs, Argus Commission, Professional Affairs, Research and Graduate Affairs, Strategic Engagement, and Student Affairs to discuss the proposed policy statements and recommendations from their efforts this past year. This special session will be held in the Grand Ballroom CDEF (Ballroom Level, East Tower) on Monday, July 15, from 8:00 a.m. to 9:00 a.m.

### House of Delegates Office Hours

AACP House of Delegates Speaker and Parliamentarian will be available for consultation in the registration area on Sunday, July 14, from 11:30 a.m. to Noon, Tuesday, July 16, from 8:00 a.m. to 8:30 a.m. and by appointment.

## Schedule

### Sunday, July 14

**7:00 a.m.–8:00 a.m.**

**First House of Delegates Sign-In**  
Group Office Registration Desk (Ballroom Level, East Tower)

**10:00 a.m.–11:30 a.m.**

**First House of Delegates Session**  
Grand Ballroom (Ballroom Level, East Tower)

### Monday, July 15

**8:00 a.m.–9:00 a.m.**

**Reports of the 2018–2019 Standing Committees**  
Grand Ballroom CDEF (Ballroom Level, East Tower)

**6:00 p.m.**

**Deadline for Resolutions**  
AACP Registration and Help Desk  
Grand Ballroom Registration Desk (Ballroom Level, East Tower)  
Formal submissions required on or before 6:00 p.m.

### Tuesday, July 16

**Noon–1:30 p.m.**

**Open Hearing of the Bylaws and Policy Development Committee**  
Grand Ballroom CDEF (Ballroom Level, East Tower)

### Wednesday, July 17

**8:00 a.m.–9:00 a.m.**

**Final House of Delegates Sign-In**  
Group Office Registration Desk (Ballroom Level, East Tower)

**9:30 a.m.–11:00 a.m.**

**Final House of Delegates Session**  
Grand Ballroom CDEF (Ballroom Level, East Tower)

## AACP Headshot Café and Connect Booth

sponsored  
by Rite Aid



**Sunday, July 14 & Monday, July 15**

**9:30 a.m.–4:00 p.m.**

Grand Ballroom Registration Foyer (Ballroom Level, East Tower)

Enhance your AACP Connect, LinkedIn and other social media profiles!

Visit the **AACP Headshot Café**, sponsored by Rite Aid, for a makeup session and professional headshot taken by expert photographers. Afterwards, stop by the **AACP Connect** booth to upload your new photo and learn about the Volunteer Board, a new online space showcasing opportunities to get involved with AACP.







# Wellness is our priority.

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# AACP Walmart Scholars

## AACP Welcomes the 2019 Walmart Scholars

AACP is pleased to welcome the 2019 cohort of Walmart Scholars and their mentors. Each of the 85 Scholars received a \$1,000 scholarship to help defray the registration and travel costs associated with attending the conference. Please introduce yourselves to these future leaders in academic pharmacy!

Suggested and required programming for Walmart Scholars and their mentors can be found in the **Pharmacy Education 2019** app.



AACP appreciates Walmart's support for faculty recruitment activities.

## Walmart Scholars Celebrate 15<sup>th</sup> Anniversary

**The AACP Walmart Scholars Program celebrates its 15<sup>th</sup> anniversary this year!**

AACP and the Walmart Corporation have shared a long-standing commitment to promoting a greater understanding and appreciation of academic pharmacy careers to aspiring faculty through mentorship and participation in the AACP Annual Meeting. The goal of the program is to ensure there is an adequate number of qualified and passionate individuals to serve as the next generation of pharmacy faculty. AACP has welcomed a total of **1,032 Walmart Scholars** to the Annual Meeting since 2005, including **725 student pharmacists**, **7 dual-degree students**, **200 residents**, **67 graduate degree students**, and **33 fellows**. The success of the program is evident in the outcomes! The majority of past participants work in an academic pharmacy setting.

# Transforming health together.

## Pharmacy Careers at Walmart

To explore pharmacy career options, go to [wmtcareers.com/pharmacy](http://wmtcareers.com/pharmacy)





Visit APhA  
at booth  
#600-601  
for a demo!

## PharmacotherapyFirst

### About PharmacyLibrary

PharmacyLibrary provides robust resources for today's curriculum, including a NAPLEX® review, comprehensive reference library, case studies, Active Learning Exercises, and preceptor education. PharmacyLibrary offers the most current references for a changing profession.

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**Stop by booth 600-601 to find out more and request a free trial for your institution or contact us at [pharmacylibrary@aphanet.org](mailto:pharmacylibrary@aphanet.org).**



[WWW.PHARMACYLIBRARY.COM](http://WWW.PHARMACYLIBRARY.COM)

# Pre-Sessions: Admissions Workshop

## Admissions Workshop

Fee: Friday, July 12 and Saturday, July 13: \$350; Saturday, July 13 Only: \$250.  
Pre-registration is recommended, space is limited.

### Thursday, July 11

5:00 p.m.–6:00 p.m.

#### PharmCAS Advisory Committee Meeting

Grand Suite 5 (Ballroom Level, East Tower)

Closed meeting of the 2018–2019 and 2019–2020 PharmCAS Advisory Committee.

(Chair) Jonathan M. Parker, Samford University; (Moderator) Katie O. Bruce, American Association of Colleges of Pharmacy

6:00 p.m.–8:00 p.m.

#### PharmCAS Advisory Committee Dinner

Grand Suite 5 (Ballroom Level, East Tower)

Closed dinner for the 2018–2019 and 2019–2020 PharmCAS Advisory Committee.

### Friday, July 12

7:00 a.m.–9:00 a.m.

#### Admissions Workshop Registration Desk

Columbus Hall Foyer (Ballroom Level, East Tower)

8:00 a.m.–9:45 a.m.

#### Application Service Updates, Policy Review and Future Plans

Columbus IJKL (Ballroom Level, East Tower)

AACP and Liaison staff will share preliminary cycle data, an overview of application service policies, and updates for the 2019–2020 application cycle and beyond.

(Speaker) Katie O. Bruce, American Association of Colleges of Pharmacy; (Speaker) Deborah Erdner, Liaison International, Inc.; (Speaker) Libby J. Ross, American Association of Colleges of Pharmacy; (Speaker) Eileen Szczesniak, Liaison International, Inc.

9:45 a.m.–10:00 a.m.

#### Beverage Break

Columbus Hall Foyer (Ballroom Level, East Tower)

10:00 a.m.–Noon

#### WebAdMIT Training for Intermediate and Advanced Users

Columbus IJKL (Ballroom Level, East Tower)

Intermediate and advanced PharmCAS/PharmGrad/PharmDirect users, this session is for you! This session will be led by a Liaison training team expert with relevant examples from the PharmCAS Advisory Committee. Topics include 1) Managing admissions roles through workgroups, assignments and interviews, 2) Scoring and ranking applications, 3) Reports, 4) Lists and exports, and 5) Connecting with university software. Bring your laptop!

(Speaker) Stephen Naso, Liaison International, Inc. and members of the PharmCAS Advisory Committee

10:00 a.m.–Noon

#### WebAdMIT Training for New Users

Columbus GH (Ballroom Level, East Tower)

First-time and beginner PharmCAS/PharmGrad/PharmDirect users and any admissions teams who do not use WebAdMIT for admission processing, this session is for you! This session will cover the basics of how to access applicant information, how to set admissions decisions, and how to utilize the configuration portal. Basic applicant processing techniques will also be covered.

(Speaker) Katie O. Bruce, American Association of Colleges of Pharmacy; (Speaker) Jennifer L. Clutter, West Virginia University; (Speaker) Nicole Iarossi, Liaison International, Inc.

Noon–1:15 p.m.

#### Lunch

Columbus CDEF (Ballroom Level, East Tower)

1:15 p.m.–2:05 p.m.

#### Building a Passion Around Pharmacy Through Student-Led Organizations and Tips to Increase the Pharmacy Pipeline

#### Columbus IJKL (Ballroom Level, East Tower)

Pre-pharmacy day events not only create a pipeline of prospective applicants, but they also provide students with the opportunity to showcase their leadership abilities and build lasting relationships with pharmacy programs. This session will explore the design and launch of these student-led events and how admissions offices can develop strategic partnerships, and re-create these pre-pharmacy day events in their shared regions.

(Speaker) Hetty Y. Ha, University of California, Irvine; (Speaker) Mark S. Nelson, University of Michigan; (Speaker) Helen C. Park, Roseman University of Health Sciences

2:15 p.m.–3:05 p.m.

#### Building Enrollment and Revenue Projection Models

Columbus IJKL (Ballroom Level, East Tower)

We will review methods and models to project student enrollment and net revenue, and key enrollment indicators that drive enrollment by various student types. Building various projection models can help us: 1. Analyze current market and institutional trends, 2. Understand primary drivers that affect enrollment and revenue outcomes, and 3. Influence future strategy and decisions. Additionally, we will discuss accounting for new tactics deployed that influence future projections and refining models to accommodate changes in enrollment goals.

(Speaker) Elizabeth Keserauskis, St. Louis College of Pharmacy

3:05 p.m.–3:25 p.m.

#### Beverage Break

Columbus Hall Foyer (Ballroom Level, East Tower)

3:25 p.m.–4:15 p.m.

#### Student Ambassadors: Cultivating Leadership Through Student Participation in Recruitment, Outreach and Mentorship

Columbus IJKL (Ballroom Level, East Tower)

University of Washington Pharm.D. students have the opportunity to serve as Admissions Ambassadors and/or peer mentors for first-year student pharmacists. In this session, we present the strategies and outcomes of our student leadership opportunities and how they directly impact our admissions process. University of North Texas System College of Pharmacy (SCP) utilize their Pharm.D. Student Ambassadors to reach prospective students with targeted messages through student webinars and virtual campus tours. SCP Student Ambassadors share their unique perspective about expectations of students, class scheduling, curriculum, housing options and overall culture of the program.

(Speaker) Anthony D. Bissiri, University of Washington; (Speaker) Casandra Luna, University of North Texas Health Science Center; (Speaker) Antonia D. Kilpatrick, University of North Texas Health Science Center

4:25 p.m.–5:15 p.m.

#### Increasing Verified Applications in a Challenging Market: How Three Pharmacy Programs Reimagined Their Recruitment

Columbus IJKL (Ballroom Level, East Tower)

When James Barrett came on board as Director of Admissions at Northeast Ohio Medical (NEOMED) University, the College of Pharmacy needed to grow its number of verified applications. This wasn't a unique challenge — in fact, Manchester University's Director of Admissions and Enrollment Management, Greg Hetrick, and the Medical College of Wisconsin's Director of Student Affairs, Shaun Keating, faced similar challenges as well. During this session, these three panelists will share how they reimagined their approaches to inquiry management. They'll talk through how they increased verified applications, increased deposits and more effectively managed enrollment in a competitive market by implementing a robust, flexible marketing platform+CRM designed for higher education.

(Speaker) James Barrett, Northeast Ohio Medical University; (Speaker) Gregory B. Hetrick, Manchester University; (Speaker) Shaun Keating, Medical College of Wisconsin

5:30 p.m.–6:30 p.m.

#### Reception—hosted by Liaison

Columbus Hall Foyer (Ballroom Level, East Tower)

## Saturday, July 13

8:00 a.m.–8:50 a.m.

### PCAT Update and Discussion

Columbus IJKL (Ballroom Level, East Tower)

Members of the PCAT Advisory Committee will share the latest PCAT trends and updates, and discuss the shifting role of the standardized exam in the pharmacy admissions process.

(Speaker) Robin L. Corelli, University of California, San Francisco; (Speaker) Mary L. Euler, West Virginia University; (Speaker) Jamie L. Hall, University of Missouri-Kansas City; (Speaker) Jason S. Haney, Medical University of South Carolina; (Speaker) Paul W. Jungnickel, Auburn University

8:00 a.m.–8:50 a.m.

### PharmGrad 101

Columbus GH (Ballroom Level, East Tower)

PharmGrad is a web-based service for graduate admissions. PharmGrad was launched in 2016–2017 and currently has 16 participating programs across 9 institutions. This session will give participants an overview of PharmGrad and discuss how two pharmacy schools have utilized this service to develop and enhance their graduate program. Participants will gain with valuable resources such as the power of data, sample email templates, sample local statuses, and better understanding the variances between PharmGrad and PharmCAS.

(Speaker) Kirsten F. Block, American Association of Colleges of Pharmacy; (Speaker) Katie O. Bruce, American Association of Colleges of Pharmacy; (Speaker) Julie Cogley-Pifko, Manchester University; (Speaker) Jason M. Hartfield, Keck Graduate Institute

9:00 a.m.–9:50 a.m.

### Choices, Choices, Choices: Seeking Synergy in Pharm.D. and Ph.D. Admissions

Columbus IJKL (Ballroom Level, East Tower)

Potential Pharm.D. students and graduate students have choices—lots of choices! This session targeted at Pharm.D. and graduate admissions stakeholders will describe how understanding career decision-making processes can assist colleges and schools in developing and implementing interventions to foster Pharm.D. and graduate student recruitment. Attendees will explore mechanisms through which Pharm.D. and graduate programs can collaborate to promote evidence- and experience-informed career decisions among potential matriculants.

(Speaker) Nicholas E. Hagemeyer, East Tennessee State University; (Speaker) Russell B. Melchert, University of Missouri-Kansas City; (Speaker) Samuel M. Poloyac, University of Pittsburgh

9:50 a.m.–10:10 a.m.

### Beverage Break

Columbus Hall Foyer (Ballroom Level, East Tower)

10:10 a.m.–11:00 a.m.

### Beyond the MMI Approach—Strategies to Find the “Best Fit” Candidates

Columbus IJKL (Ballroom Level, East Tower)

Multiple Mini Interviews (MMIs) are increasingly being promoted (though not universally accepted) as a superior way to select applicants for admission to Pharm.D. programs. Three pharmacy schools that have decided against using MMIs will describe processes they use to evaluate and select applicants for admission. Speakers representing each institution will describe how they use various components of the interview day to determine which applicants are most suited for their programs.

(Speaker) Jennifer L. Clutter, West Virginia University; (Speaker) Mary L. Euler, West Virginia University; (Speaker) David G. Fuentes, California Health Sciences University; (Speaker) Jeremy A. Hughes, California Health Sciences University; (Speaker) Paul W. Jungnickel, Auburn University



# PHARMGRAD

Pharmacy Graduate Application Service

A national platform for driving applicant volume and enhancing exposure for your pharmaceutical, clinical, regulatory and administrative sciences programs. PharmGrad is available at no cost to all AACP member programs.

## Graduate Degree Program Directory: Are your programs listed?

Showcase your programs to a wide audience of potential applicants! The directory is free for all pharmacy graduate programs to utilize, regardless of whether you participate in the PharmGrad application service. The directory provides users with several benefits:

- A single location for potential applicants to view multiple programs of interest.
- A search function for students to find programs that match their interests.
- Arm applicants with the information they need to complete their applications.

## Key Features:

**Application fee:** The PharmGrad fee for applicants is a flat \$50 fee for each program applied to.

**Coupon codes:** Schools can purchase coupon codes directly from Liaison for any applicant whose application fee they wish to cover.

**Extended cycle service:** The application cycle is open from mid-August to mid-July.

**Flexibility:** The service allows programs to accept applications outside of the service between application cycles.

**Don't miss out on this opportunity! Contact AACP student affairs staff for more information.**

# Pre-Sessions: Admissions Workshop

**10:10 a.m.–11:00 a.m.**

## Graduate Student Recruitment-Best Practices Columbus GH (Ballroom Level, East Tower)

This session will focus on developing and identifying effective recruitment strategies so that administrators of graduate programs can attract highly motivated and bright graduate students. Modern marketing mediums that can effectively communicate with the current generation of applicants will be discussed in roundtable format seeking audience input and participation. The goal of this session is for participants to learn new and cost effective approaches to attract the best applicants for college of pharmacy graduate programs.

(Speaker) Richard R. Vaillancourt, The University of Arizona; (Speaker) Alok Bhushan, Thomas Jefferson University

**11:10 a.m.–Noon**

## Beg, Borrow and Steal...Tech Tools to Survive With Limited Resources

### Columbus IJKL (Ballroom Level, East Tower)

Do you work for a small college/university? Are you expected to do more with less? This session was designed to share a few digital tools and step-by-step DIY tips to improve your digital presence, increase productivity, track engagement, and improve retention. You will be given examples, samples, and tips on email development with Google Analytics campaign tags, step-by-step instructions on creating Facebook/Instagram ads, plus a few tools to help you organize and prioritize your workday.

(Speaker) Kimberly J. Dunn, Campbell University; (Speaker) Jeffrey G. Jurkas, Nova Southeastern University; (Speaker) W. Mark Moore, Campbell University

**Noon–1:30 p.m.**

## Lunch & Networking

### Columbus CDEF (Ballroom Level, East Tower)

**Noon.–1:30 p.m.**

## PharmGrad Advisory Committee Meeting

### Randolph 3 (Concourse Level, East Tower)

Closed meeting of the 2018–2019 and 2019–2020 PharmGrad Advisory Committee.

(Chair) Kimberly J. Dunn, Campbell University; (Moderator) Katie O. Bruce, American Association of Colleges of Pharmacy; (Moderator) Kirsten F. Block, American Association of Colleges of Pharmacy

**1:30 p.m.–2:20 p.m.**

## Educating the Next Generation of Pharmacists

### Columbus IJKL (Ballroom Level, East Tower)

Given the national decline in application numbers, promoting the pharmacy profession at an early age is more important than ever. This session will give participants an overview of how the University of Washington & Manchester University has incorporated interactive activities to promote the pharmacy profession to K-12 students. Attendees will participate in interactive sessions and will have the opportunity to share what their institution is doing to educate the next generation of pharmacists.

(Speaker) Julie Cogley-Pifko, Manchester University; (Speaker) McKenzie E. Grubb, Manchester University; (Speaker) Jennifer Danielson, University of Washington

**1:30 p.m.–2:20 p.m.**

## Building Rural and Urban Institutional Partnerships to Expand and Diversify Undergraduate Admission Pipelines

### Columbus GH (Ballroom Level, East Tower)

This presentation discusses the successes and challenges of engaging in articulation agreements and institutional partnerships to expand student pharmacist enrollment pools on our campuses. We discuss how MCW leverages reverse transfer and degree completion agreements to drive enrollments among diverse student populations in STEM fields. We also explore articulation strategies used at WSU to encourage rural, place-bound, and urban student enrollment on both our extension campus and main campus to better-match our community demographics.

(Speaker) Damianne Brand-Eubanks, Washington State University; (Speaker) Shaun Keating, Medical College of Wisconsin; (Speaker) Kim Mickey, Washington State University

**2:30 p.m.–3:20 p.m.**

## Building Pipelines for Underrepresented Students and Recruitment Strategies

### Columbus IJKL (Ballroom Level, East Tower)

This workshop will present a variety of recruitment strategies for reaching and adding underrepresented students to your student base. Representatives from UConn, a multi-site public institution in Connecticut, and Northeastern, a private institution based in Boston, will present the unique challenges and similarities they face. We will examine approaches to student recruitment that reach strong, STEM interested high school students, undeclared science-focused undergraduates, and includes visits, camps, social media and current student involvement.

(Speaker) Karin Burgess, University of Connecticut; (Speaker) Philip M. Hritcko, University of Connecticut; (Speaker) Tayla Rose, Northeastern University

**3:20 p.m.–3:40 p.m.**

## Beverage Break

### Columbus Hall Foyer (Ballroom Level, East Tower)

**3:40 p.m.–4:30 p.m.**

## An Immersive Strategy to Enhance Recruitment and Align Program-Specific Psychological Expectations

### Columbus IJKL (Ballroom Level, East Tower)

To provide Pharm.D. applicants with an authentic interview day experience, our programs have developed a range of immersive strategies. Current students, administration, and faculty are highly engaged in the process and provide applicants a unique experience related to the pedagogy, curriculum, and experiential opportunities available within the Pharm.D. program. During the interview day, applicants are engaged directly in team-based learning and other active learning methods, including a manikin-based simulation exercise. This approach not only stimulates student interest in the profession of pharmacy but also assists applicants in determining which program best fits their psychological expectations.

(Speaker) Suzanne Clark, California Northstate University; (Speaker) David G. Fuentes, California Health Sciences University; (Speaker) Jeremy A. Hughes, California Health Sciences University; (Speaker) Tiffany-Jade M. Kreys, California Northstate University; (Speaker) Ashim Malhotra, California Northstate University; (Speaker) Jason McDowell, California Northstate University

**3:40 p.m.–4:30 p.m.**

## 0–6 Programs: A Legacy of Direct High School Admission

### Columbus GH (Ballroom Level, East Tower)

Recruiting Pharm.D. students directly from high school has become increasingly prevalent. 0–6 schools have long recruited this student population. Three 0–6 schools will provide some of their recruitment strategies and highlight efforts they take to help ensure the true college freshman is able to enroll in the professional Pharm.D. program.

(Speaker) Emily M. Ambizas, St. John's University; (Speaker) Suzanne Dinsmore, MCPHS University–Boston; (Speaker) Mary-Kathleen Grams, MCPHS University–Boston; (Speaker) Matthew M. Lacroix, The University of Rhode Island

**4:30 p.m.–5:00 p.m.**

## Round Up

### Columbus IJKL (Ballroom Level, East Tower)

Attendees will reconvene to close out the 2019 Admissions Workshop sharing final impressions, questions, and insights.

## Teachers Seminar: Collaborative Team Teaching: Strategies for Success

Fee: Member \$250; Non-member \$350; Student: \$125. Pre-registration recommended.

**Saturday, July 13**

**7:30 a.m.–8:30 a.m.**

**Breakfast**

Grand Ballroom AB (Ballroom Level, East Tower)

**8:30 a.m.–9:30 a.m.**

**Keynote: Team Teaching: What the Science of Learning Can Tell Us**  
Grand Ballroom CDEF (Ballroom Level, East Tower)

Faculty in the health sciences are moving towards models of team teaching and team-based learning. These are very much in line with what we know about the science of learning. In this presentation, we will explore different reasons for why reintroducing material in a different context can really help students learn more effectively. We will also discuss the various strategies that have been shown to help students begin to develop an appreciation and understanding for why curricula should be structured this way. Finally, helpful tips on how to do this as effectively as possible will be shared.

At the completion of this activity, the participant will be able to:

1. Discuss why the science of learning supports team teaching.
2. Describe two strategies for incorporating team teaching into their curriculum.
3. Discuss and practice strategies for helping students connect content across contexts.

Knowledge-based (0581-0000-19-030-Lo4-P; 1.00 Contact Hour)

(Moderator) Daniel A. Brazeau, Marshall University; (Speaker) Chris Hakala, Springfield College

**9:30 a.m.–10:30 a.m.**

**Team Teaching Part 1: Functional Teams: An Oxymoron?**

Grand Ballroom CDEF (Ballroom Level, East Tower)

Functional teams are often something we all seem to be chasing. Personalities, or lack thereof, work styles, diverse habits, and trust... Can we really all just get along? This session will explore how we define functional teams and what it takes for teams to be functional, what that may look like for you and your team(s), and some tangible methods to maximize team productivity, even if some players don't put in the time to plan.

At the completion of this activity, the participant will be able to:

1. Describe characteristics that make teams successful.
2. Assess individual workstyles and what we bring to a team.
3. Discuss strategies to building trust and holding teammates accountable in a non-punitive way.

Knowledge-based (0581-0000-19-031-Lo4-P; 1.00 Contact Hour)

(Speaker) Vibhuti Arya, St. John's University; (Speaker) Michael J. Fulford, The University of Georgia; (Speaker) Monica L. Miller, Purdue University

**10:30 a.m.–10:45 a.m.**

**Beverage Break**

Grand Ballroom AB (Ballroom Level, East Tower)

**10:45 a.m.–11:45 a.m.**

**Team Teaching Part 2: Wait, We Can Actually Have Fun?**

Grand Ballroom CDEF (Ballroom Level, East Tower)

Team teaching can sometimes focus so much on outcomes that the value of the process can get lost. The development of these teams and experience working together can have meaningful impact in and beyond the classroom. This session will explore how to maximize team performance and provide strategies to actually make team teaching fun (imagine that)! We will explore team dynamics, differences between big and small teams, and how to strategize for challenges related to team teaching, including single vs. multiple teams that teach within a given semester.

At the completion of this activity, the participant will be able to:

1. Engage audience in interactive play to explore team dynamics and how to maximize team performance.
2. Discuss challenges related to team teaching.
3. Explore strategies that provide tangible tools and techniques for effective team teaching.

Knowledge-based (0581-0000-19-032-Lo4-P; 1.00 Contact Hour)

(Speaker) Vibhuti Arya, St. John's University; (Speaker) Michael J. Fulford, The University of Georgia; (Speaker) Monica L. Miller, Purdue University

**11:45 a.m.–12:45 p.m.**

**Lunch**

Grand Ballroom AB (Ballroom Level, East Tower)

**12:45 p.m.–1:45 p.m.**

**Another Evaluation? Preparing and Conducting Meaningful Peer Teaching Evaluations**

Grand Ballroom CDEF (Ballroom Level, East Tower)

Meaningful peer teaching evaluations require planning and effort on both the instructor and evaluator. This session will examine the purpose of peer teaching evaluations, challenge attendees to develop meaningful reflections of teaching, provide advice for preparation of evaluations, and describe various process of peer evaluations. Concepts discussed will be related to team teaching and individual teaching in the classroom setting as well as individual precepting in the experiential setting.

At the completion of this activity, the participant will be able to:

1. Identify goals and objectives of a peer teaching evaluation.
2. Describe subjective and objective content to be included within a teaching reflection to maximize feedback.
3. Describe a process for how to prepare and conduct a peer evaluation of teaching.

Knowledge-based (0581-0000-19-033-Lo4-P; 1.00 Contact Hour)

(Speaker) Lea S. Eiland, Auburn University; (Speaker) Michael J. Gonyeau, Northeastern University

**1:45 p.m.–2:00 p.m.**

**Beverage Break**

Grand Ballroom AB (Ballroom Level, East Tower)

**2:00 p.m.–3:15 p.m.**

**A+: Best Practices of Team Teaching**

Grand Ballroom CDEF (Ballroom Level, East Tower)

Key leaders from colleges and schools of pharmacy will present their best practices of designing, implementing, and evaluating team teaching in a pharmacy curriculum. Successes, challenges, and outcomes of team teaching will be discussed using real scenarios. Time will be allotted for questions and answers. The last 15 minutes will highlight key messages of the day and ideas for bringing team teaching to your institution.

At the completion of this activity, the participant will be able to:

1. Identify core considerations essential to team teaching.
2. Apply examples of best practices of team teaching design and evaluation to their institution.
3. Develop a plan to implement one or more of the team teaching best practices highlighted during the session.
4. Summarize key messages of the day.

Knowledge-based (0581-0000-19-034-Lo4-P; 1.25 Contact Hour)

(Speaker) Shannon Kinney, Western New England University; (Speaker) Arin C. Whitman, Western New England University; (Speaker) Bradley M. Wright, Auburn University

# Pre-Sessions: AFO SIG & Early Career Faculty Program

## Administrative and Financial Officers SIG Program

Fee: \$250. Pre-registration recommended.

**Saturday, July 13**

**10:00 a.m.–11:00 a.m.**

### Information Dissemination Strategy

Randolph 1AB (Concourse Level, East Tower)

Join us for a discussion on how organizations disseminate critical information to appropriate parties. This active learning session will engage in topics that cover the challenges of communication, how organizational structures play a role, and how we ensure relevant constituents get the information they require.

(Chair and Moderator) Robert Lamb, Mercer University

**11:00 a.m.–11:15 a.m.**

### Beverage Break and Networking

Randolph 1AB (Concourse Level, East Tower)

**11:15 a.m.–12:15 p.m.**

### Moderated Session: Individual Communication Needs

Randolph 1AB (Concourse Level, East Tower)

Communication is key! This session will review personal communication styles and how to improve two-way communication skills in the workplace.

(Speaker) Laurie Schellenberger, University of Illinois at Chicago

**12:15 p.m.–1:15 p.m.**

### Lunch and Rapid Fire/Business Items

Randolph 1AB (Concourse Level, East Tower)

**1:30 p.m.–2:30 p.m.**

### Communicating with Tact and Finesse

Randolph 1AB (Concourse Level, East Tower)

Understand how to engage in crucial conversations, and how to carefully and calmly deliver unfavorable information.

(Speaker) Heather Petrelli, University of South Florida

**2:30 p.m.–3:00 p.m.**

### Break

Randolph 1AB (Concourse Level, East Tower)

**3:00 p.m.–4:30 p.m.**

### Facilities—Program and Design Principles

Randolph 1AB (Concourse Level, East Tower)

Learn from an expert on space planning how design affects programming, and how design principles should be utilized to enhance learning and outcomes. Hear from pharmacy and health science colleges on the impact space design had at their campuses.

(Speaker) Rebecca McDuffie, Lord Aeck Sargent; (Speaker) Kerrie Mistry, Lothan Van Hook Destefano Architecture

## Early Career Faculty Program: Collaboration and Developing as a Faculty Researcher

Fee: \$75. Pre-registration recommended, limited space available.

**Saturday, July 13**

**1:00 p.m.–4:00 p.m.**

Michigan 3 (Concourse Level, East Tower)

Establishing and sustaining successful research collaboration requires continuous development of competencies across multiple domains. This workshop will introduce tools to recognize and develop those competencies and set goals for collaborative research programs. Faculty researchers will share insights and strategies to promote individual development, support trainee growth and establish productive partnerships. Participants are encouraged to come prepared to share their experiences and discuss their own research goals.

(Speaker) Samuel M. Poloyac, University of Pittsburgh; (Speaker) Erik Burns, American Association of Pharmaceutical Scientists; (Speaker) Margie E. Snyder, Purdue University

## Have you checked out the new features and information on the Pharmacy Is Right for Me (Pharm4Me) website?

Inspire and recruit the next generation of student pharmacists by following and sharing @Pharm4Me posts on your social media.

Contact [pharm4me@aacp.org](mailto:pharm4me@aacp.org) to learn more!

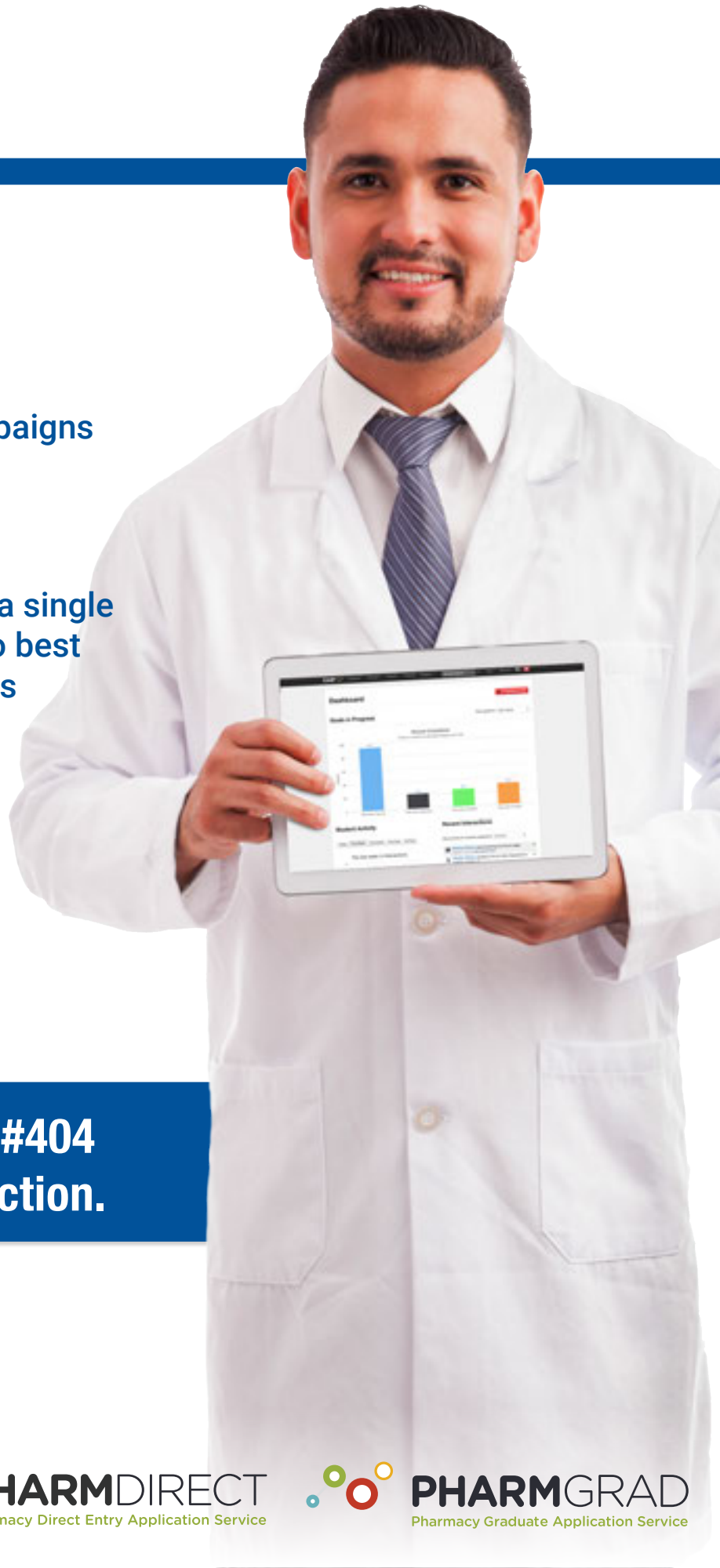




✓ **CREATE**  
and benefit from on-brand,  
targeted cross-media campaigns

✓ **CAPTURE**  
analytics and behaviors in a single  
data source to learn how to best  
interact with your prospects

✓ **CONNECT**  
with more relevant and  
effective communications



➔ Visit Liaison at booth #404  
to see EMP in action.

# Friday, July 12 & Saturday, July 13

## Friday, July 12

**4:00 p.m.–7:00 p.m.**

**AACP Registration & Help Desk**

**Grand Ballroom Registration (Ballroom Level, East Tower)**

Please check-in and pick-up your name badge for **Pharmacy Education 2019** here. Staff will be available to answer your general meeting questions and assist with the AACP meeting app.

## Saturday, July 13

**7:00 a.m.–8:30 a.m.**

**AACP Walmart Scholars Orientation**

**Regency Ballroom A (Ballroom Level, West Tower)**

Required session for the AACP Walmart Scholars, so that they may make the most of their experience at the Annual Meeting.

(Moderator) Libby J. Ross, American Association of Colleges of Pharmacy; (Speaker) Lucinda L. Maine, American Association of Colleges of Pharmacy; (Speaker) Steven A. Scott, Purdue University

**7:00 a.m.–7:00 p.m.**

**AACP Registration & Help Desk**

**Grand Ballroom Registration (Ballroom Level, East Tower)**

Please check-in and pick-up your name badge for **Pharmacy Education 2019** here. Staff will be available to answer your general meeting questions and assist with the AACP meeting app.

**Noon–6:00 p.m.**

**PharmCAS R&R Lounge: Recharge and Reconnect**

**Grand Suite 5 (Ballroom Level, East Tower)**

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge, which offers a much-needed respite from crowds, noise and other common meeting stresses. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. A variety of fruit-infused waters will help refresh you for your next session or appointment. With support from our sponsor, PharmCAS, powered by Liaison, and staffing from the University of Florida, the lounge services are complimentary so make time to stop by for a little R&R!



**1:00 p.m.–7:00 p.m.**

**School Poster Session**

**Acapulco, Hong Kong, Toronto (Ballroom Level, West Tower)**

*Annual Meeting Registration & Name Badge Required*

This year's theme is "Leading Change in Pharmacy Education."

Presenter attendance is recommended from 6:00 p.m.–7:00 p.m.

**3:00 p.m.–4:30 p.m.**

**Council of Deans Administrative Board Meeting**

**Monroe 3 Boardroom (Concourse Level, East Tower)**

*Closed Meeting*

(Chair) Evan T. Robinson, Western New England University

**3:30 p.m.–4:30 p.m.**

**Council of Faculties Administrative Board Meeting**

**Monroe 4 Boardroom (Concourse Level, East Tower)**

(Chair) Daniel A. Brazeau, Marshall University

**3:30 p.m.–5:00 p.m.**

**Junior Faculty and First Timers Annual Meeting Orientation and Networking Session**

**Michigan 1ABC (Concourse Level, East Tower)**

Attendees are invited to this session to share, learn and network with colleagues about the wonderful opportunities available through the AACP Annual Meeting and AACP membership.

(Speaker) David D. Allen, The University of Mississippi; (Speaker) Daniel A. Brazeau, Marshall University; (Speaker) Kathryn J. Smith, University of Florida; (Speaker) Lucinda L. Maine, American Association of Colleges of Pharmacy; (Speaker) Terry J. Ryan, American Association of Colleges of Pharmacy

**3:30 p.m.–5:30 p.m.**

**Council of Sections Business Meeting**

**Michigan 2 (Concourse Level, East Tower)**

Closed business meeting of the Council of Sections members, consisting of the section chairs, chairs-elect and immediate past chairs. Section secretaries are also invited to attend.

(Chair) Jennifer Danielson, University of Washington

**3:45 p.m.–5:45 p.m.**

**Teaching-Scholarship-Service: Building the Three Pillars to Support Your Academic Career**

**Grand Ballroom CDEF (Ballroom Level, East Tower)**

For those interested in academic careers, it is never too early to consider your approach to teaching, scholarship and service. Power skills such as effectively communicating your teaching philosophy and fostering collaborations will set you apart from other jobseekers and set you up for success. Students, residents, fellows and faculty are invited to attend this interactive workshop that will provide you with tips and tools to craft a teaching statement and engage in scholarly collaborations.

(Moderator) Justin Gatwood, The University of Tennessee; (Speaker) Beth A. Martin, University of Wisconsin-Madison; (Speaker) Channing R. Ford, Auburn University; (Speaker) Terri L. Warholak, The University of Arizona; (Speaker) Lindsey Hohmann, Auburn University; (Speaker) James R. Fuchs, The Ohio State University; (Speaker) Christina A. Sherrill, High Point University

**4:00 p.m.–5:00 p.m.**

**Catholic Pharmacists Mass**

**Regency Ballroom D (Ballroom Level, West Tower)**

Everyone is welcome!

**5:30 p.m.–6:30 p.m.**

**Library and Information Science Section Welcome**

**Randolph 1AB (Concourse Level, East Tower)**

All librarians and information science professionals are invited to this orientation to AACP Annual Meeting programs and events. The session will also include information for the Grace and Harold Sewell Memorial Fund stipend recipients regarding the requirements of their awards. An update of the section mentorship program will also be provided.

(Moderator) Leslie A. Bowman, University of the Sciences; (Chair) Vern Duba, The University of Iowa; (Speaker) Melissa L. Hunter, University of Wyoming

**6:00 p.m.–7:00 p.m.**

**AACP Welcome Reception**

**Crystal Ballroom (Lobby Level, West Tower)**

Kick off **Pharmacy Education 2019** at the AACP Welcome Reception. Enjoy hors d'oeuvres and beverages while networking with your peers.

**6:30 p.m.–7:30 p.m.**

**Library and Information Science Section Welcome Dinner**

**Randolph 1AB (Concourse Level, East Tower)**

No host welcome social hour and dinner for all members of the Library and Information Science Section and their guests.

(Speaker) Jennifer R. Martin, The University of Arizona

## Download the Pharmacy Education 2019 App!

Schedule, network and view session materials from the convenience of your mobile device with the **Pharmacy Education 2019 App**.

Download the app through the App Store or Google Play, or visit our mobile site at <https://pharmed19.aacp.org/>.

## Sunday, July 14

6:30 a.m.–7:30 a.m.

### Sunrise Yoga

Sponsored by Pearson 

Plaza Ballroom (Lobby Level, East Tower)

Fitness enthusiasts are welcome to enjoy a sunrise yoga class, led by Seena Haines, that allows all fitness levels to participate. The class will be held in a carpeted room so mats are not required.

6:30 a.m.–8:00 a.m.

### Continental Breakfast

Grand Ballroom Foyer (Ballroom Level, East Tower)

6:30 a.m.–6:00 p.m.

### Meditation Room

Grand Suite 2A (Ballroom Level, East Tower)

Wellness is a concept and a state of being that everyone must embrace. Make your well-being a priority at **Pharmacy Education 2019** by visiting the Meditation Room, where you can meditate, reflect, pray or just be quiet and still. It's a place free from distractions and the hustle and bustle of our everyday lives.

6:45 a.m.–7:45 a.m.

### ALFP Alumni Networking Breakfast

Columbus AB (Ballroom Level, East Tower)

ALFP Alumni networking breakfast, a time for past Fellows to reacquire with each other.

6:45 a.m.–7:45 a.m.

### Prayer Breakfast

Columbus GH (Ballroom Level, East Tower)

Limited Seating

Grab your continental breakfast and join us for the prayer breakfast.

7:00 a.m.–8:00 a.m.

### First House of Delegates Sign-In

Group Office Registration Desk (Ballroom Level, East Tower)

All delegates are required to sign in on Sunday and Wednesday so the Credentials Committee can determine the quorum for business.

(Speaker) Craig D. Cox, Texas Tech University Health Sciences Center; (Speaker) Russell B. Melchert, University of Missouri-Kansas City

7:00 a.m.–4:00 p.m.

### Networking Rooms 1, 2 and 3

Monroe Boardroom 1, 2 and 3 (Concourse Level, East Tower)

Want to catch up with old friends, meet new ones or discuss similar interests? Want to continue the discussion from a fantastic session? Come to the Networking Rooms or schedule time at the AACP Registration and Help Desk.

7:00 a.m.–6:00 p.m.

### AACP Registration & Help Desk

Grand Ballroom Registration (Ballroom Level, East Tower)

Please check-in and pick-up your name badge for **Pharmacy Education 2019** here. Staff will be available to answer your general meeting questions and assist with the AACP meeting app.

7:00 a.m.–6:00 p.m.

### Meet the Editor

Grand Ballroom Registration (Ballroom Level, East Tower)

Are you thinking of submitting a manuscript to the *American Journal of Pharmaceutical Education*? Or signing up to be a manuscript reviewer? Do you have a question about AJPE? Stop by and meet the editor, associate editors and editorial staff of AJPE. We'll be here during breakfast and beverage break times!

(Chair) Gayle A. Brazeau, Marshall University

8:00 a.m.–9:30 a.m.

### Opening General Session: Leadership in Turbulent Times

Grand Ballroom (Ballroom Level, East Tower)

To accommodate all Pharmacy Education 2019 attendees, extra seating for the Opening General Session will be provided in Columbus IJKL.

Presidential Historian and Pulitzer Prize-winning Author Doris Kearns Goodwin reflects on more than 150 years of U.S. history to put into context our most recent presidency. By sharing her deep understanding of the ambition, resolution and resilience of some of our nation's most revered presidents, Goodwin explains how past setbacks and triumphs shed light on the cultural, economic and political transformations that define today's turbulent times. With a goal of educating and entertaining audiences, Goodwin brings to life some of our most successful presidents to provide insight for today's leaders, and to demonstrate that however fractured our modern political culture has become, our democracy is also resilient and has survived—even thrived—through troubling times in the past. AACP President David D. Allen will share strategic milestones on the work of the Association and present the Robert K. Chalmers Distinguished Pharmacy Educator Award, the Lifetime Achievement Award and the Distinguished Teaching Scholar Award.



#### Keynote Speaker:

Doris Kearns Goodwin, Ph.D.

Presidential Historian and Pulitzer Prize-winning Author



#### Moderator:

David D. Allen, R.Ph., Ph.D., FASHP, FNAP, FAPhA

Dean and Professor

Executive Director of the Research Institute of Pharmaceutical Sciences  
The University of Mississippi School of Pharmacy

#### Awards:

Robert K. Chalmers Distinguished Pharmacy Educator Award

Susan M. Meyer, Ph.D., University of Pittsburgh

Lifetime Achievement Award

JoLaine R. Draugalis, R.Ph., Ph.D., The University of Oklahoma

Distinguished Teaching Scholar

Therese Poirier, Pharm.D., Southern Illinois University Edwardsville

At the completion of this activity, the participant will be able to

1. List examples of the ambition, resolution and resilience of some of our nation's past presidents, and the lessons for aspiring and established leaders.
2. Describe how past setbacks and triumphs shed light on the cultural, economic and political transformations that define today's turbulent times.
3. Explain how our democracy has remained resilient in past troubling times.

Knowledge-based (0581-0000-19-035-Lo4-P; 0.75 Contact Hour)

8:00 a.m.–5:00 p.m.

### PharmCAS R&R Lounge: Recharge and Reconnect

Grand Suite 5 (Ballroom Level, East Tower)

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge, which offers a much-needed respite from crowds, noise and other common meeting stresses. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. A variety of fruit-infused waters will help refresh you for your next session or appointment. With support from our sponsor, PharmCAS, powered by Liaison, and staffing from the University of Florida, the lounge services are complimentary so make time to stop by for a little R&R!



9:00 a.m.–Noon

### Spouse/Guests Hospitality Room

Grand Suite 1 (Ballroom Level, East Tower)

9:30 a.m.–10:00 a.m.

### Beverage Break

Grand Ballroom Foyer (Ballroom Level, East Tower)

9:30 a.m.–10:15 a.m.

## Doris Kearns Goodwin Book Signing Columbus GH (Ballroom Level, East Tower)

Join keynote speaker, Doris Kearns Goodwin, as she signs copies of her book *Leadership in Turbulent Times*. A culmination of Goodwin's five-decade career of studying the American presidents focusing on Presidents Abraham Lincoln, Theodore Roosevelt, Franklin Roosevelt and Lyndon Baines Johnson, this book provides an accessible and essential road map for aspiring and established leaders in every field, and for all of us in our everyday lives. Books will be available onsite for purchase.



9:30 a.m.–4:00 p.m.

## AACP Headshot Café

sponsored by RiteAid

### Grand Ballroom Registration Foyer (Ballroom Level, East Tower)

10:00 a.m.–10:30 a.m.

## Improving Preceptor Feedback Skills in 75 Minutes or Less Columbus CDEF (Ballroom Level, East Tower)

This mini-session will provide experiential education program leaders with a turn-key tool kit for conducting an innovative 75-minute site-based preceptor development workshop designed to improve preceptor feedback skills. Program evaluation data will be shared based on experience with prior workshops, as well as a complete set of case scenarios, assessment rubrics, and recommended workshop structure. Participants will leave this session with the tools needed to conduct similar workshops for preceptors within their network.

At the completion of this activity, the participant will be able to:

1. Describe the components of a site-based preceptor development workshop focused on giving feedback.
2. Implement an abbreviated workshop activity through role play and self-assessment.

Knowledge-based (0581-0000-19-036-Lo4-P; 0.50 Contact Hour)

(Speaker) Kathryn A. Schott, Drake University; (Speaker) Cheryl L. Clarke, Drake University

10:00 a.m.–10:30 a.m.

## Partnering With Schools of Social Work on Interprofessional Simulations Focused on Social Determinants and Behavioral Health Columbus IJKL (Ballroom Level, East Tower)

Future pharmacists should address social determinants of health (SDOH) and behavioral health to provide patient-centered care. Pharmacy schools have included these topics in the curriculum. Typically students learn about these issues in a silo using classroom-based pedagogies. Partnering with Schools of Social Work and incorporating SDOH and behavioral health into interprofessional simulations is an enhanced pedagogy to expose students to these concepts. We will share implementation and assessment strategies using our simulation as a case-study.

At the completion of this activity, the participant will be able to:

1. Describe an interprofessional simulation focused on social determinants of health and behavioral health and the impact it had on pharmacy and social work learners.
2. Collaborate with attendees to identify additional activities focused on social determinants of health and behavioral health to apply at home institution.

Knowledge-based (0581-0000-19-037-Lo4-P; 0.50 Contact Hour)

(Speaker) Sarah Shrader, The University of Kansas; (Speaker) Ashley Crowl, The University of Kansas

10:00 a.m.–11:00 am

## Topical Roundtable Session 1

### Regency Ballroom A (Ballroom Level, West Tower)

The list of roundtables and facilitators can be found on page 56.

(Moderator) Steven C. Stoner, University of Missouri-Kansas City

10:00 a.m.–11:00 a.m.

## How to Embed Pediatric Content Within the Required Doctor of Pharmacy Curriculum

### Michigan 1ABC (Concourse Level, East Tower)

Current ACPE recommendations require emphasis in knowledge and skill progression across the lifespan, including pediatric patients, but many students lack exposure. The 2005 recommendations of the ACCP Pediatric PRN suggested 25 hours of pediatric-focused content in Pharm.D. programs. However, a recent survey found the majority offer 16 content hours, offering

an opportunity for improvement. Pharmacy practice faculty, lab faculty, and administrators will explore curriculum mapping, strategic integration, and assessment of pediatric content within Pharm.D. programs

At the completion of this activity, the participant will be able to:

1. Identify the ACPE recommendations that pertain to special populations.
2. Summarize the current state of pediatric content in Pharm.D. programs.
3. Compare and contrast two different strategies for implementing pediatric content in the required curriculum.
4. Outline steps colleges of pharmacy can take to increase the amount of pediatric content and skills in the required Pharm.D. curricula.

Application-based (0581-0000-19-038-Lo4-P; 1.00 Contact Hour)

(Moderator) Peter N. Johnson, The University of Oklahoma; (Speaker) Chad Knoderer, Butler University; (Speaker) Melanie K. Claborn, Southwestern Oklahoma State University

10:00 a.m.–11:00 a.m.

## Practicing Understanding: Strategies to Orient Non-Practice Faculty to the Pharmacy Profession and Professional Education Randolph 1AB (Concourse Level, East Tower)

ACPE Standard 19.4 requires that faculty of all disciplines possess an "...understanding of and commitment to advancing current and proposed future pharmacy practice." In this session, four presenters will each discuss their unique experiences in establishing strategies to orient non-practice faculty to the pharmacy profession and professional education. Additionally, presenters will summarize the current literature surrounding best practices in cross-disciplinary understanding. This session is targeted to any member of a college or school of pharmacy.

(Speaker) Sigrid C. Roberts, Pacific University Oregon; (Speaker) Jennifer Lamberts, Ferris State University; (Speaker) Lisa Lebovitz, University of Maryland; (Speaker) Kimberly K. Daugherty, Sullivan University

10:00 a.m.–11:00 a.m.

## The Assessment of Non-Cognitive Skills and Attributes for Entry into Pharmacy Education Randolph 3 (Concourse Level, East Tower)

Traditional admissions practices in pharmacy have placed a larger emphasis on academic measures over non-cognitive assessments to guide selection decisions. However, a successful pharmacist needs to possess a strong foundation of knowledge, effective practice skills, and exceptional personal qualities. In this session, we will provide an overview of the available non-cognitive tools which programs can incorporate into their existing admissions process to gain a more comprehensive view of potential candidates.

At the completion of this activity, the participant will be able to:

1. Identify the value of non-cognitive assessments in the admissions process and how they can complement the cognitive metrics.
2. Summarize the various non-cognitive assessment tools that are currently available for pharmacy school admissions.
3. Analyze the effectiveness of a particular assessment from both a psychometric and feasibility perspective for use in admissions.
4. Improve the pharmacy school admissions process by proposing ways in which a non-cognitive assessment can be incorporated into the existing process.

Application-based (0581-0000-19-039-Lo4-P; 1.00 Contact Hour)

(Speaker) Jill Hall, University of Alberta; (Speaker) Harold I Reiter, McMaster University; (Speaker) Gilles Leclerc, University of Montreal; (Speaker) Andrea J. Cameron, University of Toronto

10:00 a.m.–11:30 a.m.

## First House of Delegates Session

### Grand Ballroom (Ballroom Level, East Tower)

All Annual Meeting attendees are welcome to come and hear reports from AACP leaders and guests, including incoming President Todd D. Sorensen's remarks. Candidates for the office of President-elect will be introduced during the session and an initial report on the business before the House will be provided by the Bylaws & Policy Development Committee.



#### AACP Speaker of the House:

**Bradley Cannon, Pharm.D.**

Director of Experiential Education, Assistant Professor  
Rosalind Franklin University of Medicine and Science College of Pharmacy



#### AACP President-elect:

**Todd D. Sorensen, Pharm.D., FAPhA, FCCP**

Professor and Associate Dean for Strategic Initiatives and Innovation  
University of Minnesota College of Pharmacy

**10:00 a.m.–2:00 p.m.**

## Pharmacy Development: Funding Essentials for the Changing Pharmacy Profession

Crystal Ballroom C (Lobby Level, West Tower)

During our session, we will hear from experts in the areas of planned giving and corporate relations, hear success stories of fundraising for pharmacy, and participate in benchmarking activities. We will hear the latest in tax changes and how that could affect donor retention. Please bring one item with your school's logo for exchange and examples of your alumni communications.

(Speaker) John C. Woods, The Ohio State University; (Speaker) Elizabeth Zipper, University of Florida; (Speaker) Susan Brown, The University of Texas at Austin; (Speaker) Tom Dauber, The Ohio State University

**10:00 a.m.–3:30 p.m.**

## NACDS Community Pharmacy-based Point-of-Care Testing Certificate & Train-the-Trainer Programs

Hosted by POC Consultants, Inc.

Roosevelt 1AB (Concourse Level, East Tower)

*Pre-registration by July 8 and fee required.*

This industry standard-setting program is now offered in 23 schools and colleges of pharmacy and has been taken by more than 4,200 pharmacists. Back-to-back sessions provide pharmacy schools a practical way to begin offering the NACDS Point-of-Care Testing (POCT) program as part of the Pharm.D. curriculum. Faculty can complete the live program and take Train-the-Trainer (TTT) to become an instructor all in one day. Students gain the skills necessary to implement a collaborative testing program for influenza, Group A streptococcus, HIV and hepatitis C. This practice-based activity is accredited for 20 hours of CPE.

At the completion of this activity, the participant will be able to:

1. Identify at least 3 opportunities for expanding patient-centered services in the community pharmacy setting, using point of care.
2. Discuss the value and limitations of patient reported symptoms, medical history, and drug allergies.
3. Describe and perform the following physical assessments, when appropriate to patient care: Blood pressure, pulse, respiratory rate, oxygenation, cervical lymph node inspection, body temperature.
4. Describe and perform the following specimen collections used in point of care testing: Throat swab, oral fluid collection, nasal swab, finger stick.
5. Identify characteristics of the four exemplar infectious diseases (influenza, Group A Streptococcus, Human Immunodeficiency Virus, Hepatitis C) regarding: causative agents, transmission, immunizations, symptoms and presentation, appropriate therapy, point-of-care testing.

(Full list of learning objectives at <http://bit.ly/POCTatAACPAAnnual>)

Practice-based (0206-0000-17-012-Bo4;-P20.0 Contact Hours)

(Speaker) Donald G. Klepser, University of Nebraska Medical Center

**11:00 a.m.–11:30 a.m.**

## Enhancing the Layered Learning Model: Empowering Residents to Use Entrustable Professional Activities as Experiential Co-Preceptors

Columbus CDEF (Ballroom Level, East Tower)

The target audience includes college of pharmacy faculty and preceptors interested in training pharmacy residents to become more versed in the use of entrustable professional activities (EPAs) in experiential education. This session will focus on strategies to build buy-in among pharmacy residents in using EPAs to evaluate student performance as co-preceptors. This program will be of particular interest to preceptors currently implementing or interested in implementing a layered learning experiential model.

(Speaker) Tressa E. McMorris, Roseman University of Health Sciences; (Speaker) Dustin Tate Christensen-Grant, Roseman University of Health Sciences

**11:00 a.m.–11:30 a.m.**

## I-P-E for the E-Y-E. Pharm.D. and Optometry Students Collaborate to Improve Nonprescription Ophthalmic Product Knowledge

Columbus IJKL (Ballroom Level, East Tower)

In healthcare, interprofessional education (IPE) is a key factor in providing patient-centered, high-quality care. This session will describe an interprofessional interactive activity with pharmacy and optometry students enrolled in their final professional year working alongside pharmacists and optometrists to review common self-treatable ophthalmic conditions. The activity culminates with a hands-on component that examine samples of commonly

available nonprescription ophthalmic products. The target audience includes pharmacy educators with a focus in ambulatory care and community practice.

At the completion of this activity, the participant will be able to:

1. Describe an innovative, hands-on Interprofessional Education activity that improves Doctor of Pharmacy and Optometry students' knowledge of nonprescription ophthalmic products and self-treatable ophthalmic conditions.
2. Discuss opportunities to collaborate with allied health professionals to enrich pharmacy students' ability to provide optimal patient care.

Knowledge-based (0581-0000-19-040-Lo4-P; 0.50 Contact Hour)

(Speaker) Stephanie Conway, MCPHS University–Worcester/Manchester; (Speaker) Kaelen C. Dunican, MCPHS University–Worcester/Manchester

**11:30 a.m.–12:30 p.m.**

## Connecting the Elements to Amplify Global Change Michigan 1ABC (Concourse Level, East Tower)

To facilitate transformative change in health care systems is a bigger goal than any one conference can achieve. Yet traditionally the agendas for pharmacy education and practice meetings around the world are developed independently. In 2019, there are four global pharmacy meetings that share complementary goals to develop, connect, and empower leadership. In this session, we will describe how a coalition approach to fostering a mindset of global citizenship can amplify individual elements of change.

At the completion of this activity, the participant will be able to:

1. Describe qualities of global citizenship as they pertain to pharmacy education and practice.
2. Explain how the dialogue of global citizenship is connected across pharmacy education and practice conferences worldwide.
3. Define the elements of change that can influence development of global citizenship skills amongst educators, practitioners, and students in pharmacy.
4. Determine at least one action for amplifying these elements of change.
5. Commit to sharing the results on the PharmAcademy platform in order for others to continue to learn.

Application-based (0581-0000-19-041-Lo4;-P 1.00 Contact Hour)

(Speaker) Kari L. Franson, University of Colorado; (Speaker) David R. Steeb, University of North Carolina at Chapel Hill; (Speaker) Tina Brock, Monash University; (Speaker) John A. Pieper, St. Louis College of Pharmacy; (Speaker) Jodie V. Malhotra, University of Colorado

**11:30 a.m.–12:30 p.m.**

## From Prevention to Crisis: Addressing Student Mental Health Every Step of the Way

Randolph 1AB (Concourse Level, East Tower)

Mental health and wellness of pharmacists is on the radar of professional pharmacy organizations. However, published literature of effective strategies for improving mental well-being is sparse in pharmacy education literature. Speakers will discuss the design, implementation, and promotion of innovative strategies to improve mental health in two schools. These strategies range from preventative, crisis response, and educational programs. Attendees will be given opportunities to apply these examples to build on ideas for their own institutions.

At the completion of this activity, the participant will be able to:

1. Describe how prevention, crisis management, and educational strategies can address barriers and improve care for students with mental health issues.
2. Discuss how an approach for referring students exhibiting concerning behaviors can prevent progression to a crisis.
3. Compare and contrast available crisis response workflows implemented in two pharmacy schools for students with acute needs.
4. Incorporate interventions discussed in the development of innovative educational programs to increase awareness in mental health and reduce the risk of suicide.
5. Adapt ideas presented for the development of interventions in one's own learning environment.

Application-based (0581-0000-19-042-Lo4-P; 1.00 Contact Hour)

(Speaker) Suzanne C. Harris, University of North Carolina at Chapel Hill; (Speaker) Heidi N. Anksorus, University of North Carolina at Chapel Hill; (Speaker) Kelly N. Gable, Southern Illinois University Edwardsville; (Speaker) Colleen Wernoski, University of North Carolina at Chapel Hill; (Speaker) Amber D. Frick, University of North Carolina at Chapel Hill

**11:30 a.m.–12:30 p.m.**

## Interprofessional Diagnosis: A Call to Action for Pharmacy Regency Ballroom A (Ballroom Level, West Tower)

Accurate and timely diagnosis is the foundation of safe, effective patient care. The Society to Improve Diagnosis in Medicine has developed 12 interprofessional competencies for individuals, teams and systems to improve diagnosis. This session will introduce the competencies, share how they map

# Sunday, July 14

to the pharmacist patient care process, ACPE, CAPE, and entrustable professional activities, and challenge participants to consider ways to incorporate the competencies into existing pharmacy curriculum.

At the completion of this activity, the participant will be able to:

1. Provide the context and development of interprofessional diagnosis competencies.
2. Discuss the role of pharmacists in the diagnostic process and in preventing and detecting diagnostic errors.
3. Describe how the interprofessional diagnosis competencies map to ACPE standards, the pharmacist patient care process, and entrustable professional activities.
4. Synthesize examples of how existing curriculum can address interprofessional diagnosis competencies.

Application-based (0581-0000-19-043-Lo4-P; 1.00 Contact Hour)

(Speaker) Mark L. Graber, Society to Improve Diagnosis in Medicine; (Speaker) Jeannine M. Conway, University of Minnesota; (Speaker) Gloria Grice, St. Louis College of Pharmacy

## 11:30 a.m.–12:30 p.m.

### It's a Matter of Life and Death: Opioid Training for Professional Students

#### Regency Ballroom B (Ballroom Level, West Tower)

Participants will have the opportunity to discover approaches which may be used to train student pharmacists on the opioid crisis and naloxone use. Interprofessional, simulation based, and community organized events will all be explored during the session with lessons learned from two universities provided throughout.

At the completion of this activity, the participant will be able to:

1. Explain the importance of opioid and naloxone training for pharmacy students.
2. Discuss lessons learned from various methodologies and explore ways to improve the training options currently being used.
3. Bring training methods back to their institution in order to understand which method may work best for their learners.

Knowledge-based (0581-0000-19-139-Lo4-P; 1.00 Contact Hour)

(Speaker) Karen Whalen, University of Florida; (Speaker) Nancy Borja-Hart, The University of Tennessee; (Speaker) Chelsea Renfro, The University of Tennessee; (Speaker) Carol A. Motycka, University of Florida

## 11:30 a.m.–12:45 p.m.

### Teacher of the Year Luncheon

#### Plaza Ballroom (Lobby Level, East Tower)

sponsored by Walmart  
By Invitation Only



## 11:30 a.m.–12:45 p.m.

### Women Faculty SIG: Luncheon and Business Meeting

#### Crystal Ballroom B (Lobby Level, West Tower)

The 2019 Women Faculty SIG business luncheon programming will include a facilitated discussion of the book club disseminated at the 2018 annual luncheon: *Tripping the Prom Queen—The Truth About Women and Rivalry* by Susan Shapiro Barash. Dr. Diane Ginsburg will share her reflections and implications as it relates to women faculty in the academy. Additionally, our mentor program task force will provide an overview of the mentor program set to launch following the annual meeting.

(Speaker) Seena L. Haines, The University of Mississippi; (Speaker) Jenny A. Van Amburgh, Northeastern University; (Speaker) Tonja M. Woods, University of Wyoming; (Speaker) Jean Y. Moon, University of Minnesota; (Speaker) Diane B. Ginsburg, The University of Texas at Austin

## 11:30 a.m.–1:00 p.m.

### PCAT Prep Advisory Committee Meeting

#### Monroe Boardroom 4 (Concourse Level, East Tower)

Closed Meeting

(Chair) Mary L. Euler, West Virginia University

## 1:00 p.m.–1:30 p.m.

### Demonstration of an Interprofessional Escape Room Activity

#### Columbus CDEF (Ballroom Level, East Tower)

This activity will use educational escape-room techniques and puzzles to demonstrate and simulate an interprofessional experience. The intended audience are faculty members involved in interprofessional education, or are interested in learning how to incorporate escape rooms and puzzle solving into their teaching. Expect active learning, team building, and an interactive experience! Concepts from this session could be adapted for other educational purposes.

At the completion of this activity, the participant will be able to:

1. Apply knowledge from simulation to describe the components of a successful interprofessional escape room activity.
2. Identify barriers and opportunities to implement an interprofessional escape room.

Knowledge-based (0581-0000-19-044-Lo4-P; 0.50 Contact Hour)

(Speaker) Benjamin Chavez, University of Colorado; (Speaker) Eric H. Gilliam, University of Colorado

## 1:00 p.m.–1:30 p.m.

### Educational Gaming as an Active Learning Approach for Teaching Social Determinants of Health

#### Columbus IJKL (Ballroom Level, East Tower)

A foundational understanding of social determinants of health is vital in order to meet the objectives of many, if not all, of Domains 2 and 3 of the CAPE outcomes. Gaming as an active learning strategy engages the learner in a fun and interactive experience. This mini-session will walk the audience through a board game geared toward learning social determinants of health and health disparities, as well as developing empathy for people from different backgrounds.

(Speaker) Chamika Hawkins-Taylor, South Dakota State University; (Speaker) Brittny A. Meyer, South Dakota State University

## 1:00 p.m.–2:00 p.m.

### Move Out of 'Z' Way, Millennials—Connecting With Gen Z

#### Implementing a “Huddle Culture” to Promote Organizational Health and an Informed, Cohesive, Academic Work Environment

#### Regency Ballroom A (Ballroom Level, West Tower)

“What’s with kids these days”—stated every prior generation. Generation Z (Gen Z) students, born after 1995, will soon become the predominant generation within pharmacy education. While Gen Z has similarities to Millennials, there are also many differences which pharmacy faculty can harness to enhance the development of this future generation of pharmacists. This program will discuss Gen Z and ways pharmacy faculty can employ best-teaching practices within the classroom and experiential settings.

Culture can be defined as a set of shared experiences and values; but how do we remain connected, focused and accountable to one another when daily distractions get in the way? A “Huddle Culture” promotes organizational health leading to high functioning and united teams, increasing effectiveness and efficiency. A “Huddle Culture” fosters relational coordination, alignment, and support from key players providing an injection of energy to carry teams through the day.

At the completion of this activity, the participant will be able to:

1. Compare and contrast Millennials and Gen Z students.
2. Describe educational techniques to enhance teaching and learning for Gen Z.

Knowledge-based (0581-0000-19-045-Lo4-P; 0.50 Contact Hour)

(Speaker) Wendy Duncan, California Health Sciences University; (Speaker) David G. Puentes, California Health Sciences University; (Speaker) Alex N. Isaacs, Purdue University; (Speaker) Sarah A. Nisly, Wingate University

## 1:00 p.m.–2:00 p.m.

### Keep-Start-Stop: A Structured Model for Effective Student Feedback

#### Regency Ballroom B (Ballroom Level, West Tower)

This session describes the foundations for and implementation of a brief structured feedback model, Keep-Start-Stop, at multiple institutions. Through the experience of an international collaboration, we address how instructors and students provide and receive feedback across the curricula and at the individual course level. Pharmacy educators will gain experience with a standardized approach that encourages students and faculty to improve the quality and frequency of feedback for multiple activities.

At the completion of this activity, the participant will be able to:

1. Describe how a structured feedback model can be implemented in various areas of the curricula.
2. Discuss current education activities and propose methods to implement the structured feedback model within the pharmacy curricula.
3. Demonstrate how a structured feedback model can be used to improve student feedback.

Application-based (0581-0000-19-046-Lo4-P; 1.00 Contact Hour)

(Speaker) Vivienne Mak, Monash University; (Speaker) Mikael D. Jones, University of Kentucky; (Speaker) Tina Brock, Monash University; (Speaker) Clark Kebodeaux, University of Kentucky

**1:00 p.m.–2:00 p.m.**

## Fostering Innovation in Your CPE Program: Best Practices Workshop for CPE Administrators by CPE Administrators Regency Ballroom D (Ballroom Level, West Tower)

The purpose of this session is to provide a venue for members of schools and colleges of pharmacy to discuss pertinent issues related to continuing pharmacy education (CPE) and continuing professional development (CPD) in the context of CPE. The target audience includes members of the CPD section, including individuals who are involved with or interested in CPE operations within schools and colleges of pharmacy.

At the completion of this activity, the participant will be able to:

1. Identify opportunities for leveraging technology in CPE activities.
2. Discuss examples of fostering and disseminating quality improvement through CPE activities.
3. Develop a preliminary plan for using technology-based learning enhancements in the attendee's organization.

Application-based (0581-0000-19-047-Lo4-P; 1.00 Contact Hour)

(Speaker) Peter J. Hughes, Samford University; (Speaker) Barbara L. Jolly, Sullivan University; (Speaker) James Wheeler, The University of Tennessee

**1:00 p.m.–2:00 p.m.**

## Cosmeceuticals: Regulation, Safety and Toxicity Michigan 1ABC (Concourse Level, East Tower)

There is increasing evidence that some chemicals in cosmeceuticals act transdermally rather than topically leading to safety and toxicity concerns. This presentation will discuss the current regulatory status of chemicals used in cosmeceuticals and provide evidence of adverse health effects with chemical accumulation in specific locations throughout the body. Pharmacists are responsible for interpreting product label information to identify potential free radical generators, antioxidants, and/or other chemical entities that can interfere or reverse the effect of existing drug therapies. Suggested resources to guide informed product selection for personal use and patient interactions will be provided.

(Speaker) Susan L. Mercer, Lipscomb University; (Speaker) Robin M. Zavod, Midwestern University/Downers Grove

**1:00 p.m.–2:00 p.m.**

## The Eleven Habits of Highly Effective Preceptors: Elevating Pharmacy Precepting

### Grand Ballroom CDEF (Ballroom Level, East Tower)

The Habits of Preceptors Rubric (HOP-R), its premise, and the consensus-driven process used for development will be presented. Participants will self-assess on select habits within the rubric and create a plan for continuing professional development. Additionally, attendees will evaluate their current preceptor assessment strategies and consider ways to enhance the impact of their current approach at their institutions. The target audience for this session is experiential education faculty and staff, and preceptors of students and residents.

At the completion of this activity, the participant will be able to:

1. Describe the history and development of the Habits of Preceptors Rubric (HOP-R).
2. Explain the concept of "Habits of Preceptors" in terms of its goals to improve preceptor skills and learning outcomes.
3. Utilize the HOP-R to self or peer assess precepting habits.

Application-based (0581-0000-19-048-Lo4-P; 1.00 Contact Hour)

(Speaker) Lindsay E. Davis, Midwestern University/Glendale; (Speaker) Alison M. Stevens, St. Louis College of Pharmacy; (Speaker) Suzanne Larson, Midwestern University/Glendale; (Speaker) Gloria Grice, St. Louis College of Pharmacy; (Speaker) Tara Storjohann, Midwestern University/Glendale

**1:00 p.m.–2:00 p.m.**

## Incorporating Drug Shortages Using a Process Oriented Guided Inquiry Learning Method in Drug Information

### AARDVARC: The Automated Approach to Reviewing and Developing Valuable Assessment Resources for Your Curriculum Randolph 1AB (Concourse Level, East Tower)

Drug shortages are a significant public health issue impacting the medication supply chain, health care providers, and patient care. Creatively threading this topic in a course employing health information retrieval skills can better equip students to problem-solve and enhance decision-making skills as pharmacists. This mini-session will highlight an example of integrating

the topic of drug shortages in a drug information course using the process oriented guided inquiry learning method.

With increased demands and limited time and resources, a critical need has developed for faculty and administrators to find quick and efficient ways in which to assess their academic programs. We will describe and demonstrate the use of AARDVARC, an innovative web-based solution created at the University of Southern California to manage and centralize syllabi, improve curricular and programmatic assessment, address faculty workloads, enhance reporting, and improve the overall efficiency of academic and business operations. Target audience: Individuals responsible for curriculum, assessment, and faculty affairs.

(Speaker) Krisy-Ann Thornby, Palm Beach Atlantic University; (Speaker) Maryann Wu, University of Southern California; (Speaker) Ian S. Haworth, University of Southern California

**1:00 p.m.–2:00 p.m.**

## Faculty to Faculty Mentoring: It Is Not "One Size Fits All" Grand Ballroom AB (Ballroom Level, East Tower)

Mentoring is a crucial part of faculty life. Through mentoring, faculty can influence all areas of performance and success. However, there are many different mentoring structures. A review of various structures including pros and cons and barriers to mentorship will be discussed. During the session, findings from a survey of the Pharmacy Practice Section related to mentoring will be shared. Discussion regarding best practices for mentoring of early and mid-career faculty will be encouraged.

At the completion of this activity, the participant will be able to:

1. Discuss the needs for mentoring throughout a career in academia.
2. Describe various academic mentoring models.
3. Develop a mentoring plan for a department or school.

Knowledge-based (0581-0000-19-049-Lo4-P; 1.00 Contact Hour)

(Moderator) Leslie A. Hamilton, The University of Tennessee; (Speaker) Sally L. Haack, Drake University; (Speaker) Emmeline Tran, Medical University of South Carolina; (Speaker) Lea S. Eiland, Auburn University; (Speaker) Karen F. Marlowe, Auburn University; (Speaker) Daniel R. Malcom, Sullivan University

**1:00 p.m.–2:00 p.m.**

## Understanding Student Stress in Colleges of Pharmacy Roosevelt 3AB (Concourse Level, East Tower)

Stress in student pharmacists can negatively affect their academic performance and health. According to ACPE Standards 2016, measurement and evaluation of stress in students, faculty and staff for its impact on programmatic outcomes and morale is encouraged. This session will provide an overview of the perception of stress experienced by student pharmacists in 3-year and 4-year programs. In addition, the relationship between stress, satisfaction and professionalism will also be discussed.

(Moderator) Anita T. Mosley, University of the Incarnate Word; (Speaker) Surajit Dey, Roseman University of Health Sciences; (Speaker) Mark A. Munger, The University of Utah; (Speaker) Casey Tak, University of North Carolina at Chapel Hill

**1:00 p.m.–2:00 p.m.**

## Strategies and Tools to Engage Patients as Partners in the Pharmacists' Patient Care Process Columbus AB (Ballroom Level, East Tower)

This session will offer views of the JCPP Pharmacists' Patient Care Process from patient and caregiver perspectives. Practical approaches to engage patients and caregivers in shared decision-making to optimize medication adherence and outcomes will be discussed. Audience members will have the opportunity to evaluate these approaches and consider implementation in their teaching, research, and service. The target audiences for this session are members of the Social and Administrative Sciences, Pharmacy Practice, and Experiential Education Sections.

At the completion of this activity, the participant will be able to:

1. Identify the value in improved health outcomes when engaging patients and caregivers as partners in medication management.
2. Recommend key strategic approaches and tools in implementing the Pharmacists' Patient Care Process from a patient's perspective.
3. Describe the medication experience as a social phenomenon, in addition to a clinical one.
4. Discuss the utility of a patient engagement tool in helping pharmacists collect, assess, and address patients' medication adherence barriers.
5. Describe three methods of tailored patient education to improve patient engagement, functional health literacy, and medication adherence.

Application-based (0581-0000-19-050-LO4-P; 1.00 Contact Hour)

(Speaker) Pat Merryweather, Project Patient Care; (Speaker) Jon C. Schommer, University of Minnesota; (Speaker) Jamie C. Barner, The University of Texas at Austin; (Speaker) Anandi V. Law, Western University of Health Sciences; (Moderator) Lourdes G. Planas, The University of Oklahoma

**1:00 p.m.–2:00 p.m.**

## Overcoming Barriers to Delivering Quality Cultural Competency Training in Pharmacy Curricula

Columbus GH (Ballroom Level, East Tower)

How do we know that our cultural competency training in the pharmacy curriculum is working? Faculty often encounter a range of barriers when delivering cultural competency training, including creating quality activities, navigating skills training, and ensuring that learning outcomes are assessed in a meaningful manner. This session will assist faculty with developing strategies that can be tailored to their unique curricula by addressing common barriers and presenting potential solutions.

At the completion of this activity, the participant will be able to:

1. Describe various active learning activities that can be utilized to teach cultural competence (CC) concepts effectively and efficiently.
2. Develop strategies to provide skills training for CC, including but not limited to training faculty, preceptors, and students through integrative techniques such as using standardized patients.
3. Evaluate appropriate methods to assess student knowledge, skills, attitudes, and behaviors gained from CC training.
4. Develop a plan to address barriers in teaching and assessing CC concepts.

Application-based (0581-0000-19-051-LO4-P; 1.00 Contact Hour)

(Speaker) Sally Arif, Midwestern University/Downers Grove; (Speaker) Imbi Drame, Howard University; (Speaker) Aleda M. Chen, Cedarville University; (Moderator) Nancy Borja-Hart, The University of Tennessee

**2:15 p.m.–2:45 p.m.**

## A Telehealth Model for the Delivery of Interprofessional Education

Columbus CDEF (Ballroom Level, East Tower)

This session will present an innovative model for the delivery of a longitudinal interprofessional education (IPE) curriculum utilizing telehealth principles. The session will highlight challenges in providing IPE on campuses which do not have all representative health professions and will describe a complementary strategy for IPE delivery. A longitudinal, multi-state telehealth IPE utilizing electronic health records, video-conferencing tools, and recorded patient history and physical examinations will be described. Assessment strategies will also be described.

At the completion of this session, the participant will be able to:

1. Describe various technologies that can be used to simulate patient care delivery within a telehealth context.
2. Discuss assessment strategies to ensure student learning within a telehealth model.

Knowledge-based (0581-0000-19-052-LO4-P; 0.50 Contact Hour)

(Speaker) Deepti Vyas, University of the Pacific

**2:15 p.m.–2:45 p.m.**

## Game On! Incorporating Gamification Into a Pharmaceutical Skills Lab Course to Enhance Retention and Encourage Self-Directed Learning

Columbus IJKL (Ballroom Level, East Tower)

Gamification is an innovative approach to learning that challenges and motivates students (both extrinsically and intrinsically) to become more actively involved in their own learning. This session will review the development, implementation, and assessment of gamification in a Pharmaceutical Skills lab course. Speakers will share their experience with this approach and how participants can implement this at their institution.

At the completion of this activity, the participant will be able to:

1. Review the role of gamification in pharmacy education.
2. Discuss ways to incorporate gamification principles into your course(s).

Knowledge-based (0581-0000-19-053-LO4-P; 0.50 Contact Hour)

(Speaker) Melissa Ruble, University of South Florida; (Speaker) Jaclyn Cole, University of South Florida

**2:15 p.m.–3:15 p.m.**

## Administrative Services Section: Business Meeting

Regency Ballroom A (Ballroom Level, West Tower)

(Chair) Heather M. W. Petrelli, University of South Florida; (Speaker) Rebecca H. Brierley, University at Buffalo, The State University of New York

**2:15 p.m.–3:15 p.m.**

## Biological Sciences Section: Business Meeting

Regency Ballroom B (Ballroom Level, West Tower)

(Chair) Lauren A. O'Donnell, Duquesne University; (Speaker) Daniel R. Kennedy, Western New England University

**2:15 p.m.–3:15 p.m.**

## Chemistry Section: Business Meeting

Michigan 1ABC (Concourse Level, East Tower)

(Chair) Susan L. Mercer, Lipscomb University; (Speaker) Hoang V Le, The University of Mississippi; (Speaker) David C. Stevens, The University of Mississippi

**2:15 p.m.–3:15 p.m.**

## Continuing Professional Development Section: Business Meeting

Regency Ballroom D (Ballroom Level, West Tower)

(Chair) Peter J. Hughes, Samford University; (Speaker) James Wheeler, The University of Tennessee

**2:15 p.m.–3:15 p.m.**

## Experiential Education Section: Business Meeting

Grand Ballroom CDEF (Ballroom Level, East Tower)

(Chair) Maryann Z. Skrabal, Creighton University

**2:15 p.m.–3:15 p.m.**

## Library and Information Science Section: Business Meeting

Randolph 1AB (Concourse Level, East Tower)

(Chair) Vern Duba, The University of Iowa

**2:15 p.m.–3:15 p.m.**

## Pharmaceutics Section: Business Meeting

Roosevelt 3AB (Concourse Level, East Tower)

(Chair) Melgardt M. de Villiers, University of Wisconsin-Madison

**2:15 p.m.–3:15 p.m.**

## Pharmacy Practice Section: Business Meeting

Grand Ballroom AB (Ballroom Level, East Tower)

(Speaker) Paul O. Gubbins, University of Missouri-Kansas City; (Speaker) Adam Pate, The University of Mississippi; (Speaker) Leslie A. Hamilton, The University of Tennessee; (Speaker) Lakesha M. Butler, Southern Illinois University Edwardsville

**2:15 p.m.–3:15 p.m.**

## Social and Administrative Sciences Section: Business Meeting

Columbus AB (Ballroom Level, East Tower)

(Speaker) Pamela C. Heaton, University of Cincinnati

**2:15 p.m.–3:15 p.m.**

## Developing and Implementing Effective Strategic Plans:

### Transforming Hope and Expectations Into Successful Outcomes

Crystal Ballroom A (Lobby Level, West Tower)

Few processes have greater potential to increase the effectiveness of a school/college of pharmacy than does Strategic Planning. Yet many strategic planning efforts fall far short of this. How can we realize Strategic Planning's potential? This session integrates current thinking, best practices, and real-world experiences from a diverse array of institutions to generate a practical, contemporary template for strategic plan development and implementation by schools/colleges of pharmacy.

(Speaker) Jeanine K. Mount, MCPHS University-Boston; (Speaker) John R. Reynolds, Northeastern University; (Speaker) Gayle A. Brazeau, Marshall University; (Speaker) Linda G. MacLean, Washington State University; (Speaker) J. Gregory Boyer, Accreditation Council for Pharmacy Education

**2:15 p.m.–3:15 p.m.**

## Therapeutic Decision-Making: How Do We (and How Should We) Think About Treatment?

Crystal Ballroom C (Lobby Level, West Tower)

The cognitive process of clinical decision-making is the key differentiating skill of healthcare professionals, but the vast majority of studies focus on the diagnostic component of this process, where insights gained from theoretical and empiric study have aided in design of medical education. This session



discusses empiric and theory-based studies of therapeutic decision-making and implications for instruction and practice. The target audience includes clinical instructors, instructional designers, curriculum developers, and assessment-focused faculty.

At the completion of this activity, the participant will be able to:

1. Differentiate between reasoning and judgment in the four-step model of therapeutic decision-making.
2. Discuss the evidence for and against applying the three models of reasoning derived from the diagnostics literature to therapeutics.
3. Explain how scaffolding can be used to assist students in mastering the processes of therapeutic decision-making.
4. Counsel a learner on approaches to optimize delivery of their therapeutic recommendations in an interprofessional care environment.

**Application-based (0581-0000-19-055-Lo4-P; 1.00 Contact Hour)**

(Speaker) Dan Wright, University of Otago; (Speaker) Conan MacDougall, University of California, San Francisco; (Speaker) Tina Brock, Monash University; (Speaker) Zubin H. Austin, University of Toronto; (Speaker) Megan Anakin, University of Otago

**2:30 p.m.–3:30 p.m.**

**Development Directors SIG: Business Meeting**  
**Columbus GH (Ballroom Level, East Tower)**

(Chair) Kori Caldwell, Auburn University

**3:30 p.m.–6:30 p.m.**

**Exhibitors' Opening Reception and**  
**Research/Education Poster Session 1**

**Riverside Exhibit Hall (Exhibit Level, East Tower)**

Hungry for information on the latest products and services to support your work? Have a thirst for new knowledge about research and education? Join the exhibitors for hors d'oeuvres and refreshments, and they'll fill you in on new tools. From 4:00 p.m.–5:00 p.m., chat with peers about their posters.

**3:30 p.m.–6:30 p.m.**

**New Investigator Award Poster Session**

**Riverside Exhibit Hall (Exhibit Level, East Tower)**

Interested in learning about research funded by the AACP New Investigator Award? Join the 2017–2018 NIA recipients from 4:00 p.m.–5:00 p.m. as they talk about their NIA experiences and present the results of their research.

**3:30 p.m.–6:30 p.m.**

**Trainee Poster Competition**

**Riverside Exhibit Hall (Exhibit Level, East Tower)**

Visit the posters of student pharmacists, graduate students, residents, fellows and postdocs. From 4:00 p.m.–5:00 p.m., they'll be at their posters to present their research and scholarship.

**6:00 p.m.–9:00 p.m.**

**Past Presidents Dinner**

**Off-site: Tortoise Supper Club**

*By Invitation Only*

AACP past presidents dinner hosted by Immediate Past President Dr. Steven Scott of Purdue University.

**6:30 p.m.–7:30 p.m.**

**AACP Walmart Scholars Welcome Reception**

**Crystal Ballroom C (Lobby Level, West Tower)**

*By Invitation Only*

Current Walmart Scholars and mentors are invited to join us for an informal reception. The event will serve an excellent opportunity for Scholars to network with each other, seek advice from mentors across the academy, expand their knowledge about academic careers, and enhance their professional growth.



## Congrats to the AACP Connect Super Users!

Over the next several days, keep an eye out for the AACP Connect Super Users! Recognized for their overall engagement score across the previous year, the top 20 member super users were given special buttons. Increase your engagement score by posting in a Connect community (10 points), uploading a document (10 points), reading a discussion post (four points) and more.



### 2018–2019 AACP Connect Super Users

Member	Engagement Score
Lourdes Planas	2805
Angela Brownfield	2247
Abby Kahaleh	2157
Bernadette Brown	1792
David Baker	1762
Deanna Tran	1600
Evan Robinson	1590
Paul Ranelli	1567
Maryann Skrabal	1525
Vern Duba	1479
Jennifer Danielson	1461
Ettie Rosenberg	1444
David Steeb	1380
Rebecca Brierley	1332
Chelsea Walker	1323
Andrew Bzowycykj	1270
Paul Gubbins	1222
Anne Lin	1218
Stuart Haines	1217
Steve Stoner	1117

## A New Way to “Connect” With the Academy

AACP Connect, the online membership community, has launched the **Volunteer Opportunities** board, a new space to find ways to volunteer with committees, at events and within programs at AACP and around the Academy. Initial offerings included monitoring sessions at [Pharmacy Education 2019](#) and serving as a judge for the trainee poster competition. New opportunities will be added continually throughout the year.

For more information and to learn about open opportunities, stay tuned to AACP Connect or contact Matt Cipriani, knowledge management and member engagement manager, at [mcipriani@aacp.org](mailto:mcipriani@aacp.org).

# COME VISIT FACULTY SCHOLARS RESEARCH ROW!

Stop by and chat with our Faculty Scholars at the NACDS Foundation Faculty Scholars Research Row poster session. See our line-up of research pilots aimed at improving patient care.

**Date:** Monday, July 15

**Time:** 9:00 a.m. – 10:30 a.m.

**Location:** Hyatt Regency Chicago  
Grand Ballroom Registration  
Ballroom Level, East Tower



**NACDS FOUNDATION**

*Proud Education Day Sponsor of the  
AACP 2019 Annual Meeting*



## Monday, July 15

Educational Day Sponsor:



6:30 a.m.–7:30 a.m.

Sunrise Yoga

Sponsored by Pearson Pearson

Plaza Ballroom (Lobby Level, East Tower)

Fitness enthusiasts are welcome to enjoy a sunrise yoga class, led by Seena Haines, that allows all fitness levels to participate. The class will be held in a carpeted room so mats are not required.

6:30 a.m.–8:00 a.m.

Continental Breakfast

Grand Ballroom Foyer (Ballroom Level, East Tower)

6:30 a.m.–6:00 p.m.

Meditation Room

Grand Suite 2A (Ballroom Level, East Tower)

Wellness is a concept and a state of being that everyone must embrace. Make your well-being a priority at **Pharmacy Education 2019** by visiting the Meditation Room, where you can meditate, reflect, pray or just be quiet and still. It's a place free from distractions and the hustle and bustle of our everyday lives.

6:45 a.m.–7:45 a.m.

Special Interest Group (SIG) Cabinet Meeting

Columbus AB (Ballroom Level, East Tower)

The chairs, chairs-elect and immediate past chairs will meet to discuss the business of the AACP Special Interest Groups.

(Moderator) Lucinda L. Maine, American Association of Colleges of Pharmacy

6:45 a.m.–7:45 a.m.

Private School Deans Breakfast

Crystal Ballroom A (Lobby Level, West Tower)

By Invitation Only

Gather your colleagues to discuss ideas and information related to private schools of pharmacy.

7:00 a.m.–8:00 a.m.

NACDS Foundation Breakfast Connection

Crystal Ballroom B (Lobby Level, West Tower)

By Invitation Only

7:00 a.m.–3:00 p.m.

AACP Registration & Help Desk

Grand Ballroom Registration (Ballroom Level, East Tower)

Please check-in and pick-up your name badge for **Pharmacy Education 2019** here. Staff will be available to answer your general meeting questions and assist with the AACP meeting app.

7:00 a.m.–3:00 p.m.

Meet the Editor

Grand Ballroom Registration (Ballroom Level, East Tower)

Are you thinking of submitting a manuscript to the *American Journal of Pharmaceutical Education*? Or signing up to be a manuscript reviewer? Do you have a question about AJPE? Stop by and meet the editor, associate editors and editorial staff of AJPE. We'll be here during breakfast and beverage break times!

(Chair) Gayle A. Brazeau, Marshall University

7:00 a.m.–4:00 p.m.

Networking Rooms 1, 2 and 3

Monroe Boardroom 1, 2 and 3 (Concourse Level, East Tower)

Want to catch up with old friends, meet new ones or discuss similar interests? Want to continue the discussion from a fantastic session? Come to the Networking Rooms or schedule time at the AACP Registration and Help Desk.

7:30 a.m.–8:30 a.m.

Topical Roundtable Session 2

Regency Ballroom A (Ballroom Level, West Tower)

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The list of roundtables and facilitators can be found on pages 56–57.

(Moderator) Steven C. Stoner, University of Missouri–Kansas City

8:00 a.m.–8:30 a.m.

Differential Diagnosis in the Pharmacists' Patient Care Process: Meeting the Need for Primary Care

Columbus CDEF (Ballroom Level, East Tower)

Differential diagnosis is the process of distinguishing a particular condition from others that present similarly and helps guide pharmacotherapy decision-making. The application of differential diagnosis will allow pharmacists to more comprehensively meet the demands for primary care services in the U.S. This program is intended for pharmacy educators and clinicians and will introduce differential diagnosis, its applicability to pharmacy practice, and propose a method for curricular implementation.

At the completion of this activity, the participant will be able to:

1. Discuss the relevance of differential diagnosis in pharmacy education and practice.
2. Describe how differential diagnosis is practically applied in pharmacy practice and how it relates to the JCPP Pharmacists' Patient Care Process.

Knowledge-based (0581-0000-19-056-Lo4-P; 0.50 Contact Hour)

(Speaker) Mandy M. Jones, University of Kentucky; (Speaker) Nicholas Nelson, University of Kentucky

8:00 a.m.–8:30 a.m.

The Suicide Epidemic: It's Time for Pharmacy to Take Action

Columbus IJKL (Ballroom Level, East Tower)

Suicide claims the life of 1 person every 12 minutes and is the second leading cause of death for individuals aged 15–34 years. Suicide and mental illness is non-discriminating; affecting all individuals including student pharmacists. In 2017 Washington became the first state to require pharmacists to complete a suicide awareness and prevention training. This session will describe the suicide prevention and awareness pharmacist training program, implementation of the program into the curriculum and evaluation of the program.

At the completion of this activity, the participant will be able to:

1. Describe the incorporation of suicide awareness and prevention into the curriculum.
2. Discuss impacts and needs of suicide awareness training for student pharmacists.

Knowledge-based (0581-0000-19-057-Lo4-P; 0.50 Contact Hour)

(Speaker) Megan Willson, Washington State University; (Speaker) Christina R. Buchman, Washington State University

8:00 a.m.–9:00 a.m.

Beyond Resiliency: Optimizing Person-Job Fit to Prevent Burnout Among Faculty and Students

Michigan 1ABC (Concourse Level, East Tower)

Burnout is often the result of a mismatch between an individual and his/her job. Despite research suggesting that the causes of burnout are usually organizational in nature, most interventions focus on helping individuals cope with job-related stressors, which may explain why the effects of these strategies have limited impact. In this session, we will explore ways in which faculty and students can prevent burnout by addressing several critical domains of person-job fit.

At the completion of this activity, the participant will be able to:

1. Explain the role of person-job fit in determining job engagement and burnout.
2. List strategies for preventing person-job mismatch among faculty and student pharmacists.
3. Analyze one's current job for areas of mismatch and opportunities for job redesign.
4. Formulate strategies to optimize person-job using principles of job redesign.

Application-based (0581-0000-19-137-Lo4-P; 1.00 Contact Hour)

(Speaker) Brent N. Reed, University of Maryland; (Speaker) Stuart T. Haines, The University of Mississippi

8:00 a.m.–9:00 a.m.

Community Competency: Expanding Our Worldview

Roosevelt 3AB (Concourse Level, East Tower)

While understanding health disparities and cultural competency help to develop knowledge and skills for working across diverse cultures, "community competency" provides a framework to explore the history, geography, culture, and context which shape the communities that pharmacists serve. This session will explore the concept of community competency and provide examples of how faculty can integrate community competency into pharmacy coursework and experiences. Examples of how community competency has been integrated into didactic courses and experiential study away programs will be shared.

# Monday, July 15

At the completion of this activity, the participant will be able to:

1. Examine community competency as an educational framework for learning and working across diverse cultures and communities.
2. Explore opportunities for faculty to integrate community competency into their own pharmacy coursework and experiences.

Application-based (0581-0000-19-058-Lo4-P; 1.00 Contact Hour)

(Speaker) Jeri J. Sias, The University of Texas at El Paso; (Speaker) Amanda M. Loya, The University of Texas at El Paso; (Speaker) Robert L. Emerson, The University of Kansas; (Speaker) Tamara McCants, Howard University; (Speaker) Beau Stubblefield-Tave, Center for Culturally-Fluent Leadership

## 8:00 a.m.–9:00 a.m.

**Creative Collisions: Uniting Basic and Clinical Worlds to Problem-Solve Patient Cases Using the PPCP**

Randolph 1AB (Concourse Level, East Tower)

Intended for faculty from all pharmacy disciplines, this session will focus on elaborating how faculty from the clinical and basic sciences can unite to create and use patient cases for interdisciplinary integration and clinical problem solving. The speakers will describe the development of cases and exercises, ranging from those in a single course to those that spiral through several courses to enable their integration. Audience members will participate in idea sharing through case development.

At the completion of this activity, the participant will be able to:

1. Describe approaches for faculty from the basic and clinical disciplines to work together to achieve the common goal of interdisciplinary integration.
2. Describe how patient cases and case-based problem solving provide a source of common ground for the application of curricular knowledge, while enabling the faculty to operate within his or her disciplinary comfort zone.
3. Learn to select or to write patient cases based on nature of the curricular topics to be integrated.
4. Participate in the development of an interdisciplinary case.

Application-based (0581-0000-19-059-Lo4-P; 1.00 Contact Hour)

(Speaker) Catherine J. Cone, Roseman University of Health Sciences; (Speaker) William C. Mobley, University of Florida; (Moderator) Anita T. Mosley, University of the Incarnate Word

## 8:00 a.m.–9:00 a.m.

**Sharing Self-Caring: Interprofessional Self-Care Education by Healthcare Students**

Columbus AB (Ballroom Level, East Tower)

This program will describe two approaches to student pharmacists providing interprofessional education on self-care to medical students. One approach involves APPE student pharmacists, guided by faculty, providing OTC drug education to third year medical students in two venues (an OTC drugs workshop and a Family Medicine rotation elective training experience). The second approach (developed by a pharmacist and a physician) involves student pharmacists educating medical students about diabetes self-care management through an interactive workshop.

At the completion of this activity, the participant will be able to:

1. Discuss the importance of collaborative education about self-care among a variety of healthcare disciplines.
2. Describe innovative approaches for providing interprofessional education to a variety of healthcare provider student colleagues.
3. Demonstrate active learning tools used in providing interprofessional education to a variety of healthcare student colleagues.
4. Discuss the impact of interprofessional education activities involving a variety of healthcare student colleagues.

Knowledge-based (0581-0000-19-133-Lo4-P; 1.00 Contact Hour)

(Speaker) Rupal Mansukhani, Rutgers, The State University of New Jersey; (Speaker) Louise S. Parent-Stevens, University of Illinois at Chicago; (Speaker) Marlowe D. Kachlic, University of Illinois at Chicago; (Moderator) Jennifer A. Wilson, Wingate University

## 8:00 a.m.–9:00 a.m.

**Successful Attributes of Interprofessional Education in Substance Use Disorder**

Columbus GH (Ballroom Level, East Tower)

This session brings together the Substance Use Disorder SIG and the Interprofessional Education Community to present a variety of Interprofessional (IP) activities that have been successful in educating and engaging student pharmacists in Substance Use Disorder (SUD) learning to address a key gap in many pharmacy curricula. This session will use both traditional and active learning methods to gather attendee expertise, highlighting attributes of successful IP education focused on SUD learning.

At the completion of this activity, the participant will be able to:

1. Describe ten attributes of successful interprofessional education and apply these attributes to interprofessional education focusing on substance use disorders.
2. Summarize ways that IP learning can be incorporated into classroom and experiential learning opportunities of various lengths that focus on substance use disorder.
3. Develop a substance use disorder focused IP learning activity that capitalizes on the strengths of an individual institution, community, or culture.

Application-based (0581-0000-19-060-Lo4-P; 1.00 Contact Hour)

(Chair and Speaker) Tran Tran, Midwestern University/Downers Grove; (Speaker) Andrew J. Muzyk, Campbell University; (Speaker) Gina M. Baugh, West Virginia University; (Speaker) Laura C. Palombi, University of Minnesota; (Speaker) Lucas G. Hill, The University of Texas at Austin

## 8:00 a.m.–9:00 a.m.

**Reports of the 2018–2019 Standing Committees**

Grand Ballroom CDEF (Ballroom Level, East Tower)

The session provides interested attendees an opportunity to interact with the standing committees: Academic Affairs, Argus Commission, Professional Affairs, Research and Graduate Affairs, Strategic Engagement, and Student Affairs. Following brief presentations by committee chairs on the key recommendations contained in the report, discussions on the reports and implementation strategies will be led by committee members.

(Speaker) Diane B. Ginsburg, The University of Texas at Austin; (Speaker) David F. Gregory, Belmont University; (Speaker) Philip D. Hall, Medical University of South Carolina; (Speaker) James M. O'Donnell, University at Buffalo, the State University of New York; (Speaker) Mary M. Piascik, University of Kentucky; (Speaker) Jennifer S. Williams, The University of Tennessee

## 8:00 a.m.–9:00 a.m.

**Council of Deans (COD) Networking Session #1: How are Colleges and Schools Changing the Portrait of Pharmacists and Pharmacy Careers?**

Regency Ballroom D (Ballroom Level, West Tower)

This session will discuss the programs, resources, tools and other avenues that colleges and schools of pharmacy are using and developing to reframe how pharmacists and their career options are communicated to potential student pharmacists, their families, and other stakeholder groups. Ideas that may address this topic are also welcome! A summary of the issues and themes discussed during this session will be shared at the Council of Deans Business Meeting, scheduled for Monday afternoon.

(Moderator) Henry J. Mann, The Ohio State University; (Moderator) Mark A. Munger, The University of Utah

## 8:00 a.m.–9:00 a.m.

**Council of Deans (COD) Networking Session #2: Beyond Graduating Student Pharmacists, How are Colleges and Schools Leading Initiatives to Advance Community-Based Pharmacy Practice?**

Regency Ballroom B (Ballroom Level, West Tower)

This session will discuss the programs, resources, tools and other avenues that colleges and schools of pharmacy are using and developing to advance community-based pharmacy practice. Ideas that may address this topic are also welcome! A summary of the issues and themes discussed during this session will be shared at the Council of Deans Business Meeting, scheduled for Monday afternoon.

(Moderator) Trish R. Freeman, University of Kentucky; (Moderator) Ronald P. Jordan, Chapman University

## 8:00 a.m.–9:00 a.m.

**Council of Deans (COD) Networking Session #3: Health Care Transformation: How are Colleges and Schools Addressing Population Health?**

Regency Ballroom C (Ballroom Level, West Tower)

This session will focus on strategies, programs, curricula and other avenues that colleges and schools of pharmacy are utilizing or developing to address population health issues. Ideas that may address this topic are also welcome! A summary of the issues and themes discussed during this session will be shared at the Council of Deans Business Meeting, scheduled for Monday afternoon.

(Moderator) Michael D. Hogue, Loma Linda University; (Moderator) Steven J. Martin, Ohio Northern University

## 8:00 a.m.–9:30 a.m.

**Scholarship of Teaching and Learning Grant Award Microsessions**  
Toronto (Ballroom Level, West Tower)

Recipients of the 2018 Scholarship of Teaching and Learning Grant share 10 minute summaries of their SOTL projects.

(Speaker) Courtney L. Bradley, High Point University; (Speaker) Monique L. Mounce, Notre Dame of Maryland University; (Speaker) James J. Nawarskas, The University of New Mexico; (Speaker) Lydia C. Newsom, Mercer University; (Speaker) Jonathan Newsome, The University of Texas at Tyler; (Speaker) Kristen Pate, The University of Mississippi; (Speaker) Andrew Straw, Cedarville University; (Moderator) Therese I. Poirier, Southern Illinois University Edwardsville

## 8:00 a.m.–5:00 p.m.

### PharmCAS R&R Lounge: Recharge and Reconnect

Grand Suite 5 (Ballroom Level, East Tower)

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge, which offers a much-needed respite from crowds, noise and other common meeting stresses. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. A variety of fruit-infused waters will help refresh you for your next session or appointment. With support from our sponsor, PharmCAS, powered by Liaison, and staffing from the University of Florida, the lounge services are complimentary so make time to stop by for a little R&R!



## 9:00 a.m.–9:30 a.m.

### Beverage Break

Grand Ballroom Foyer (Ballroom Level, East Tower)

## 9:00 a.m.–9:30 a.m.

### Identifying Resilience in Pharmacy Students—What If You Don't Find It?

Columbus CDEF (Ballroom Level, East Tower)

The concept of resiliency, or the ability to “bounce back” after a challenging situation, is gaining attention from employers and academic institutions. Measuring resilience can be somewhat subjective, and for many, becoming resilient is a personal journey. There is also literature that indicates resiliency cannot be learned. This program will discuss individual student cases of resilience, and provide tips for how pharmacy programs can integrate strategies for developing, and teaching, resilience.

(Speaker) Megan E. Thompson, University of Colorado

## 9:00 a.m.–9:30 a.m.

### Orientation Re-Envisioned: Preparing for School and Career Using the PPCP

Columbus IJKL (Ballroom Level, East Tower)

Orientation is an opportunity to engage and excite students about the profession. With a focus on the roles pharmacists play in healthcare and the PCPP, students begin their journey focusing on patients and the importance of advocacy, leadership, and interprofessional teamwork. This novel approach orients students to the profession and a curricula built around the PPCP. The session will share our school's orientation redesign process through backward design as well as two years of outcomes.

(Speaker) Karen F. Marlowe, Auburn University; (Speaker) Bradley Wright, Auburn University

## 9:00 a.m.–10:30 a.m.

### Research/Education Poster Session 2

Riverside Exhibit Hall (Exhibit Level, East Tower)

Name Badge Required

Poster presenters will be at their posters from 9:30 a.m.–10:30 a.m.

## 9:00 a.m.–10:30 a.m.

### NACDS Foundation Research Row

Grand Ballroom Registration (Ballroom Level, East Tower)

The National Association of Chain Drugs Stores (NACDS) Foundation is pleased to present posters detailing the research projects of our esteemed Faculty Scholars. Come meet our scholars and see the line-up of projects, from evaluation of innovative care delivery models to approaches to chronic care management—promising concepts that can be replicated and scaled into real-world solutions. Through their work, our scholars help advance the Foundation's mission to improve patient outcomes and advance population health.

## 9:00 a.m.–Noon

### Spouse/Guests Hospitality Room

Grand Suite 1 (Ballroom Level, East Tower)

## 9:30 a.m.–10:30 a.m.

### Charting Your Own Course: Finding Yourself and Finding Your Path in Academia

Columbus GH (Ballroom Level, East Tower)

Utilizing concepts explored within Kate Woodthorpe's book *Survive and Thrive in Academia*, participants will engage in constructing a framework for examining the components that define a successful and balanced academic career. Individuals will reflect on their teaching, research, service, leadership and personal experiences to answer the question of what type of teacher, practitioner, and scholar they want to be. Speakers will provide the audience with tools promoting self-authorship, personal authenticity, self-advocacy, and strategies for success.

At the completion of this activity, the participant will be able to:

1. Examine and reflect on their teaching, research, leadership, service, and personal experiences.
2. Describe the type of faculty member/practitioner/person you want to be along the areas of teaching, research, service, leadership, and personal life.
3. Determine a process for identifying, developing, and implementing a 1-4 year plan to achieve your personal and professional goals.
4. Identify ways to take responsibility and advocate for your career and its development and life outside of work to combat the components of burnout (overwork, exhaustion, stress).
5. Create a list of people who appropriately challenge and support your personal and professional development (peers, mentors, and supervisors).

Application-based (0581-0000-19-062-Lo4-P; 1.00 Contact Hour)

(Speaker) Michael J. Fulford, The University of Georgia; (Speaker) Lisa M. Meny, Ferris State University; (Speaker) Andrea S. Franks, The University of Tennessee

## 9:30 a.m.–10:30 a.m.

### Evidence-Based Interventions to Promote Learner Interest and Motivation: Indications, MOA, Administration, and Monitoring

Crystal Ballroom B (Lobby Level, West Tower)

This session will de-mystify the emerging research regarding learner motivation and interest. We will explore several evidence-based interventions that increase learner motivation and interest including addressing student identity misalignments, creating belonging, modeling enthusiasm, and more. Using a pharmacy metaphor, we will examine the indications, mechanism of action, administration, and monitoring of these interventions to make the theory more digestible. You will leave with ready-to-implement ideas to promote your learner's interest and motivation.

At the completion of this activity, the participant will be able to:

1. Describe how addressing student identity misalignments, creating belonging, and modeling enthusiasm increase student interest and motivation.
2. Compare and contrast the indications, MOA, administration, and monitoring for evidence-based motivation interventions.
3. Apply motivation interventions to one's own teaching and learning environment.

Knowledge-based (0581-0000-19-063-Lo4-P; 1.00 Contact Hour)

(Speaker) Kayley M. Lyons, Monash University; (Speaker) Stuart T. Haines, The University of Mississippi; (Speaker) Jeff J. Cain, University of Kentucky

## 9:30 a.m.–10:30 a.m.

### Improving Pharmacy Education Through Creation of a Nationwide Educational Collaborative: The Example of Antimicrobial Stewardship

Randolph 1AB (Concourse Level, East Tower)

Pharmacists play a key role in combating the rise of antimicrobial resistance by practicing antimicrobial stewardship (AS) across all settings and levels of training. A collaboration of AACP Public Health SIG, SIDP, and ID-EN, this session describes the formation of a national group dedicated to determining educational needs, sharing teaching resources and best practices, and developing research collaborations. The target audience includes educators interested in developing large-scale collaborations, curriculum developers, and teachers of AS.

At the completion of this activity, the participant will be able to:

1. Describe the impact of antimicrobial stewardship (AS) on public health, recent governmental and regulatory mandates for AS, and the role that pharmacists are specified to have by these organizations.
2. Review three key factors in performing a national survey and recruiting participants into an educational collaborative.

3. Describe classroom-based and practice-based educational innovations in AS and assess how these innovations might be implemented or adapted in your local curriculum.
4. Propose initial steps for establishment of an educational collaborative for a different area of pharmacy specialty practice.

#### Application-based (0581-0000-19-064-L04-P; 1.00 Contact Hour)

(Moderator) Jonathan Thigpen, Notre Dame of Maryland University; (Speaker) Conan MacDougall, University of California, San Francisco; (Speaker) Navaneeth (Nav) Narayanan, Rutgers, The State University of New Jersey; (Speaker) Zachary N. Jenkins, Cedarville University; (Speaker) Amber Giles, Presbyterian College

#### 9:30 a.m.–10:30 a.m.

##### Use It or Lose It: Initiatives to Improve the Utility of Exams

###### Regency Ballroom A (Ballroom Level, West Tower)

Assessment is a critical component of health professions education and is responsible for high stakes decisions for learners throughout the curriculum. Often educators have little training on item development and optimal use of exam scores, which leads to a decline in test quality and utility. This session will describe faculty development experiences that addressed two challenges: (1) how to minimize item writing flaws in multiple-choice questions and (2) how to establish pass/fail scores on exams through a standard setting process.

At the completion of this activity, the participant will be able to:

1. Describe faculty development initiatives to minimize common item writing flaws in multiple choice examinations.
2. Identify methods that can be used for standard setting of examinations.
3. Apply instruments to identify item writing flaws and apply strategies to set exam cut-scores.

#### Application-based (0581-0000-19-065-L04-P; 1.00 Contact Hour)

(Speaker) Michael D. Wolcott, University of North Carolina at Chapel Hill; (Speaker) Jaekyu Shin, University of California, San Francisco; (Speaker) Katherine Gruenberg, University of California, San Francisco

#### 9:30 a.m.–10:30 a.m.

##### Using the Arts and Humanities to Develop and Enhance Student Communication Skills and Empathy

###### Grand Ballroom AB (Ballroom Level, East Tower)

Communication in all its forms, including empathy and clinical observation, is vital to any human experience, particularly in education and healthcare. The arts and humanities offer useful ways to learn about, develop, practice, and hone these skills. This program will describe and demonstrate how theater, art, film, and literature can give student pharmacists the opportunity to develop and practice empathetic communication skills and demonstrate the value of transferring those skills to other settings and interactions.

(Speaker) Vibhuti Arya, St. John's University; (Speaker) Sarah Shrader, The University of Kansas; (Speaker) Akash J. Alexander, Long Island University; (Speaker) Jaclyn Novatt, Long Island University; (Speaker) Susan M. Meyer, University of Pittsburgh; (Moderator) Paul L. Ranelli, University of Minnesota

#### 9:30 a.m.–10:30 a.m.

##### Where Have All the Applicants Gone?: Using an Early Assurance Program to Create a Pipeline of Competitive Applicants

###### Roosevelt 3AB (Concourse Level, East Tower)

In recent years, applicants to schools and colleges of pharmacy across the U.S. have been in decline. It is vital that institutions find a way to fill their classes without compromising admission standards. Oregon State University and the University of New Mexico have expanded and bolstered their Early Assurance Program (EAP) to maintain a steady pipeline from institutions throughout their respective states. While in EAP, students receive one-on-one advising, engage in co-curricular activities, maintain a competitive GPA, and complete healthcare experience prior to matriculating into the Pharm.D. program. Students in these programs gain insights into the Pharm.D. program, while also creating applicants focused on the specific school.

(Speaker) Lauren Corwin, Oregon State University; (Speaker) Krystal Ward, The University of New Mexico

#### 9:30 a.m.–4:00 p.m.

##### AACP Headshot Café

sponsored by RiteAid



###### Grand Ballroom Registration Foyer (Ballroom Level, East Tower)

#### 10:00 a.m.–10:30 a.m.

##### Keeping Track and Showing Transparency in Assigning Didactic

##### Teaching Hours in a Pharmacy Curriculum

###### Columbus CDEF (Ballroom Level, East Tower)

Are you a faculty member always wondering if your teaching hours are the same as everyone else? Perhaps you are an administrator having difficulties keeping track and verifying all the hours your faculty teach yearly. If so, come join us! We will share an Excel tool we developed that allows us to keep track of hours (i.e., didactic, support) and how our department collaboratively work updating and maintaining accuracy/transparency from year to year.

At the completion of this activity, the participant will be able to:

1. Describe steps to show transparency when assigning teaching hours by working collaboratively with faculty.
2. Use a tool to assign and maintain accuracy of department teaching hours.

#### Knowledge-based (0581-0000-19-066-L04-P; 0.50 Contact Hour)

(Speaker) Jordan Sedlacek, Larkin University; (Speaker) Joshua Caballero, Larkin University

#### 10:00 a.m.–10:30 a.m.

##### Pharmacotherapy Scholars Program: Intensive Longitudinal Training to Enhance Post-Graduate Readiness

###### Columbus IJKL (Ballroom Level, East Tower)

The Pharmacotherapy Scholars Program (PSP) is an intensive training experience integrated into the Pharm.D. curriculum at the University of Pittsburgh. The PSP prepares P4 students to become highly proficient in direct patient care roles and successfully match into post-graduate year 1 (PGY1) programs. The PSP integrates synchronous APPEs with personal advising, team-based mentoring, peer-to-peer learning, longitudinal research, and professional development. Target audience will include faculty involved in curriculum and pharmacy practice.

At the completion of this activity, the participant will be able to:

1. Outline a curricular integrated, post-graduate training program designed to prepare students for securing a PGY-1 residency program in a highly competitive environment.
2. Examine the educational impact, curricular utility, feasibility, and generalizability of the program.

#### Knowledge-based (0581-0000-19-067-L04-P; 0.50 Contact Hour)

(Speaker) Amy L. Seybert, University of Pittsburgh; (Speaker) Neal J. Benedict, University of Pittsburgh

#### 10:45 a.m.–12:15 p.m.

##### Science Plenary: Precision Medicine—The Future is NOW: Evidence, Practice and Educating the Future Workforce to Lead

Pharmacists are increasingly being called upon to serve as leaders and change agents to implement precision medicine in practice, particularly in the area of pharmacogenomics. The 2017–2018 Argus Commission Report includes recommendations that colleges and schools of pharmacy accelerate integration of genomics into the Pharm.D. and graduate curricula and identify experts in pharmacogenomics to help advance education, research, and practice. However, practice- and evidence-based educational standards, resources, and training programs to prepare future pharmacists to implement precision medicine remain limited. This session will provide an overview of the current science and practice in precision medicine and identify education and training needs and strategies to prepare the future pharmacy workforce for a leadership role in precision medicine implementation.

AACP President-elect Todd D. Sorensen will present the Association's top research awards, the Paul R. Dawson Award for Excellence in Patient Care Research and the Volwiler Research Achievement Award.

##### Speakers:

###### Julie A. Johnson, Pharm.D.

Dean and Distinguished Professor  
University of Florida College of Pharmacy

###### Kristin Wiisanen, Pharm.D.

Clinical Professor and Associate Director for Pharmacogenetics and Education, Precision Medicine Program  
University of Florida College of Pharmacy

##### Moderator:

###### Todd D. Sorensen, Pharm.D., FAPhA, FCCP

AACP President-elect  
Professor and Associate Dean for Strategic Initiatives and Innovation  
University of Minnesota College of Pharmacy



## Awards:

### Paul R. Dawson Award for Excellence in Patient Care Research

Karen S. Hudmon, Ph.D., Purdue University

### Volwiler Research Achievement Award

Rodney Ho, Ph.D., University of Washington

At the completion of this activity, the participant will be able to:

1. Discuss recent advances, current challenges, and future directions in precision medicine.
2. Describe the role of the pharmacist in implementing pharmacogenomics and precision medicine.
3. Summarize key needs, challenges, and educational strategies for precision medicine in the profession of pharmacy.

Knowledge-based (0581-0000-19-138-Lo4-P; 0.75 Contact Hour)

## 11:00 a.m.–11:30 a.m.

### Students Tracking Their Way to Success: The Use of Productive Study-Time Logs

#### Columbus CDEF (Ballroom Level, East Tower)

Have you wondered what students are doing to promote academic success? When your students say they study “all the time,” what do they mean? Come learn about the use of online productive study time logs (PSTL) within an institution. Information targeted towards College of Pharmacy faculty will be presented on time allocation and activities likely to generate academic success. This information can provide guidance on how to promote academic success and balance for pharmacy students.

At the completion of this activity, the participant will be able to:

1. Describe the use of productive study time logs in higher education.
2. Identify student time allocations or study techniques that promote academic success in integrated pharmacotherapy courses.

Knowledge-based (0581-0000-19-068-Lo4-P; 0.50 Contact Hour)

(Moderator and Speaker) Zachary A. Weber, Purdue University; (Speaker) Alex N. Isaacs, Purdue University

## 11:00 a.m.–11:30 a.m.

### The Logic in Logic Modeling! Design and Evaluate Your Activities, Courses, and Curricula With Purpose

#### Columbus IJKL (Ballroom Level, East Tower)

This mini-session will provide attendees with interest in course design hands-on experience using logic models, which are visual tools linking elements of instructional design to desired program outcomes. Logic models facilitate strategic planning for course and activity design to diagnose problems and identify solutions that improve student learning. Presenters will give a orientation to logic models, followed by a contextual example of how logic modeling was applied to develop and assess a rural health course.

At the completion of this activity, the participant will be able to:

1. Describe how Logic Models can be used to facilitate the backwards design process, intentionally linking desired outcomes to learning activities.
2. Create the initial components of a logic model for an individual learning activity or course.

Knowledge-based (0581-0000-19-069-Lo4-P; 0.50 Contact Hour)

(Speaker) Edward C. Portillo, University of Wisconsin-Madison; (Speaker) Casey Gallimore, University of Wisconsin-Madison

## 11:00 a.m.–Noon

### History of Pharmacy SIG: Evolution and Application of U.S. Marijuana Laws to Pharmacists in Medical Cannabis Dispensing Roles

#### Regency Ballroom A (Ballroom Level, West Tower)

Pharmacy practice roles in medical marijuana dispensing violate current federal law. Appreciating the conflict between federal and individual state marijuana laws is essential to assessing pharmacist liability for medical marijuana dispensing roles against federal enforcement risks. Examine evolution of U.S. controlled substances law, social-political trends from Nixon’s “War Against Drugs,” and the current national marijuana landscape, in order to understand how to evaluate pharmacist liability when pharmacy practice intersects with medical marijuana dispensing.

At the completion of this activity, the participant will be able to:

1. Describe U.S. marijuana laws in the context of the social-political backdrop in the past 50 years (1970–present).
2. Examine the current national marijuana landscape, social and political climate, and the pharmacist’s role in dispensing medical cannabis.
3. Evaluate the pharmacist’s liability against federal enforcement risks for medical

marijuana dispensing activities using case scenarios.

4. Identify considerations/impact of medical marijuana on the business and practice of pharmacy.

Knowledge-based (0581-0000-19-070-Lo4-P; 1.00 Contact Hour)

(Speaker) Ettie Rosenberg, West Coast University; (Moderator) Daniel J. Ventricelli, University of the Sciences; (Moderator) Thomas S. Franko, Wilkes University

## 11:00 a.m.–Noon

### Choosing Assessment Tools for Interprofessional Teamwork During Experiential Rotations

#### Regency Ballroom B (Ballroom Level, West Tower)

Lessons learned for successful use of assessment tools for interprofessional collaborative behaviors will be shared through experiences at four schools. Strategies for evaluating success of interprofessional assessment tools will be described. Participants will consider how to implement similar tools or refine their current assessment practices. Through interactive small groups, participants will discover strengths and weaknesses of different assessment approaches. Attendees are encouraged to bring copies of their current assessment tools for this workshop.

At the completion of this activity, the participant will be able to:

1. Describe tools for assessment of interprofessional collaboration.
2. Describe use of an implementation framework to ensure appropriate use of preceptor delivery of an interprofessional activity.
3. Utilize active learning strategies to gather practical approaches to improve use of implementation of assessment tools in experiential education.
4. Discuss refinement of assessment tools to meet individual program needs.

Application-based (0581-0000-19-071-Lo4-P; 1.00 Contact Hour)

(Speaker) Ashley Crowl, The University of Kansas; (Speaker) Jennifer Danielson, University of Washington; (Speaker) Lori J. Duke, The University of Georgia; (Speaker) Amanda Margolis, University of Wisconsin-Madison; (Speaker) Lindsey H. Welch, The University of Georgia

## 11:00 a.m.–Noon

### Co-Curriculum Assessment Modalities Across Accredited Pharmacy Programs

#### Regency Ballroom C (Ballroom Level, West Tower)

This program will present results from a nationwide survey conducted by an AACP Assessment SIG subcommittee on the implementation and assessment of co-curriculum by accredited pharmacy programs. In addition, select programs will present their information on how co-curriculum is implemented at their institution, including requirements, mapping strategies, assessment, and student feedback. Target audience members are faculty and administrators associated with curriculum design and assessment.

At the completion of this activity, the participant will be able to:

1. Describe the national landscape of co-curricular implementation and assessment modalities by accredited schools and colleges of pharmacy.
2. Discuss assessment approaches to ensure that co-curricular learning outcomes are tracked and achieved.
3. Based upon case studies from different institutions, outline best practice approaches to assess and map student learning within the co-curriculum.

Application-based (0581-0000-19-072-Lo4-P; 1.00 Contact Hour)

(Speaker) Richard d’Assalenaux, West Coast University; (Speaker) Kelly C. Lee, University of California, San Diego; (Speaker) Cameron C. Lindsey, University of Missouri-Kansas City; (Speaker) Jaime L. Maerten-Rivera, University at Buffalo, The State University of New York; (Speaker) Daniel R. Malcom, Sullivan University

## 11:00 a.m.–Noon

### Evaluating, Disciplining, and Supporting Students After a Positive Drug Screen, DUI, or Arrest

#### Regency Ballroom D (Ballroom Level, West Tower)

Programs face challenges in evaluating students after a positive drug screen, DUI, or arrest, as well as determining appropriate consequences, treatment and monitoring. Student support during these stressful times is often overlooked. These issues can occur at predicted times, such as routine drug screens, but often occur without advanced notice. Three different programs will share their strategies for evaluating, treating, monitoring, and supporting students after incidents involving alcohol or misused drugs.

At the completion of this activity, the participant will be able to:

1. Describe current efforts among 3 pharmacy programs to evaluate and support students after incidents involving alcohol or misused drugs.
2. Develop a tool-kit of strategies to evaluate and support students after incidents involving alcohol or misused drugs.
3. Compare and contrast different ways of evaluating and supporting students after

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incidents involving alcohol or misused drugs depending on state intern regulations, program mission and policies, and local health issues.

4. Identify strategies to begin evaluating the effectiveness of supportive measures used for students after incidents involving alcohol or misused drugs.

**Application-based (0581-0000-19-073-Lo4-P; 1.00 Contact Hour)**

(Speaker) Amy Diepenbrock, University of the Incarnate Word; (Speaker) Paul W. Jungnickel, Auburn University; (Speaker) Jeremy Hughes, California Health Sciences University

## 11:00 a.m.–Noon

### Precepting Students When English Is Not Their First Language Michigan 1ABC (Concourse Level, East Tower)

This program is intended for faculty and preceptors who work with students whose first language is not English. Specific needs for this student population will be addressed. The program will focus on case-based study and discussion involving the specific needs of these students. Tools to aid preceptors in helping the students succeed will be presented.

At the completion of this activity, the participant will be able to:

1. Describe unique challenges in precepting students whose native language is not English.
2. Discuss potential barriers that prevent students from communicating their educational needs.
3. Incorporate dynamic tools to effectively precept students whose native language is not English.

**Application-based (0581-0000-19-074-Lo4-P; 1.00 Contact Hour)**

(Speaker) Norman E Fenn, The University of Texas at Tyler; (Speaker) Caroline Sierra, Loma Linda University

## Noon–1:30 p.m.

### AJPE Editorial Team Meeting

#### Monroe Boardroom 5, Concourse Level, East Tower

*Closed Meeting*

## Noon–1:30 p.m.

### Boxed Lunch in the Exhibit Hall and Research/Education Poster Session 3

#### Riverside Exhibit Hall (Exhibit Level, East Tower)

*Ticket and Name Badge Required*

Grab a boxed lunch in the exhibit hall and take a look at more displays including the winners of the Innovations in Teaching Competition and Excellence in Assessment Award. From Noon–1:00 p.m., you can also meet with poster presenters.

## 1:30 p.m.–2:30 p.m.

### Bridging Accommodations in Skills-Based Courses to Experiential Settings: A Tale of Three Colleges of Pharmacy

#### Regency Ballroom A (Ballroom Level, West Tower)

Pharmacy programs often grapple with how to support learners requiring disability-related accommodations on skills-based performance assessments. This session shares approaches taken by three institutions in developing accommodation plans that align with goals and objectives at the individual course level and support achievement of educational outcomes at the curricular level. Participants will leave the session with practical strategies for transitioning accommodations from classroom simulations to experiential environments. Target audience are instructors within skills-based and experiential courses.

At the completion of this activity, the participant will be able to:

1. Identify challenges associated with developing student accommodation plans that align with the goals and learning objectives of a skills-based course.
2. Describe strategies that can be used to develop reasonable and effective accommodations for simulated performance-based assessments that support achievement of Educational Outcomes.
3. Discuss methods for developing longitudinal accommodations that facilitate student transitions from assessments in the skills-based laboratory to experiential environments.

**Application-based (0581-0000-19-075-Lo4-P; 1.00 Contact Hour)**

(Speaker) Casey Gallimore, University of Wisconsin–Madison; (Speaker) Sheila M. Allen, University of Illinois at Chicago; (Speaker) Lucio Volino, Rutgers, The State University of New Jersey

## 1:30 p.m.–2:30 p.m.

### Ensuring Student Competency by Tailoring Remediation to Course Type and Area of Deficiency

#### Regency Ballroom B (Ballroom Level, West Tower)

Accreditation standards encourage colleges/schools of pharmacy to develop policies related to student progression and unsatisfactory performance in the Doctor of Pharmacy curriculum, including course remediation to achieve student competency. Course type and identified deficient content area often dictates how/if remediation is offered. This session focuses on challenges and solutions unique to remediation in the settings of experiential, skills-based, and didactic courses, and showcases examples in each. Program-level remediation policies will also be discussed.

At the completion of this activity, the participant will be able to:

1. Describe how one remediation method may be better suited to assess student competency based on course type and stated learning objectives.
2. Review unique remediation challenges associated with course goals/objectives for multiple course types.
3. Consider how available resources may influence a chosen remediation method.
4. Proactively identify challenges and solutions to the design and implementation of remediation activities.

**Application-based (0581-0000-19-076-Lo4-P; 1.00 Contact Hour)**

(Speaker) Susanne G. Barnett, University of Wisconsin–Madison; (Speaker) Anita J. Cleven, Pacific University Oregon; (Speaker) Maria Pruchnicki, The Ohio State University

## 1:30 p.m.–2:30 p.m.

### Global to Local: Connecting Global Health to Local Practice Randolph 1AB (Concourse Level, East Tower)

Global health is an area for research and practice focusing on addressing health disparities and improving health equity. This often translates to programs and projects on an international stage, however the need for resolving health disparities and achieving health equity has relevance in the United States, particularly in rural and underserved communities. This highly interactive special session will focus on the development of future pharmacy leaders who will deploy global health educational strategies within the local environment.

At the completion of this activity, the participant will be able to:

1. Identify opportunities for partnership among organizations in your local environment to address global health needs.
2. Describe examples of didactic and experiential activities used in multiple schools of pharmacy to develop global health skills in a local environment for student pharmacists.
3. Brainstorm strategies for increased global health engagement in your local setting, in rural or otherwise underserved communities.

**Application-based (0581-0000-19-077-Lo4-P; 1.00 Contact Hour)**

(Moderator) Sharon E. Connor, University of Pittsburgh; (Speaker) Lauren J. Jonkman, University of Pittsburgh; (Speaker) Stephanie N. Kiser, University of North Carolina at Chapel Hill; (Speaker) Monica L. Miller, Purdue University; (Speaker) Ellen M. Schellhase, Purdue University; (Speaker) David R. Steeb, University of North Carolina at Chapel Hill

## 1:30 p.m.–2:30 p.m.

### Joining the Conversation: Predictors of Success on NAPLEX and MPJE Performance

#### Michigan 1ABC (Concourse Level, East Tower)

Passing NAPLEX examination is required for pharmacists to obtain a licensure to practice in the U.S. In 2015, the lowest overall pass rate for the NAPLEX was reported, dropping to 85% overall. There are no clear predictors of success among pharmacy school applicants' pre-admission characteristics on NAPLEX or MPJE. Presenters will review data from the literature and share multi-institutional survey data about predictors of success on NAPLEX and MPJE performance from 2016 to 2018.

(Speaker) Sharon K. Park, Notre Dame of Maryland University; (Speaker) Jennifer Phillips, Midwestern University/Downers Grove; (Speaker) Nina Pavuluri, Lake Erie College of Osteopathic Medicine; (Speaker) Roopali Sharma, Touro College of Pharmacy–New York; (Moderator) Lisa Lebovitz, University of Maryland

## 1:30 p.m.–2:30 p.m.

### Moving Beyond a Collection of IPE Activities to a Theory-Based Curriculum and Assessment Plan

#### Regency Ballroom D (Ballroom Level, West Tower)

Experts in interprofessional education (IPE) have called for use of theory in curriculum design. While evidence of this practice is growing, using theoretical approaches to inform curricular design in pharmacy education is still rare. Participants in this workshop will gain familiarity with commonly used, published pedagogical theories related to IPE and practice applying them to curriculum design and assessment. Join us and learn how applying theory to teaching is not as boring as it sounds.



(Speaker) Jennifer Danielson, University of Washington; (Speaker) Erica J. Ottis, University of Missouri-Kansas City; (Speaker) Sarah Shrader, The University of Kansas; (Speaker) Elena M. Umland, Thomas Jefferson University; (Speaker) Mayumi Willgerodt, University of Washington School of Nursing

**1:30 p.m.–2:30 p.m.**

## One Size Does Not Fit All: Customized Approaches to Designing, Operationalizing, and Assessing the Co-Curriculum Regency Ballroom C (Ballroom Level, West Tower)

The co-curriculum provides unique opportunities for holistic student development. As schools/colleges of pharmacy develop co-curriculum programs, an opportunity exists to share lessons learned in designing, implementing, and assessing the co-curriculum. This session will describe institutions' unique approaches towards developing co-curriculum philosophy, identifying gaps to guide co-curriculum development, and implementing a co-curriculum framework that advances student learning and embraces learner-centered best practices. Participants will gain practical strategies to adapt and apply to their own programs' co-curriculum.

At the completion of this activity, the participant will be able to:

1. Articulate the impact of learner centered philosophies and student development theories on creating effective student learning environments in the co-curriculum.
2. Strategize, compare, and contrast practical efforts in developing, implementing, and assessing co-curricular programs.
3. Evaluate opportunities to integrate students' co-curricular experiences into advising and experiential programs.

Application-based (0581-0000-19-078-Lo4-P; 1.00 Contact Hour)

(Speaker) Jacqueline M. Zeeman, University of North Carolina at Chapel Hill; (Speaker) Teresa M. DeLellis, Manchester University; (Speaker) Andrea L. Wilhite, Manchester University; (Speaker) Brad L. Wingo, University of North Carolina at Chapel Hill

**1:30 p.m.–3:00 p.m.**

## Council of Deans Business Meeting Grand Ballroom CDEF (Ballroom Level, East Tower)

All members of the Council of Deans are invited to receive reports on current and future council priorities.

(Chair) Evan T. Robinson, Western New England University

**1:30 p.m.–3:00 p.m.**

## Council of Faculties Business Meeting Grand Ballroom AB (Ballroom Level, East Tower)

(Chair) Daniel A. Brazeau, Marshall University

**2:30 p.m.–3:00 p.m.**

## Beverage Break Grand Ballroom Foyer (Ballroom Level, East Tower)

**2:30 p.m.–3:00 p.m.**

## On the Market for New SoTL Methods? Come Discover the Latest Trends in Education Research

### Columbus IJKL (Ballroom Level, East Tower)

This session will uncover research methods underutilized or non-existent in the current pharmacy education literature. We will explore several emerging research methods from the fields of learning analytics, educational psychology, and the learning sciences. For example, we will discuss which types of research questions that physiological measures, social network analysis, and video narratives can answer. You will leave with fresh ideas for your future research and access to resources for implementing them.

At the completion of this activity, the participant will be able to:

1. Name at least three new research methods which could be used in pharmacy education research, but are not currently being utilized.
2. Identify one research method or analysis that they could utilize in their future SoTL.
3. Discover resources for implementing the selected research method or analysis in their future SoTL.

Knowledge-based (0581-0000-19-079-Lo4-P; 0.50 Contact Hour)

(Speaker) Kayley M. Lyons, Monash University; (Speaker) Michael D. Wolcott, University of North Carolina at Chapel Hill

**2:30 p.m.–3:00 p.m.**

## Patient-Taught Cultural Competency Training: A Novel Interprofessional Education Approach Columbus CDEF (Ballroom Level, East Tower)

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This session will describe the logistics and assessment methods utilized in a novel approach to interprofessional cultural competency training using patients as teachers of cultural competency. Pharmacy educators will be provided with the tools necessary to implement similar activities at their institutions, techniques for assessing the impact of the activity, and a brainstorming session to create interprofessional cultural competency application activities.

At the completion of this activity, the participant will be able to:

1. Identify practical tips on how to successfully approach the challenges of incorporating an interprofessional, patient-led cultural competency training into the curriculum.
2. Create a roster of potential patient populations to have represented on a cultural competency panel.

Knowledge-based (0581-0000-19-080-Lo4-P; 0.50 Contact Hour)

(Speaker) Annesha White, University of North Texas Health Science Center; (Speaker) Caitlin Gibson, University of North Texas Health Science Center

**3:00 p.m.–4:00 p.m.**

## Preparing the Next Generation of Academic Scientists: Medical and Pharmacy School Collaborative Teaching Fellowship Program Regency Ballroom A (Ballroom Level, West Tower)

Training the next generation of academic scientists how to be effective teachers is critical to healthcare education. This program highlights a partnership between Notre Dame of Maryland University School of Pharmacy, Johns Hopkins University and the University of Maryland School of Medicine to provide Ph.D. students and post-doctoral fellows the skills, knowledge and attitudes needed to be effective teachers through a regional Collaborative Teaching Fellowship Program (CTFP).

At the completion of this activity, the participant will be able to:

1. Provide a model for how to create mutually beneficial opportunities between regional institutions around future faculty preparation.
2. Describe the impact of the program on participants' career placement and professional development and readiness.
3. Describe the creation and implementation of a model for pedagogical training at an institutional level.
4. Brainstorm how they might implement a similar program at their own institutions.

Knowledge-based (0581-0000-19-081-Lo4-P; 0.50 Contact Hour)

(Moderator) James M. Culhane, Notre Dame of Maryland University; (Speaker) Jennifer Aumiller, University of Maryland; (Speaker) Kelly Clark, Johns Hopkins University; (Speaker) Christine Skibinski, Notre Dame of Maryland University

**3:00 p.m.–4:00 p.m.**

## Embracing Patient Diversity: Active Learning Strategies Prepare Students for Practice in a Multicultural World Regency Ballroom C (Ballroom Level, West Tower)

Patient diversity can provide rich educational opportunities. However, it is imperative to prepare students to interact with and care for diverse patients while recognizing potential unique healthcare barriers. Exposure to various patient communities positions students to improve both care provided and access to healthcare. This session, for anyone designing curriculum to incorporate cultural competency, explores innovative methods implemented at 5 schools across 3 countries, highlighting shifts to active-learning through co-curricular activities, lab exercises, and OSCEs.

At the completion of this activity, the participant will be able to:

1. Examine the gap in cultural competence education as it relates to various patient populations.
2. Summarize how co-curricular activities required within a pharmacy skills lab could augment curricular cultural competence outcomes.
3. Demonstrate several methods for integrating marginalized patient groups into active-learning exercises using the Patient Voices series as a template.
4. Describe the development of an online cultural competence OSCE training module as a teaching tool for pharmacy students.
5. Collaborate with other educators to brainstorm additional opportunities for cultural competence training and how the provided examples can be tailored for use at other institutions.

Knowledge-based (0581-0000-19-082-Lo4-P; 1.00 Contact Hour)

(Speaker) Heidi N. Anksorus, University of North Carolina at Chapel Hill; (Speaker) Lawrence Louise Brown, University College London; (Speaker) Vivienne Mak, Monash University; (Speaker) Brittny A. Meyer, South Dakota State University; (Speaker) Annie Nebergall, The Ohio State University; (Moderator) Gina Bellottie, Thomas Jefferson University; (Chair) Andrea L. Porter, University of Wisconsin-Madison

**3:00 p.m.–4:00 p.m.**

## Mobile Apps & the Future of Digital Health: The Future Is Now Toronto (Ballroom Level, West Tower)

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Mobile apps and connected devices are used more and more in healthcare for instant information retrieval. Digital health is changing the way clinicians deliver and manage care from communication to telemedicine and medication adherence with wearable technology. Learn about mobile apps and digital health and identify which are currently being utilized in practice and the impact of the future of patient care.

At the completion of this activity, the participant will be able to:

1. Develop and define mobile application technology in the pharmacy profession and pharmacy education.
2. Identify technologies utilized to manage or maintain resources to effectively manage therapy.
3. Effectively communicate the usage of the technologies and instruct others about the impact and future of mobile applications and wearable technology.

Knowledge-based (0581-0000-19-083-Lo4-P; 1.00 Contact Hour)

(Speaker) Jennifer R. Martin, The University of Arizona; (Speaker) Timothy D. Aungst, MCPHS University–Worcester/Manchester

## 3:00 p.m.–4:00 p.m.

### Are You Ready? Integrating Emergency Preparedness Into the Pharmacy Curriculum

#### Acapulco (Ballroom Level, West Tower)

With the always present dangers of man-made and natural disasters, pharmacists must be ready to answer the call. Training must occur while students are still in school, so as to engage them in emergency preparedness early in their careers. This session will build on recent AACP programming concerning emergency preparedness and is intended for faculty and administration interested in incorporating a wide array of emergency preparedness content and experiences into the pharmacy curriculum.

At the completion of this activity, the participant will be able to:

1. Discuss the importance of emergency preparedness.
2. Identify opportunities for pharmacists and student pharmacists to participate in emergency preparedness and response.
3. Describe methods of incorporating emergency preparedness into the pharmacy curriculum.

Application-based (0581-0000-19-084-Lo4-P; 1.00 Contact Hour)

(Speaker) Jonathan Thigpen, Notre Dame of Maryland University; (Speaker) Vibhuti Arya, St. John's University; (Speaker) Trina J. von Waldner, The University of Georgia; (Speaker) Brian Hierholzer, Nova Southeastern University; (Speaker) Tamara McCants, Howard University; (Moderator) Sheila Seed, MCPHS University–Worcester/Manchester

## 3:00 p.m.–4:00 p.m.

### Bridging the Gap from Fellow to Faculty: Building Effective Research Programs

#### Regency Ballroom B (Ballroom Level, West Tower)

Leading a successful research team requires skills beyond research ability and scientific training. In transitioning to faculty, the research trainee becomes the research trainer and must manage the operation of and people in their research program. In this session, residents, postdocs and junior faculty will learn from leaders of successful research programs how time, project and personnel management all work together to foster innovation while effective mentoring of trainees and research personnel drives success.

(Moderator) James M. O'Donnell, University at Buffalo, The State University of New York; (Speaker) Diane M. Calinski, Manchester University; (Speaker) S. Suresh Madhavan, University of North Texas Health Science Center; (Speaker) Kimberly C. McKeirnan, Washington State University; (Speaker) William A. Prescott, University at Buffalo, The State University of New York

## 3:00 p.m.–4:00 p.m.

### The Most Bang for Your Buck: Top 10 Teaching and Learning Strategies for All Faculty

#### Crystal Ballroom B (Lobby Level, West Tower)

We all want to be effective teachers but how can we be the best? How do students learn best? What are the best teaching strategies? This session will explore evidence for the top 10 teaching and learning strategies to implement in our classrooms. Both new faculty and seasoned professionals will take away new strategies that can easily be adapted to their classrooms.

At the completion of this activity, the participant will be able to:

1. Identify the top 10 evidence-based teaching and learning strategies.
2. Apply these evidence-based strategies to the various pharmacy learning environments.
3. Brainstorm use of these methods in your teaching environment.

Knowledge-based (0581-0000-19-086-Lo4-P; 1.00 Contact Hour)

(Speaker) Melissa S. Medina, The University of Oklahoma; (Speaker) Adam M.

Persky, University of North Carolina at Chapel Hill; (Speaker) Ashley N Castleberry, The University of Texas at Austin

## 3:00 p.m.–4:00 p.m.

### Thoughtful Approaches to Changing Cultures and Supporting Student Mental Health Through Prevention, Identification, and Response

#### Regency Ballroom D (Ballroom Level, West Tower)

This session will focus on approaches for identifying various student stressors, screening methods, and resources available for student support to maintain mental wellness. Importance of providing faculty training in navigating all available resources and potentially exploring new avenues to promote their students' wellness will be explored.

At the completion of this activity, the participant will be able to:

1. Recognize the different stressors students can experience including financial, food, housing, grades, etc.
2. Identify resources for helping individuals struggling with mental health and wellness.
3. Describe strategies for incorporating proactive mental wellness resources into the pharmacy curriculum.
4. Discuss the importance of faculty training in navigating mental health resources to help students in distress.

Application-based (0581-0000-19-087-Lo4-P; 1.00 Contact Hour)

(Speaker) Steven C. Stoner, University of Missouri-Kansas City; (Speaker) Jaclyn Novatt, Long Island University; (Speaker) Diana Tamer, University of Missouri-Kansas City; (Speaker) Jane Shtaynberg, Long Island University

## 3:30 p.m.–4:00 p.m.

### “Just Say Know” Your Audience: An Interprofessional Education Program Focused on the Stigma Associated With Substance Use Disorder

#### Columbus CDEF (Ballroom Level, East Tower)

This session focuses on a health sciences center and a health system collaboration to educate health professional students about substance use disorders (SUD) stigma in an interprofessional learning environment. Faculty will share their experiences of developing an annual interprofessional substance-use disorder stigma series, including both an interactive lecture and a highly adaptive expert panel discussion and allow participant to share their experiences. The intended audience is faculty interested in IPE and SUD education.

At the completion of this activity, the participant will be able to:

1. Evaluate professional student attitudes towards stigmas in order to best approach educational efforts.
2. Compare and contrast various educational strategies (didactic, panel discussions, etc.) for addressing stigmatic topics such as addiction.

Knowledge-based (0581-0000-19-088-Lo4-P; 0.50 Contact Hour)

(Speaker) Gina M. Baugh, West Virginia University; (Speaker) Mark Paul Garofoli, West Virginia University

## 3:30 p.m.–4:30 p.m.

### Council of Deans Special Session: Accelerating the Evolution of Community Pharmacy Practice: Strategic Engagement Between Colleges of Pharmacy and Community Pharmacy Enhanced Services Networks

#### Grand Ballroom CDEF (Ballroom Level, East Tower)

The growth of community pharmacy enhanced services networks (CPESNs) nationwide with nearly 3000 community pharmacies demonstrates the interest of community pharmacy teams to transform their practices by banding together to provide value through enhanced patient care services. Academic pharmacy has unique contributions to accelerate this rapid transformation. This session will feature examples of colleges who are strategically engaged with CPESNs and introduce an opportunity for all colleges to be involved with a Community Pharmacy Practice Transformation Initiative.

(Speaker) Melissa A. McGivney, University of Pittsburgh; (Speaker) Troy Trygstad, CPESN USA; (Speaker) Megan G. Smith, University of Arkansas; (Speaker) Nicholas Leon, Jefferson College of Pharmacy

## 4:15 p.m.–5:15 p.m.

### National Pharmacy Awareness Campaign

#### Regency Ballroom A (Ballroom Level, West Tower)

The national pharmacy awareness campaign – Pharmacists for Healthier Lives – has just completed the first year of a multi-year effort. Learn about

Year One milestones and metrics. Get the latest news about campaign partner organizations. See the new campaign video and preview upcoming social media and earned media plans. Plus, contribute your stories to the campaign.

(Speaker) Stephanie Saunders Fouch, American Association of Colleges of Pharmacy; (Speaker) Daniel Sweet, RP3 Agency; (Speaker) Maggie Bergin, RP3 Agency

## 4:15 p.m.–5:15 p.m.

### A Multi-Institution Collaboration to Improve the Quality of Peer Review of Teaching

#### Regency Ballroom B (Ballroom Level, West Tower)

Processes for evaluating the quality of didactic and experiential teaching vary widely between institutions, and even within programs. This session will discuss the current landscape of evidence surrounding the benefits of peer review of teaching, historical practice at each institution, and the results of focused collaboration and resource-sharing. The goal of this session is to provide faculty and administrators tools to improve the quality of peer review of teaching at their own programs.

At the completion of this activity, the participant will be able to:

1. Describe current landscape of evidence around the benefits of peer review of teaching.
2. Discuss historical and current practice in peer review of teaching, including opportunities and challenges, at each of the collaborating institutions.
3. Describe collaboration processes around educational systems, including peer review of teaching.
4. Identify opportunities for improving the quality of peer review of teaching within your institution.

Application-based (0581-0000-19-090-Lo4-P; 1.00 Contact Hour)

(Speaker) Daniel R. Malcom, Sullivan University; (Speaker) Kathryn A. Morbitzer; University of North Carolina at Chapel Hill; (Speaker) Jeannine M. Conway, University of Minnesota

## 4:15 p.m.–5:15 p.m.

### A Tale of Two Cities: Approach to the Co-Curriculum at a Public and Private Institution

#### Regency Ballroom C (Ballroom Level, West Tower)

Pharmacy educators will learn how two colleges designed co-curricular programs to enhance Continuous Professional Development (CPD). Participants will assess program goals and personal level of confidence in developing and improving the co-curriculum at their institution through the CPD process. Diverse approaches to program design, data collection and analysis, using innovative technology, will be shared. Participants will provide feedback using a mobile-device based application developed for tracking co-curricular experiences.

At the completion of this activity, the participant will be able to:

1. Assess program goals and personal level of confidence in developing and improving the co-curriculum at your institution.
2. Describe methods for planning, implementing, and tracking co-curricular experiences.
3. Identify strategies for assessing co-curricular experiences at your institution.

Application-based (0581-0000-19-091-Lo4-P; 1.00 Contact Hour)

(Speaker) Graciela M. Armayor, Nova Southeastern University; (Speaker) Trina J von Waldner, The University of Georgia; (Speaker) Robert McGory, Nova Southeastern University; (Moderator) Michael J. Fulford, The University of Georgia; (Moderator) Karen R. Sando, Nova Southeastern University; (Speaker) Rochelle Nappi, Nova Southeastern University

## 4:15 p.m.–5:15 p.m.

### Best Practices and Continuous Quality Improvement for Teaching and Learning Curricula

#### Columbus GH (Ballroom Level, East Tower)

Teaching and Learning Curricula (TLCs) play an important role in training the next generation of pharmacy educators and have become widely available throughout the country for post-graduate pharmacists in residencies, fellowships, graduate school, and in practice. Several national organizations have published best practice recommendations for the design and conduct of TLCs. This session, intended for pharmacy educators who lead TLCs, will review best practices and describe application of continuous quality improvement principles to TLCs.

At the completion of this activity, the participant will be able to:

1. Explain current best practice recommendations for the design and delivery of TLCs.
2. Apply principles of continuous quality improvement to conduction of a TLC.
3. Anticipate and discuss one potential solution for a challenge that may be encountered during the implementation of a TLC.

Application-based (0581-0000-19-092-Lo4-P; 1.00 Contact Hour)

(Speaker) Robert D. Beckett, Manchester University; (Speaker) Alex N. Isaacs, Purdue University; (Speaker) Amy H. Sheehan, Purdue University; (Speaker) Darin C. Ramsey, Butler University; (Speaker) Tracy Sprunger, Butler University

## 4:15 p.m.–5:15 p.m.

### Course Overhaul: Tips and Tricks for Reverse-Designing Application-Based Pharmacy Courses

#### Acapulco (Ballroom Level, West Tower)

This hands-on session will draw on the speakers' joint experience in redesigning 18 semester-hours worth of pharmacy coursework to engage participants interested in redesigning all or part of their courses. Backward course design theory and approaches will be reviewed and then applicants will apply the concepts to their own course with guidance from real-life examples. Please come with your course outline if possible and an idea of what you hope to achieve with redesign.

At the completion of this activity, the participant will be able to:

1. Summarize the evidence supporting backward course design.
2. Define summative assessment, formative assessment, and intentional repetition as they relate to course design.
3. Outline an approach for revising all or part of a course using backward course design.

Application-based (0581-0000-19-093-Lo4-P; 1.00 Contact Hour)

(Speaker) Shanna O'Connor, Idaho State University; (Speaker) Amy K. Kennedy, The University of Arizona

## 4:15 p.m.–5:15 p.m.

### Living and Leading With Intention: Individuals Achieve Goals by Prioritizing and Aligning With Organizational Needs

#### Grand Ballroom AB (Ballroom Level, East Tower)

While self-awareness and leadership are now required in our Pharm.D. curricula, these topics are also relevant to faculty. This workshop will include a discussion of how faculty can refine their priorities to reach professional goals. As colleges of pharmacy look to prepare the future generations of pharmacists, organizations can also benefit from defining priorities. Individual faculty and administrators will benefit from strategies to set personal and organizational priorities, adopting an individual "strategic plan" mindset.

At the completion of this activity, the participant will be able to:

1. Discuss persistent myths about work-life balance for pharmacy educators.
2. Identify strategies for defining personal success, discerning what opportunities to take advantage of and how to build and maintain a support network.
3. Identify strategies for organizations achieve their strategic goals by defining them in a focused way that also aligns with their organization's goals.
4. Apply strategies that will help prioritize goals to ensure that they are met.

Application-based (0581-0000-19-094-Lo4-P; 1.00 Contact Hour)

(Speaker) Kathryn J. Smith, University of Florida; (Speaker) David G. Fuentes, California Health Sciences University

## 4:15 p.m.–5:15 p.m.

### Strategizing for Student Success: Perspectives on Institutional Initiatives to Facilitate Academic Achievement

#### Regency Ballroom D (Ballroom Level, West Tower)

Fostering academic success is a primary initiative for all schools of pharmacy, and recommendations of best practice have yet to be fully defined. Efforts supporting academic success are expected to impact quantitative metrics of program attrition and on-time program progression, and as such, address ACPE Standard 17. This session, appropriate for all pharmacy educators, will showcase academic support program design in three institutions, addressing academic risk variable identification, and initiatives implemented to support academic success.

(Speaker) Steven J. Crosby, MCPHS University–Boston; (Speaker) Elizabeth T. Skoy, North Dakota State University; (Speaker) Michael W. Neville, Wingate University

## 4:15 p.m.–5:15 p.m.

### Using Psychometric Data to Improve Item and Test Development

#### Columbus AB (Ballroom Level, East Tower)

Examinations are commonly used for summative assessment of student learning in pharmacy education. How certain are you in the quality of your exam items, validity of item mapping and reliability of your assessments, especially when determining students' minimum competence to progress? Faculty and assessment professionals will learn about the use of psychometric data to improve item development and exam construction, and recognize new

advantages and the shortcomings of computer-based testing systems.

At the completion of this activity, the participant will be able to:

1. Identify best practices for exam item development and mapping, and exam blueprinting
2. Determine when and how to revise exam items and scoring based on available psychometric data.
3. Discuss the importance of establishing validity and reliability of summative assessments.
4. Compare and contrast different metrics and techniques for establishing the reliability of exam scores.

Application-based (0581-0000-19-095-Lo4-P; 1.00 Contact Hour)

(Speaker) Sean T Leonard, St. John Fisher College; (Speaker) Margarita V. DiVall, Northeastern University; (Speaker) Ashok E. Philip, Union University

## 4:30 p.m.–5:00 p.m.

### An Important Conversation About Pharmacist Workforce Data Columbus IJKL (Ballroom Level, East Tower)

Recent data suggest the number of pharmacist job openings can accommodate new graduates over the next decade only if the profession continues to expand. It is essential for schools of pharmacy to understand current labor trends and prepare graduates for their job search in this competitive environment. This in-depth discussion will present pharmacist demand data as well as job posting data that highlight trends in job locations, employers, and desired skills.

(Speaker) Lisa Lebovitz, University of Maryland; (Speaker) Michael J Rudolph, University of Kentucky

## 4:30 p.m.–5:00 p.m.

### Leveraging Community Stakeholders to Develop Pharm.D. Students as Trained Volunteers and Leaders in Disaster Preparedness Columbus CDEF (Ballroom Level, East Tower)

This session will highlight co-curricular opportunities for community engagement which connect student pharmacists with public health leaders to establish a critical relationship to maintain consistent volunteers for local community and statewide disaster needs. In the event of a localized disaster, the trained faculty and students can be deployed seamlessly to support the needs as identified by our public health leadership partners.

(Speaker) Greene Shepherd, University of North Carolina at Chapel Hill; (Speaker) Stephanie N. Kiser, University of North Carolina at Chapel Hill

## 4:30 p.m.–6:00 p.m.

### Pharmapreneurship™—Disruptive Innovation in Pharmacy Crystal Ballroom A (Lobby Level, West Tower)

The future of pharmacy hinges on the transformation of research, education and practice models. This session will unveil cutting edge innovations at the University of Maryland School of Pharmacy, the home of Pharmapreneurship™. Led by Dean Natalie Eddington, the presenters will engage the audience in discussing rapid cycle research, social and teaching entrepreneurship in pharmacy.

(Moderator) Natalie D. Eddington, University of Maryland; (Speaker) John Banta, Blue Cross Blue Shield Association; (Speaker) Frances Spaven, UPM Pharmaceuticals, FS Bizworks; (Speaker) Joey Mattingly, University of Maryland; (Speaker) C. Daniel Mullins, University of Maryland; (Speaker) Magaly Rodriguez de Bittner, University of Maryland; (Speaker) Fadia Shaya, University of Maryland; (Speaker) Peter Swaan, University of Maryland

## 5:30 p.m.–6:30 p.m.

### Global Pharmacy Education SIG: Business Meeting Acapulco (Ballroom Level, West Tower)

(Chair) David R. Steeb, University of North Carolina at Chapel Hill; (Speaker) Abby A. Kahaleh, Roosevelt University; (Speaker) Monica L. Miller, Purdue University; (Speaker) Toyin S. Tofade, Howard University

## 5:30 p.m.–6:30 p.m.

### Health Care Ethics SIG: Business Meeting Michigan 2 (Concourse Level, East Tower)

(Chair) James W. Torr, Lipscomb University; (Speaker) David M. Baker, Western New England University

## 5:30 p.m.–6:30 p.m.

### Health Disparities and Cultural Competence SIG: Business Meeting Randolph 1AB (Concourse Level, East Tower)

(Chair) Nancy Borja-Hart, The University of Tennessee; (Speaker) Imbi Drame, Howard University; (Speaker) Jeri J. Sias, The University of Texas at El Paso; (Speaker) Naser Z. Alsharif, Creighton University

## 5:30 p.m.–6:30 p.m.

### Laboratory Instructors SIG: Business Meeting Toronto (Ballroom Level, West Tower)

(Chair) Andrea L. Porter, University of Wisconsin-Madison; (Speaker) Karen R. Sando, Nova Southeastern University; (Speaker) Gina Bellottie, Thomas Jefferson University; (Speaker) Deanna Tran, University of Maryland

## 5:30 p.m.–6:30 p.m.

### Library and Information Science Section: Professional Resources Committee Meeting Randolph 3 (Concourse Level, East Tower)

This is the business meeting for the Professional Resources Committee of the Library and Information Science Section. This committee is responsible for the AACP Basic Resources for Pharmacy Education and Core List of Journals for Pharmacy Education.

(Speaker) Robert D. Beckett, Manchester University; (Speaker) Ivan Portillo, Chapman University

## 5:30 p.m.–6:30 p.m.

### Pediatric Pharmacy SIG: Business Meeting Michigan 3 (Concourse Level, East Tower)

(Chair) William A. Prescott, University at Buffalo, The State University of New York

## 5:30 p.m.–6:30 p.m.

### Public Health SIG: Business Meeting Columbus AB (Ballroom Level, East Tower)

(Speaker) Jonathan Thigpen, Notre Dame of Maryland University; (Speaker) Cortney M Mospan, Wingate University; (Speaker) Jordan R. Covey, Duquesne University

## 5:30 p.m.–6:30 p.m.

### Self-Care Therapeutics/Nonprescription Medicine SIG: Business Meeting Roosevelt 3AB (Concourse Level, East Tower)

(Chair and Speaker) Kristy L. Brittain, Medical University of South Carolina; (Speaker) Jennifer A. Wilson, Wingate University; (Speaker) Emily M. Ambizas, St. John's University; (Speaker) Miranda J. Wilhelm, Southern Illinois University Edwardsville

## 5:30 p.m.–6:30 p.m.

### Student Services Personnel SIG: Business Meeting Michigan 1ABC (Concourse Level, East Tower)

(Chair) Jeremy A. Hughes, California Health Sciences University; (Speaker) Renee M. DeHart, Samford University; (Speaker) Helen C. Park, Roseman University of Health Sciences

## 5:30 p.m.–6:30 p.m.

### Substance Use Disorder SIG: Business Meeting Grand Ballroom CDEF (Ballroom Level, East Tower)

(Chair) Tran Tran, Midwestern University/Downers Grove

## 6:00 p.m.–7:30 p.m.

### AACP President's Reception Plaza Ballroom (Lobby Level, East Tower)

*By Invitation Only*

Passing the gavel, honoring AACP President Dr. David D. Allen and AACP President-elect Dr. Todd D. Sorensen for their exceptional dedication to the pharmacy academy.

## 6:00 p.m.–8:00 p.m.

### University of Kentucky College of Pharmacy Alumni & Friends Reception Addams Room (3rd Floor, West Tower)

Join the University of Kentucky at AACP for an evening of networking and connecting with new and old friends. Light appetizers will be served with a cash bar.

## 7:00 p.m.–8:30 p.m.

### University of Maryland School of Pharmacy Reception Crystal Ballroom C (Lobby Level, West Tower)

*By Invitation Only*



UNIVERSITY of MARYLAND  
SCHOOL OF PHARMACY

EXPERTISE. INFLUENCE. IMPACT.

Join us at Booth #106-107

Meet the faculty of the University of Maryland School of Pharmacy who are involved in hot topics in pharmacy education, research, practice, and global initiatives.

- PATIENTS Program and Community Engagement
- Pharmapreneurship
- Opioids
- Testifying Before Congress
- Center for Addiction Research, Education, and Service
- Center of Excellence in Regulatory Science and Innovation
- Online Masters of Science Degrees
- Using Apps in Education
- Pharmacists Workforce
- e-Health Technology
- Residency Programs



Exclusive Home of  
**Pharmapreneurship**<sup>™</sup>

Join us for a special session on Pharmapreneurship on July 15 at 4:30 p.m. in Crystal Ballroom A featuring Frances Spaven, PhD '86, of FS Bizworks and John Banta, MBA, of BlueCross BlueShield Venture Partners

[www.pharmacy.umaryland.edu](http://www.pharmacy.umaryland.edu)

## Tuesday, July 16

6:30 a.m.–7:30 a.m.

### Sunrise Yoga

Sponsored by Pearson 

Plaza Ballroom (Lobby Level, East Tower)

Fitness enthusiasts are welcome to enjoy a sunrise yoga class, led by Seena Haines, that allows all fitness levels to participate. The class will be held in a carpeted room so mats are not required.

6:30 a.m.–8:00 a.m.

### Continental Breakfast

Grand Ballroom Foyer (Ballroom Level, East Tower)

6:30 a.m.–6:00 p.m.

### Meditation Room

Grand Suite 2A (Ballroom Level, East Tower)

Wellness is a concept and a state of being that everyone must embrace. Make your well-being a priority at **Pharmacy Education 2019** by visiting the Meditation Room, where you can meditate, reflect, pray or just be quiet and still. It's a place free from distractions and the hustle and bustle of our everyday lives.

7:00 a.m.–8:00 a.m.

### Assessment SIG: Business Meeting

Grand Ballroom CDEF (Ballroom Level, East Tower)

(Chair) Margarita V. DiVall, Northeastern University; (Speaker) Neal J. Benedict, University of Pittsburgh; (Speaker) Tara L. Jenkins, Touro University California; (Speaker) Wallace Marsh, University of New England

7:00 a.m.–8:00 a.m.

### Curriculum SIG Business Meeting

Michigan 1ABC (Concourse Level, East Tower)

(Chair) Joel C. Marrs, University of Colorado; (Speaker) Diane W. Morel, South College; (Speaker) Jennifer A. Henriksen, Manchester University; (Speaker) Jennifer M. Malinowski, Wilkes University

7:00 a.m.–8:00 a.m.

### Geriatric SIG Business Meeting

Randolph 1AB (Concourse Level, East Tower)

(Speaker) Christine M. Ruby-Scelsi, University of Pittsburgh; (Speaker) Rebecca Mahan, Texas Tech University Health Sciences Center

7:00 a.m.–8:00 a.m.

### Graduate Education SIG: Business Meeting

Roosevelt 3AB (Concourse Level, East Tower)

(Speaker) Kimberly B. Garza, Auburn University

7:00 a.m.–8:00 a.m.

### History of Pharmacy SIG: Business Meeting

Randolph 2 (Concourse Level, West Tower)

(Speaker) James M. Culhane, Notre Dame of Maryland University

7:00 a.m.–8:00 a.m.

### Minority Faculty SIG: Business Meeting

Columbus AB (Ballroom Level, East Tower)

(Chair) Oscar W. Garza, University of Minnesota

7:00 a.m.–8:00 a.m.

### Pharmacogenomics SIG: Business Meeting

Randolph 3 (Concourse Level, East Tower)

(Chair) Philip E. Empey, University of Pittsburgh; (Speaker) Roseann S. Gammal, MCPHS University–Boston

7:00 a.m.–8:00 a.m.

### Technology in Pharmacy Education and Learning SIG: Business Meeting

Columbus GH (Ballroom Level, East Tower)

(Chair) Timothy D. Aungst, MCPHS University–Worcester/Manchester

7:00 a.m.–3:00 p.m.

### AACP Registration & Help Desk

Grand Ballroom Registration (Ballroom Level, East Tower)

Please check-in and pick-up your name badge for **Pharmacy Education 2019** here. Staff will be available to answer your general meeting questions and assist with the AACP meeting app.

7:00 a.m.–3:00 p.m.

### Meet the Editor

Grand Ballroom Registration (Ballroom Level, East Tower)

Are you thinking of submitting a manuscript to the *American Journal of Pharmaceutical Education*? Or signing up to be a manuscript reviewer? Do you have a question about AJPE? Stop by and meet the editor, associate editors and editorial staff of AJPE. We'll be here during breakfast and beverage break times!

(Chair) Gayle A. Brazeau, Marshall University

7:00 a.m.–4:00 p.m.

### Networking Rooms 1, 2 and 3

Monroe Boardroom 1, 2 and 3 (Concourse Level, East Tower)

Want to catch up with old friends, meet new ones or discuss similar interests? Want to continue the discussion from a fantastic session? Come to the Networking Rooms or schedule time at the AACP Registration and Help Desk.

8:00 a.m.–8:30 a.m.

### It's All Greek to Me! Incorporating Novel Active Learning Activities to Develop Cultural Competence

Columbus CDEF (Ballroom Level, East Tower)

This session is designed for faculty to discuss incorporation of hands-on activities for students to practice communication skills used in caring for culturally diverse patients. The emphasis on cultural awareness in the 2016 ACPE standards challenges educators to develop effective and appropriate activities to increase student awareness of cultural attributes and the effects on healthcare decision-making. Attendees will review examples of activities from one school and participate in a brief sample activity with discussion.

(Speaker) Jennifer G. Smith, The University of Louisiana at Monroe; (Speaker) Savannah K. Posey, The University of Louisiana at Monroe

8:00 a.m.–8:30 a.m.

### Lessons Learned and Preliminary Outcomes From Implementation of an Asynchronous Interprofessional Quality Improvement Experience

Columbus IJKL (Ballroom Level, East Tower)

This session, for interprofessional education (IPE) instructors, highlights using an asynchronous discussion forum to create an IPE experience focused on healthcare quality improvement for pharmacy, medical and nursing students. Students build upon concepts from Institute for Healthcare Improvement Open School courses to analyze a medical error case. Student teams are responsible for identifying error causes and system-wide solutions for preventing similar errors. Lessons learned and preliminary outcomes from two years of implementation will be presented.

At the completion of this activity, the participant will be able to:

1. Describe the implementation and lessons learned from an asynchronous discussion forum for pharmacy, medicine, and nursing students.
2. Assess preliminary outcomes based upon student pharmacist perceptions of the experience via reflections and a modified ICCAS survey.

Knowledge-based (0581-0000-19-096-Lo4-P; 0.50 Contact Hour)

(Speaker) Veronica S. Young, The University of Texas at Austin; (Speaker) Leticia R. Moczygemba, The University of Texas at Austin

8:00 a.m.–4:00 p.m.

### PharmCAS R&R Lounge: Recharge and Reconnect

Grand Suite 5 (Ballroom Level, East Tower)

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge, which offers a much-needed respite from crowds, noise and other common meeting stresses. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. A variety of fruit-infused waters will help refresh you for your next session or appointment. With support from our sponsor, PharmCAS, powered

by Liaison, and staffing from the University of Florida, the lounge services are complimentary so make time to stop by for a little R&R!



## 8:30 a.m.–9:00 a.m.

### Innovation in Teaching Award

#### Columbus AB (Ballroom Level, East Tower)

The recipient of the 2019 Innovation in Teaching Award will present the winning submission: *Master Adaptive Learning: Re-engineering Core Integrated Pharmacotherapy Curriculum for 21st Century Learning*, from Denise H. Rhoney, Amanda H. Corbett, Sarah M. Anderson, Tom Angelo, Ian Hollis, Kathryn A. Morbitzer and Phil Rodgers, at the University of North Carolina at Chapel Hill Eshelman School of Pharmacy.

(Moderator) Susan M. Meyer, University of Pittsburgh; (Speaker) Amanda H. Corbett, University of North Carolina at Chapel Hill; (Speaker) Denise H. Rhoney, University of North Carolina at Chapel Hill

## 8:30 a.m.–9:30 a.m.

### How to Grow a Graduate Program

#### Randolph 3 (Concourse Level, East Tower)

The targeted audience is graduate program administrators and faculty. This session will provide information on mechanisms for funding research and challenges associated with initiating and sustaining graduate education. Changes to the R15 funding mechanism make this session especially relevant for smaller institutions. Speakers will address: 1) potential funding mechanisms for graduate programs through NIH grants, Teaching Assistantships to aid in teaching in Pharm.D. curricula, and industry partnered funding; 2) starting graduate programs and funding students.

(Chair) Richard R. Vaillancourt, The University of Arizona; (Speaker) Xiangming Guan, South Dakota State University; (Speaker) Jane E. Cavanaugh, Duquesne University

## 8:30 a.m.–9:30 a.m.

### Innovative Ways of Keeping It “Old School”

#### Michigan 1ABC (Concourse Level, East Tower)

The “Gray Tsunami” is upon us. Baby Boomers are living longer than older people in preceding generations. With 40% of hospitalized adults over the age of 65, the importance of education focusing on medication use in older adults is essential. This program will describe novel teaching methods to incorporate geriatric concepts in pharmacy curricula. This program is targeted to all pharmacy faculty who desire to incorporate fresh learning exercises into their didactic or experiential curricula.

At the completion of this activity, the participant will be able to:

1. Describe novel methods to incorporate geriatric concepts (e.g. polypharmacy, deprescribing) into pharmacy curricula.
2. Discuss innovative processes to educate about essential skills needed to optimize geriatric care in experiential education.
3. Create or revise an exercise focused on geriatric care among program participants.
4. Contribute to novel teaching ideas that can be shared among AACP members.

#### Application-based (0581-0000-19-098-Lo4-P; 1.00 Contact Hour)

(Moderator) Christine M. Ruby-Scelsi, University of Pittsburgh; (Speaker) Rebecca Mahan, Texas Tech University Health Sciences Center; (Speaker) Teresa M. DeLellis, Manchester University

## 8:30 a.m.–9:30 a.m.

### Ethical Dimensions of the Prescription Opioid Abuse Crisis

#### Randolph 1AB (Concourse Level, East Tower)

This interactive session will explore the ethical missteps made by a number of institutional moral agents that have contributed to the current prescription opioid abuse crisis in the U.S., including Pharma companies, the FDA, the DEA, the Joint Commission and CMS. Audience members will interactively identify and discuss ethical principles at play in the vignettes described in the presentation.

At the completion of this activity, the participant will be able to:

1. Describe at least one ethical dilemma that helped give rise to the current opioid abuse crisis in the U.S.
2. Identify at least three institutional moral agents whose decisions have contributed to the current opioid abuse crisis, and describe their roles in this saga.
3. Describe the ethics principles at play in objective 2 above and explain how these principles were supported or violated.

#### Application-based (0581-0000-19-099-Lo4-P; 1.00 Contact Hour)

(Moderator) David M. Baker, Western New England University; (Speaker) Tim Stratton, University of Minnesota

## 8:30 a.m.–9:30 a.m.

### Navigating the Educational Approaches and Assessment for Personal and Professional Development (CAPE Domain 4)

#### Regency Ballroom D (Ballroom Level, West Tower)

This session will describe contemporary educational approaches and strategies for evaluating Personal and Professional Development. Didactic, co-curricular, and extracurricular approaches for student development in self-awareness; leadership; innovation and entrepreneurship; and professionalism will be shared through experiences from numerous colleges. A round-table format will foster discussion and engagement among participants. Each table will introduce specific approaches, implementation steps, outcomes observed, and lessons learned. Faculty, administrators, and staff responsible for integrating and assessing these concepts are invited.

At the completion of this activity, the participant will be able to:

1. Explain various self-assessment tools used for Self-Awareness development.
2. Discuss opportunities to improve Personal and Professional Development content in the program through didactic, extracurricular and co-curricular approaches.
3. Evaluate various assessment techniques for Personal and Professional Development.
4. Design a plan for further integrating one or more of the topic areas in Personal and Professional Development upon returning to your home institution.

#### Application-based (0581-0000-19-100-Lo4-P; 1.00 Contact Hour)

(Moderator) Jenelle Sobotka, University of Cincinnati; (Speaker) Mary M. Bridgeman, Rutgers, The State University of New Jersey; (Speaker) W. Mark Moore, Campbell University; (Speaker) Trang D. Trinh, University of California, San Francisco; (Speaker) Kim M. Jones, Union University

## 8:30 a.m.–9:30 a.m.

### Secret Sauce: Vitality, Resiliency and Empowerment

#### Regency Ballroom A (Ballroom Level, West Tower)

Personal story telling, professional and personal development, and academic skills are essential ingredients to motivate and strengthen resiliency and vitality among students and faculty. Well-being is cross-cutting to all disciplines and specializations. Promoting solutions to improve individual and organizational well-being strategies are essential to foster vitality and empowerment.

At the completion of this activity, the participant will be able to:

1. List the personal qualities that can be developed to build student and faculty resilience.
2. Describe how organizations can create a culture of caring, connection, empowerment, and meaning that supports resiliency.
3. Develop an individual and organizational development plan to implement strategies in the respective workplace settings using the 12 factor organizational health model.

#### Application-based (0581-0000-19-101-Lo4-P; 1.00 Contact Hour)

(Speaker) Seena L. Haines, The University of Mississippi; (Speaker) Jenny A. Van Amburgh, Northeastern University; (Speaker) Dana P. Hammer, University of Colorado; (Speaker) Susan M. Stein, Pacific University Oregon

## 8:30 a.m.–9:30 a.m.

### Making the Match: Assessing Strategies for Student Success in Obtaining Postgraduate Training

#### Regency Ballroom C (Ballroom Level, West Tower)

Postgraduate training (residency/fellowship) in pharmacy has become extremely competitive based on the number of interested applicants and available positions. This session will review the current landscape of postgraduate training, and discuss strategies utilized at several different colleges of pharmacy to improve student preparation, match success rates and assessment of these activities. Active learning will include small group discussions, audience polling and facilitated discussion to compare and contrast different strategies for postgraduate preparation.

At the completion of this activity, the participant will be able to:

1. Discuss the current landscape of postgraduate pharmacy training.
2. Compare and contrast different strategies used at colleges throughout the country to improve student preparation for postgraduate training.
3. Develop a strategy to incorporate new postgraduate training programs into current offerings at your school of pharmacy.
4. Identify assessment strategies related to students learning around CAPE outcome 4.

#### Application-based (0581-0000-19-136-Lo4-P; 1.00 Contact Hour)

(Moderator and Speaker) Matthew A. Wanat, University of Houston; (Moderator) Danielle Miller, Northeastern University; (Speaker) Monica L. Miller, Purdue University; (Speaker) Elizabeth Autry; University of Kentucky; (Speaker) Alexa A. Carlson, Northeastern University

**8:30 a.m.–9:30 a.m.**

## Optional But Critical: New Approaches to Electives Sequences in Pharmacy Curricula

Toronto (Ballroom Level, West Tower)

The purpose of the session is to stimulate discussion around the mindful planning of didactic electives in pharmacy curricula. Presenters will focus on the design of elective sequences, along with resources and tips for offerings that differentiate graduates and deepen skill sets. Elective curricula that range from 6 – 16 credits will be described with attention to issues such as: implementation, career planning autonomy, advising, involvement of alumni and recognition of completion. Target audience: Curriculum SIG.

At the completion of this activity, the participant will be able to:

1. Discuss components of pharmacy elective course offerings intended to support the development of a focused skill set and to differentiate students upon graduation.
2. Outline a process to support students' selection of elective coursework to inform their career interests.
3. Identify and cultivate partnerships within and outside of the pharmacy program in order to offer elective course offerings to students.

Application-based (0581-0000-19-102-Lo4-P; 1.00 Contact Hour)

(Speaker) Candice L. Garwood, Wayne State University; (Speaker) Kristin K. Janke, University of Minnesota; (Speaker) Helen Berlie, Wayne State University

**8:30 a.m.–9:30 a.m.**

## Pharmacists Independently Prescribing Hormonal Contraception: Modifying the Curriculum to Make Practice Ready Prescribers

Regency Ballroom B (Ballroom Level, West Tower)

As the role of the pharmacist continues to evolve from dispensing to delegated and independent prescribing, the education of students who are confident and practice-ready to prescribe needs to evolve as well. The presenters have taught both the therapeutics and the law of pharmacist prescribing of hormonal contraception in California, Washington, and Oregon and will share how they have evolved their curriculum to meet the needs of their students and states.

At the completion of this activity, the participant will be able to:

1. Discuss the need for evolving the Pharm.D. curriculum to include elements to allow students to be practice-ready for independent prescribing.
2. Describe current efforts among 3 pharmacy programs to modify the hormonal contraception curriculum to prepare students for independent pharmacist prescribing.
3. Compare and contrast different active learning activities and teaching modalities that can be used based on the learning methodology of a program (lecture-based versus team-based learning) to better prepare pharmacy students to independently prescribe medications.
4. Identify strategies to begin evaluating the effectiveness of curricular changes to allow for students to be practice-ready for independent prescribing.

Application-based (0581-0000-19-103-Lo4-P; 1.00 Contact Hour)

(Speaker) Jeremy A. Hughes, California Health Sciences University; (Speaker) Julie Akers, Washington State University

**8:30 a.m.–9:30 a.m.**

## Remediation in Experiential Education: Innovative Approaches from the NERDEE Consortium

Acapulco (Ballroom Level, West Tower)

This session is a collaborative presentation from programs representing the New England Regional Departments of Experiential Education (NERDEE) consortium. Representatives from University of Connecticut, MCPHS University, Albany College of Pharmacy and Health Sciences-Vermont Campus, and Western New England University College of Pharmacy and Health Sciences will present an overview of common areas of deficiency identified in IPPE and APPE learners, and then describe innovative approaches to remediation utilized by the various programs.

At the completion of this activity, the participant will be able to:

1. Identify the common areas of deficiency which result in the failure of IPPE rotations.
2. Describe the process of creating competency-specific activities to remediate IPPE deficiencies and ensure APPE-readiness.
3. Describe the common areas of deficiency which result in the failure of APPE rotations.
4. Describe the innovative APPE remediation approaches in place at three programs representing the New England Regional Departments of Experiential Education (NERDEE) consortium.

Knowledge-based (0581-0000-19-141-Lo4-P; 1.00 Contact Hour)

(Speaker) Sandra W. Rosa, Albany College of Pharmacy and Health Sciences; (Speaker) Jill M. Fitzgerald, University of Connecticut; (Speaker) Rita Morelli, MCPHS University-Boston; (Speaker) Courtney R. Caimano, Albany College of Pharmacy and Health Sciences; (Speaker) Kim Tanzer, Western New England University

**8:30 a.m.–9:30 a.m.**

## Test Anxiety's Effect on Performance: Managing the Power of the Mind

Roosevelt 3AB (Concourse Level, East Tower)

Pharmacy educators seek to help struggling students often using office hours, study guides, and exam reviews. What if the main problem isn't learning the material but involves anxiety before or during an exam? This session will (1) constructively summarize test anxiety literature and theory (2) report on studies from health professions education, and (3) engage faculty, administrators, and student services personnel in identifying actionable strategies to increase the ability of students to manage test anxiety.

(Speaker) Adam Pate, The University of Mississippi; (Speaker) Daniel R. Malcom, Sullivan University; (Speaker) Kimberly K. Daugherty, Sullivan University; (Speaker) Michelle O. Zagar, The University of Louisiana at Monroe

**9:00 a.m.–9:30 a.m.**

## Application of Video Modeling to Enhance Student Communication Skills and APPE-Readiness

Columbus CDEF (Ballroom Level, East Tower)

Schools/colleges of pharmacy must ensure students are able to verbally communicate professionally and effectively. This session describes use of the video modeling (VM) framework to teach complex verbal communication skills in simulated healthcare settings, including presenting a complex patient case to a preceptor and interprofessional communication via pharmacotherapy recommendations. Attendees will participate in a VM demonstration and consider how incorporation of VM can enhance student communication skills at home institutions.

At the completion of this activity, the participant will be able to:

1. Define the steps associated with integrating the VM learning process into a course/curriculum.
2. Describe how VM can be used to enhance student communication to pharmacy preceptors and members of the interprofessional health team.
3. Apply the VM practice to the development and implementation of a communication-based activity.

Application-based (0581-0000-19-104-Lo4-P; 1.00 Contact Hour)

(Speaker) Susanne G. Barnett, University of Wisconsin-Madison; (Speaker) Edward C. Portillo, University of Wisconsin-Madison

**9:00 a.m.–9:30 a.m.**

## Reducing Bias in Evaluations of Teaching: A Case for Faculty Peer Review of Teaching

Columbus IJKL (Ballroom Level, East Tower)

Student evaluation of faculty teaching has been shown to be biased against women and minorities, yet many schools continue to use student evaluations as a main source for evaluating teaching. This session will describe one school's evidence-based approach for implementing a faculty peer review of teaching program from the pilot stage through full implementation. During this open book discussion we will share our successes, challenges, and lessons learned along the way.

(Speaker) Rory O'Callaghan Kim, University of Southern California; (Speaker) Lisa Goldstone, University of Southern California

**9:00 a.m.–Noon**

## Spouse/Guests Hospitality Room

Grand Suite 1 (Ballroom Level, East Tower)

**10:00 a.m.–10:30 a.m.**

## Educational Strategies to Reduce Implicit Bias and Improve Self-Awareness of Pharmacy Students

Columbus IJKL (Ballroom Level, East Tower)

Evaluating implicit bias and gaining self-awareness are vital components of cultural competency training. This session will review the impact of bias on health outcomes and existing challenges to teaching this topic in the curricula. Faculty participants will also be presented with strategies and best practices that can be implemented at their colleges to improve self-awareness of implicit biases in order to make students more prepared for diverse patient care encounters in the future.

(Speaker) Jennifer A. Santee, University of Missouri-Kansas City; (Speaker) Sally Arif, Midwestern University/Downers Grove



10:00 a.m.–10:30 a.m.

## Coordinating a Response to Student Suicide: Perspectives on the Worst Day of Our Lives

Columbus CDEF (Ballroom Level, East Tower)

Student stress, depression, and anxiety are significant concerns in pharmacy education. Student pharmacists learn how to manage pharmacotherapy for chronic illnesses, but may not prioritize caring for themselves. This session will describe the reverberating impact of the tragic loss of a student pharmacist to suicide on a pharmacy community from a faculty and student perspective, and explore a toolkit from the American Foundation for Suicide Prevention titled *After a Suicide: A Toolkit for Medical Schools*.

(Speaker) Mollie A. Scott, University of North Carolina at Chapel Hill; (Speaker) Brad L. Wingo, University of North Carolina at Chapel Hill

10:00 a.m.–11:00 a.m.

## Topical Roundtable Session 3

Regency Ballroom A (Ballroom Level, West Tower)

The list of roundtables and facilitators can be found on page 57

(Moderator) Steven C. Stoner, University of Missouri–Kansas City

10:00 a.m.–11:00 a.m.

## Team-Ready, Set, Go! Going Beyond Roles/Responsibilities to Teamwork Development in an Interprofessional Classroom

Regency Ballroom B (Ballroom Level, West Tower)

Learning about, from, and with other professions is the backbone of interprofessional education. Developing skills and behaviors necessary for interacting with interprofessional colleagues is an essential component of interprofessional learning. Although multiple creative ways to implement interprofessional content and skills have been described, limited emphasis has been placed on how to teach and develop teamwork behaviors. This session will explore the deliberate incorporation of teamwork behaviors into interprofessional learning experiences.

At the completion of this activity, the participant will be able to:

1. Identify elements of teamwork that should be embedded into interprofessional education.
2. Compare various models of teamwork training in interprofessional education.
3. Apply methodology for teamwork training through practice scenarios.

Application-based (0581-0000-19-105-Lo4-P; 1.00 Contact Hour)

(Speaker) Michelle Z. Farland, University of Florida; (Speaker) Amber King, Thomas Jefferson University; (Speaker) Elena M. Umland, Thomas Jefferson University; (Speaker) Sarah Shrader, The University of Kansas; (Speaker) Jennifer Danielson, University of Washington

10:00 a.m.–11:00 a.m.

## Independent or Integrated?: Debating the Optimal Approach to Pharmacogenomics Education in the Pharm.D. Curriculum

Toronto (Ballroom Level, West Tower)

While pharmacogenomics has been included in ACPE standards for many years, the approach to teaching this important topic is controversial. The quantity, delivery, and placement of pharmacogenomics content in curricula is highly variable. This session will overview the current status of pharmacogenomics education in schools of pharmacy followed by a spirited debate of the pros and cons of dedicated required pharmacogenomics courses vs. integrating pharmacogenomics content throughout the curriculum. It is intended for basic science and clinical faculty as well as administrators.

(Moderator) Philip E. Empey, University of Pittsburgh; (Speaker) Grace M. Kuo, University of California, San Diego; (Speaker) James M. Stevenson, University of Pittsburgh; (Speaker) Solomon M. Adams, Shenandoah University

10:00 a.m.–11:00 a.m.

## Integrating Social Determinants of Health Into a Pharmacy Curriculum: An Interprofessional Approach

Regency Ballroom C (Ballroom Level, West Tower)

Accreditation Council for Pharmacy Education (ACPE) Standards 2016 acknowledge and encourage the inclusion of social determinants of health (SDoH) within the curriculum to better prepare student pharmacists to recognize SDoH to diminish disparities and inequities in providing patient access to quality healthcare. Session participants will identify ways to incorporate SDoH into their pharmacy curriculum while using an interprofessional approach.

At the completion of this activity, the participant will be able to:

1. Identify ways to incorporate interprofessional education activities that focus on social determinants of health into your pharmacy curriculum.
2. Develop assessment tools for evaluating students' ability to recognize social determinants of health.

Application-based (0581-0000-19-135-Lo4-P; 1.00 Contact Hour)

(Moderator and Speaker) Chasity M. Shelton, The University of Tennessee; (Speaker) Chelsea Renfro, The University of Tennessee

10:00 a.m.–11:00 a.m.

## A Practical Guide for Experiential Education Teams: Implementing Entrustable Professional Activity (EPA) Based Assessment Tools

Regency Ballroom D (Ballroom Level, West Tower)

The Experiential Education teams from two colleges of pharmacy will lead participants through their two-year, data-driven, systematic journey to successful implementation of EPA-based evaluation tools. This interactive session will reveal the key processes, decision-points, and challenges faced during implementation at each institution. Implementation-related data will also be presented. This session will also facilitate participants' brainstorming of methodologic approaches to these changes and how to address the anticipated decision-points and challenges at their respective institutions.

At the completion of this activity, the participant will be able to:

1. Prepare for assessment changes involving the use of EPAs within Experiential Education programs, while also meeting CAPE Outcomes and ACPE Accreditation Standards.
2. Explore change methodology for improving assessment tools, involving iterative preceptor feedback and ongoing input from an Experiential Education Advisory Committee.
3. Discuss preliminary data generated from EPA-based evaluation tool implementation.
4. Examine challenges and opportunities associated with updating IPPE and APPE evaluation tools based on EPAs.

Application-based (0581-0000-19-106-Lo4-P; 1.00 Contact Hour)

(Speaker) Whitney Maxwell, University of South Carolina; (Speaker) Jennifer L. Baker, University of South Carolina; (Speaker) Cathy L. Worrall, Medical University of South Carolina

10:00 a.m.–11:00 a.m.

## Diverse Approaches to Interprofessional Education: A Two-Institution Perspective Using Simulation and Virtual Patients

Grand Ballroom CDEF (Ballroom Level, East Tower)

ACPE 2016 Standard 11, Interprofessional Education (IPE) poses a challenge for curriculum and assessment. We will share our experience in the creation of the four tenets of an IPE program: a) orientation, b) integration, c) content delivery by simulation, case conference, and use of virtual patients, and d) defining outcomes and assessment strategies. Ours is a joint perspective from the California Northstate University and the Albany College of Pharmacy and Health Sciences. Target: All levels.

(Speaker) Ashim Malhotra, California Northstate University; (Speaker) Jennifer L. Mathews, Albany College of Pharmacy and Health Sciences

10:00 a.m.–11:00 a.m.

## LOL for Student Engagement II: Making Education PharmacoPhunny

Acapulco (Ballroom Level, West Tower)

Miss the fun and laughter from 2018? We're back for part deux! Continue the journey as we deconstruct humor and how emotions connect with learning, facilitate self-awareness among faculty members to identify what makes them who they are, and how they can use tools and techniques that align with their personality in order to engage their students. You will leave feeling energized and equipped with tools to take your teaching to the next level.

At the completion of this activity, the participant will be able to:

1. Discuss personality traits we all possess that make each of us uniquely capable of bringing fun into the learning environment.
2. Describe the science and neuroscience behind creating an emotional connection to learning.
3. Demonstrate a variety of techniques that can be used to spark learning and retention.
4. Utilize self-reflection and guided exercise to connect humor and theatrical instruction with expected learning outcomes.

Application-based (0581-0000-19-107-Lo4-P; 1.00 Contact Hour)

(Speaker) Michael J. Fulford, The University of Georgia; (Speaker) Monica L. Miller, Purdue University; (Speaker) Susan S. Vos, The University of Iowa; (Speaker) Vibhuti Arya, St. John's University

10:00 a.m.–11:00 a.m.

## Pharmacists as Independent Prescribers: Initial Considerations from Idaho and Oregon

Michigan 1ABC (Concourse Level, East Tower)

New laws in some states have expanded pharmacist's roles by granting independent prescriptive authority over some medications. Traditional pharmacy curricula incorporates prescribing under collaborative practice under a physician, but not independent prescribing. This session will draw upon Idaho and Oregon's experience in incorporating pharmacist independent prescribing into their curricula, as well as the role of a college or school of pharmacy in a progressive law environment.

At the completion of this activity, the participant will be able to:

1. Discuss possible opportunities for and barriers to pharmacists independently prescribing in a community setting.
2. Describe the role of a college or school of pharmacy in supporting future and current pharmacists with progressive, independent prescribing practices.
3. Using examples of Idaho and Oregon laws, describe curricular strategies for training students for independent prescribing in the community setting.

Application-based (0581-0000-19-108-Lo4-P; 1.00 Contact Hour)

(Speaker) Jennifer L. Adams, Idaho State University; (Speaker) Lorinda Anderson, Oregon State University; (Speaker) Michael Biddle, Idaho State University

10:00 a.m.–11:00 a.m.

## Bringing More Women Into Senior Leadership—Breaking the Glass Ceiling

Columbus GH (Ballroom Level, East Tower)

An interactive session with women leaders who will not only inspire you to step up but will also share their personal inspirations and provide practical applications for leading. This session will bring together people in all stages of their careers to see leadership positions as attainable career options. The session will be interactive (like a fireside chat) with women academic leaders nominated by the Women Faculty SIG membership.

(Speaker) Debbie C. Byrd, East Tennessee State University; (Speaker) Christine R. Birnie, St. John Fisher College; (Speaker) Janet P. Engle, University of Illinois at Chicago; (Speaker) Susan P. Bruce, Northeast Ohio Medical University; (Speaker) Anne Y.F. Lin, Notre Dame of Maryland University; (Speaker) Shauna M. Buring, University of Florida; (Moderator) Jenny A. Van Amburgh, Northeastern University

11:00 a.m.–11:30 a.m.

## Beverage Break

Grand Ballroom Foyer (Ballroom Level, East Tower)

11:00 a.m.–11:30 a.m.

## Increasing Self-Awareness of Behavioral Patterns in a Pharmacy Leadership Elective

Columbus CDEF (Ballroom Level, East Tower)

Emphasizing self-awareness within a pharmacy curriculum can be challenging. Speakers will share an innovative method from a pharmacy leadership elective in which students embark on a journey of self-discovery to gain a deeper understanding of their repetitive behavioral patterns. Patterns include overfunctioning, underfunctioning, triangulation, distancing, and cutoff. Increased understanding of these patterns allows students to recognize and manage their engagement in these behaviors, with the opportunity to ultimately positively impact personal and professional interactions.

(Speaker) Andrea S. Joseph, Thomas Jefferson University; (Speaker) Emily R. Hajjar, Thomas Jefferson University

11:00 a.m.–11:30 a.m.

## She's Pregnant! Guiding Faculty as They Accommodate Pregnant and Parenting Students

Columbus IJKL (Ballroom Level, East Tower)

Pregnant and parenting students are protected from discrimination by Title IX, but research has shown that many faculty are unaware of how Title IX applies to pregnant and parenting students. In this session the presenter will share results from a research study on faculty experiences with pregnant and parenting students and what support and education faculty may need in supporting and accommodating this student population.

(Speaker) Katherine S. Wadas-Thalken, Creighton University

11:30 a.m.–12:30 p.m.

## Adding to Your Impact Factor With Strategic Science Communication

Michigan 1ABC (Concourse Level, East Tower)

You've published a paper, but don't let your scholarly impact end there. Whether through news media, social media, or other forms of science communication, understanding how to translate your work to different audiences can open the door for new opportunities. In this panel discussion, communications experts and experienced science communicators will share different methods to add your perspective to the broader scientific discussion to boost your reputation as a trusted expert in the field.

(Moderator) Kyle R. Bagin, American Association of Colleges of Pharmacy; (Speaker) Chris Gummert, University of Illinois at Chicago; (Speaker) Jordan R. Covvey, Duquesne University

11:30 a.m.–12:30 p.m.

## Getting Started in Scholarship of Teaching and Learning: Creating Your Big Break Without Formal Training

Regency Ballroom A (Ballroom Level, West Tower)

Are you a pharmacy educator who is passionate about teaching and eager to dive into scholarship of teaching and learning (SoTL)? It can be challenging to break into the SoTL scene without formal training, even for inspired faculty. In this program, winners of the AACP Emerging Teaching Scholar Award will share how they created their SoTL "big break" in three diverse areas and lead small groups through a workshop to build their own SoTL project.

At the completion of this activity, the participant will be able to:

1. Describe approaches to three types of scholarship of teaching and learning (SoTL) projects.
2. Outline a potential SoTL project.
3. Anticipate potential challenges or barriers to executing a SoTL project.

Knowledge-based (0581-0000-19-142-Lo4-P; 1.00 Contact Hour)

(Speaker) Robert D. Beckett, Manchester University; (Speaker) Daniel R. Kennedy, Western New England University; (Speaker) Lauren A. O'Donnell, Duquesne University

11:30 a.m.–12:30 p.m.

## Increase Your Leadership Quotient! Strategies for Approaching Positive Change Using a "Consultant" Mindset

Regency Ballroom B (Ballroom Level, West Tower)

Leadership development is necessary at all levels to ensure that organizations are developing in a healthy way. Administrators may approach positive change with their stakeholders (students, faculty, staff, and other-level administrator colleagues) using a variety of hierarchical constructs, possibly leading to resistance and conflict. Herein, we discuss the value of using a "consultant" mindset to first connect with stakeholders, identify common values, and favor superordinate goals over self-interest.

At the completion of this activity, the participant will be able to:

1. Identify key attributes of the "consultant" mindset.
2. Apply the "consultant" mindset to case scenarios and vignettes.
3. Compare and contrast the "consultant" mindset approach with the hierarchical, traditional administrator mindset.
4. Imagine what results might look like when changing mindset to the "consultant" approach.
5. Commit to one new behavior that can be integrated into leadership approaches when leading positive change and change leadership.

Application-based (0581-0000-19-109-Lo4-P; 1.00 Contact Hour)

(Speaker) David G. Fuentes, California Health Sciences University; (Speaker) Michael J. Rudolph, University of Kentucky; (Speaker) Ahmd Azab, California Health Sciences University; (Speaker) Kim D. Tanzer, Western New England University; (Speaker) Jeremy A. Hughes, California Health Sciences University

11:30 a.m.–12:30 p.m.

## Leading for Impact: How to Engage Preceptors in Their Own Development

Toronto (Ballroom Level, West Tower)

Engaging a wide variety of preceptors in different practice areas and of different levels of experience in preceptor development can be a challenging task. The purpose of this session is to identify those hurdles and engage participants in brainstorming ways hurdles can be overcome. Attendees will have the opportunity to draw on the experiences of two unique institutions and their methods for creating and navigating how to structure training methodologies in regard to preceptor development.

At the completion of this activity, the participant will be able to:

1. Recognize common challenges associated with engaging preceptors in preceptor development.
2. Describe methods employed for structuring and documenting continuing education and preceptor development.
3. Identify content for a preceptor development program.

**Knowledge-based (0581-0000-19-110-Lo4-P; 1.00 Contact Hour)**

(Speaker) Valerie D. Nolt, University of Michigan; (Speaker) Pam Walker, University of Michigan; (Speaker) Elizabeth Autry, University of Kentucky; (Speaker) Cathy Pierce, University of Kentucky; (Speaker) Paul C. Walker, University of Michigan

**11:30 a.m.–12:30 p.m.**

**Vaping and Juuling: Practical Understanding and Chemistry-Based Discussion of a Growing Public Health Concern.**

**Acapulco (Ballroom Level, West Tower)**

Vaping was introduced to the United States around 2006. Originally marketed as an alternative to traditional cigarettes, it has exploded into an industry appealing to more and more young/underage customers each year, culminating recently in the phenomenon of “juuling,” an even more discreet method of vaping. In this session, we will discuss the devices used in vaping/juuling, compare vaping/juuling vs. smoking traditional cigarettes, and highlight the chemistry of the vaping solutions commonly used.

(Speaker) David J. Weldon, William Carey University; (Speaker) Paulo Carvalho, University of the Incarnate Word

**11:30 a.m.–1:00 p.m.**

**PCAT Advisory Committee Meeting**

**Randolph 2 (Concourse Level, West Tower)**

*Closed Meeting*

(Chair) Paul W. Jungnickel, Auburn University

**11:30 a.m.–1:00 p.m.**

**American Journal of Pharmaceutical Education Editorial Board Meeting and Luncheon**

**Randolph 3 (Concourse Level, East Tower)**

*By Invitation Only*

(Chair) Gayle A. Brazeau, Marshall University; (Speaker) Frank Romanelli, University of Kentucky; (Speaker) Lauren S. Schlesselman, University of Connecticut; (Speaker) Adam M. Persky, University of North Carolina at Chapel Hill; (Speaker) Nancy Fjortoft, Midwestern University/Downers Grove; (Speaker) Daniel R. Malcom, Sullivan University

**Noon–1:30 p.m.**

**Open Hearing of the Bylaws and Policy Development Committee**

**Grand Ballroom CDEF (Ballroom Level, East Tower)**

This session provides all meeting attendees the opportunity to hear the business coming before the Final Session of the House of Delegates. All attendees may comment on proposed policies, resolutions and other business.

(Chair) Laura M. Borgelt, University of Colorado; (Speaker) Bradley Cannon, Rosalind Franklin University of Medicine and Science

**1:30 p.m.–2:00 p.m.**

**Flipping the Pre-Pharmacy Club Meeting: Building Innovative Recruitment Events**

**Columbus CDEF (Ballroom Level, East Tower)**

The target audience includes college of pharmacy administrators, faculty, and staff interested in building innovative and interactive high school and undergraduate recruitment events. This session will focus on reworking the goals of recruitment, creating programming to build interest in pharmacy as a career, and strengthening local pipelines. Examples of hands-on activities will be demonstrated and a short workshop will allow time to share other ideas.

(Speaker) Dustin T. Christensen-Grant, Roseman University of Health Sciences; (Speaker) Danielle A. Gundrum, Roseman University of Health Sciences

**1:30 p.m.–2:00 p.m.**

**Time Flies When You’re Teaching: Exploring a Time Tracking Tool for Faculty, Students, and Beyond!**

**Columbus IJKL (Ballroom Level, East Tower)**

Toggl is a desktop/mobile application that can be utilized to track time spent on work- and project-related tasks. This free application is easily customized based on the user’s needs, whether they are faculty, administrators, or even

students. The perceived benefits of time tracking include increasing focus, efficiency, self-monitoring, and self-reflection. Reporting features could also be used for workload conversations with administration. This session is intended for interested attendees from any setting within academia.

(Speaker) Stephanie L. Sibicky, Northeastern University; (Speaker) Brandon Dionne, Northeastern University

**1:30 p.m.–2:30 p.m.**

**How to Use Your Science: Counseling Points and Auxiliary Labels**

**Regency Ballroom A (Ballroom Level, West Tower)**

Delivery of quality patient-centered care requires that pharmacists understand the scientific rationale for the use of patient education tools including counseling points and auxiliary labels. Optimal therapeutic outcomes can only be achieved if patient compliance is maximized and potential drug-drug, drug-food, and/or drug-nutraceutical interactions are minimized. This presentation will guide basic and biomedical scientists to enhance student pharmacist awareness of the scientific rationale associated with the use of patient education tools.

(Speaker) Robin M. Zavod, Midwestern University/Downers Grove; (Speaker) Susan L. Mercer, Lipscomb University; (Speaker) Marc W. Harrold, Duquesne University

**1:30 p.m.–2:30 p.m.**

**Tackling PPCP Challenges: Tactics for Engaging Preceptors Through the Pharmacists’ Patient Care Process**

**Toronto (Ballroom Level, West Tower)**

As colleges and schools implement the pharmacists’ patient care process (PPCP) across the curriculum, it is important to focus on both the didactic and experiential curriculum. Students spend approximately 1/3 of their time in experiential education, so exposing students effectively to the PPCP in experiential rotations is critical to ensuring consistency among future practitioners. Practice faculty, experiential education directors, and curriculum stakeholders should join us for this PPCP workshop to share ideas, tools, and leave with a plan for preceptor development.

At the completion of this activity, the participant will be able to:

1. Discuss successful models of PPCP implementation at three member institutions.
2. Develop a plan for implementing PPCP model training for preceptors.
3. Develop a network of scholars who can advance the PPCP mode.

**Application-based (0581-0000-19-111-Lo4-P; 1.00 Contact Hour)**

(Moderator) James Wheeler, The University of Tennessee; (Speaker) Janet H. Cooley, The University of Arizona; (Speaker) Keri D. Hager, University of Minnesota; (Speaker) Sara N. Trovinger, Manchester University

**1:30 p.m.–2:30 p.m.**

**Remediation Across the Continuum of Experiential Learning: A Team Approach**

**Regency Ballroom B (Ballroom Level, West Tower)**

Remediation of experiential rotations varies amongst programs with no clear common approach. In this session, presenters from three specialties outline a student-centered team approach to experiential remediation leveraging the diverse expertise of preceptors, faculty, and staff. Attendees will learn how to design, implement, and participate in remediation plans based upon student deficits in each of the four CAPE educational outcome domains. A variety of case scenarios will frame this interactive session.

At the completion of this activity, the participant will be able to:

1. Discuss the current body of evidence pertaining to experiential remediation.
2. Use root cause analysis strategies to identify student learning deficits in each of the four CAPE education outcome domains.
3. Identify other disciplines and professions that can contribute to the success of a student-specific remediation plan.
4. Synthesize a student-specific remediation plan within the framework of the CAPE educational outcome domains.
5. Implement strategies along the continuum of learning to maximize remediation success.

**Application-based (0581-0000-19-112-Lo4-P; 1.00 Contact Hour)**

(Speaker) Marian Gaviola, University of North Texas Health Science Center; (Speaker) Meredith L. Howard, University of North Texas Health Science Center; (Speaker) Randy Martin, University of North Texas Health Science Center

**1:30 p.m.–2:30 p.m.**

**“Grab Your Passport...And Fasten Your Seatbelt!” Adventures in Global Collaboration When Creating Educational Resources**

**Acapulco (Ballroom Level, West Tower)**

We will share our experiences of creating innovative teaching resources with international partner universities. Using the shared experiences of a tripartite collaboration with University of North Carolina at Chapel Hill, Monash University (Australia) and University College London (UK), we will share benefits, challenges and considerations involved in creating teaching resources fit for utilization at each School of Pharmacy.

At the completion of this activity, the participant will be able to:

1. Outline the considerations for global collaboration with other Schools of Pharmacy.
2. Describe the benefits and challenges of global collaboration when designing and developing teaching resources.
3. Reflect on the effectiveness of your current international relationships.
4. Develop an action plan to introduce international collaborations to your School of Pharmacy.

**Knowledge-based (0581-0000-19-113-Lo4-P; 1.00 Contact Hour)**

(Speaker) Heidi N. Anksorus, University of North Carolina at Chapel Hill; (Speaker) Stefanie P. Ferreri, University of North Carolina at Chapel Hill; (Speaker) Terry Tin Wai Ng, University College London; (Speaker) Vivienne Mak, Monash University; (Moderator) Amanda C. Savage, University of North Carolina at Chapel Hill; (Speaker) Lawrenca Louise Brown, University College London

**1:30 p.m.–2:30 p.m.**

### **Cultivating Intercultural Competence in Experiential Education: Strategies for Curricular Integration and Preceptor Development Michigan 1ABC (Concourse Level, East Tower)**

Participants will learn strategies for evaluating cultural sensitivity displayed by students in introductory and advanced practice experiences, as well as identify how cultural sensitivity is embedded within Entrustable Professional Activities and professionalism evaluation processes. Information will be provided on how cultural competency development is integrated throughout the Pharm.D. curriculum. Additionally, this activity will provide information for improving one's own intercultural competence and its importance in the preceptor roles of instructing, modeling, coaching, and facilitating.

At the completion of this activity, the participant will be able to:

1. Identify strategies for integrating cultural competency throughout the Pharm.D. curriculum.
2. Understand how the preceptor roles of instructing, modeling, coaching, and facilitating impact intercultural competence development in students.
3. Identify tools for culturally sensitive self-development.
4. Apply criteria for enhancing preceptor evaluation of culturally competent care in practice.

**Application-based (0581-0000-19-114-Lo4-P; 1.00 Contact Hour)**

(Speaker) Oscar W. Garza, University of Minnesota; (Speaker) Raquel Rodriguez, University of Minnesota; (Speaker) L'Aurelle A. Johnson, University of Minnesota; (Speaker) Mary McGuigan, University of Minnesota

**1:30 p.m.– 2:30 p.m.**

### **Entrustable Professional Activity (EPA) Assessment Tools Within Introductory Pharmacy Practice Experiences (IPPE) Regency Ballroom C (Ballroom Level, West Tower)**

EPAs are a novel assessment framework in pharmacy education that supports life-long learning. However, functionalization of EPAs within experiential education, particularly in IPPE, is not well understood. This session will provide participants with mechanisms for designing, implementing and utilizing EPAs as IPPE assessment tools across three colleges/schools of pharmacy.

At the completion of this activity, the participant will be able to:

1. Describe the state of EPA utilization within IPPEs.
2. Describe 3 different assessment methods incorporating EPAs within IPPEs.
3. Discuss successes and challenges of implementing EPAs as an assessment construct within IPPEs.

**Application-based (0581-0000-19-115-Lo4-P; 1.00 Contact Hour)**

(Speaker) Sheila M. Allen, University of Illinois at Chicago; (Speaker) Elizabeth Trolli, The Ohio State University; (Speaker) Mara A. Kieser, University of Wisconsin-Madison; (Speaker) Jennie B. Jarrett, University of Illinois at Chicago

**1:30 p.m.–2:30 p.m.**

### **Got Skills? Training Student Pharmacists to be Effective Team Members**

#### **Columbus AB (Ballroom Level, East Tower)**

Developing teamwork skills requires longitudinal practice and feedback. Ideally, teamwork skills develop across all curricular components. However, simply creating collaborative learning experiences does not ensure team skills are developed. When you identify a student who is not yet team-ready, do you have the necessary tools to coach the individual or team? This workshop will increase faculty awareness of teamwork theory and tools that can

be applied to individualized situations to develop student teamwork skills.

At the completion of this activity, the participant will be able to:

1. Describe how components of team theory can be applied to classroom and experiential collaborative learning teams.
2. Compare a variety of coaching strategies to develop team skills for individuals and teams.
3. Apply strategies for team skill coaching to a variety of common scenarios in pharmacy education.

**Application-based (0581-0000-19-116-Lo4-P; 1.00 Contact Hour)**

(Speaker) Michelle Z. Farland, University of Florida; (Speaker) Andrea S. Franks, The University of Tennessee; (Speaker) Will Ofstad, California Health Sciences University

**1:30 p.m.–2:30 p.m.**

### **In the Trenches of Curricular Integration: A Survival Guide Columbus GH (Ballroom Level, East Tower)**

Curricular integration occurs on a continuum. Achieving a high level of curricular integration that encompasses a strong blend of the basic and clinical sciences remains a challenge. High levels of curricular integration can only be achieved if faculty are supported to collaboratively design meaningful instruction. Two institutions compare support structures which include faculty development, guidance, project management, and formative evaluation. Faculty, administrator, and staff attendees will leave with practical strategies to overcome barriers and leverage existing support structures.

At the completion of this activity, the participant will be able to:

1. Discuss the value of reaching higher levels of curricular integration.
2. Discuss barriers/challenges to achieving higher levels of curricular integration.
3. Identify opportunities for increased levels of curricular integration within faculty teaching teams.
4. Describe essential support structures and strategies for planning and implementing an integrated curriculum including establishing a clear mission and strong leadership.
5. Apply lessons learned to their home institution.

**Knowledge-based (0581-0000-19-117-Lo4-P; 1.00 Contact Hour)**

(Moderator) Bradley Wright, Auburn University; (Speaker) Karen Whalen, University of Florida; (Speaker) Karen F. Marlowe, Auburn University; (Speaker) Julaine Powlin, Auburn University; (Speaker) Shane M. Ryan, University of Florida; (Speaker) Lori B. Hornsby, Auburn University

**1:30 p.m.–2:30 p.m.**

### **Know Yourself, Know Your People—Engaging Teams Effectively Roosevelt 3AB (Concourse Level, East Tower)**

The linkages and relationship between leadership and management is often discussed. While there is some balance to be employed, it is essential that leaders recognize their individual strengths weaknesses and values while also identifying the same for peers, supervisors and employees to successfully lead individuals, teams and organizations. Knowing people can result in greater team productivity. This session will explore differences in personalities, leadership types and levels and use case discussions to apply key principles.

At the completion of this activity, the participant will be able to:

1. Differentiate between leadership and management.
2. Describe Maxwell and Collin's hierarchy of leadership.
3. Identify various styles of leadership.
4. Discuss how to engage with different personalities in a team.
5. Decide how to proceed when presented with a leadership situation.

**Application-based (0581-0000-19-118-Lo4-P; 1.00 Contact Hour)**

(Speaker) Lisa Nissen, Queensland University of Technology; (Speaker) Toyin Tofade, Howard University

**1:30 p.m.–2:30 p.m.**

### **Urgent Call for Primary Care Pharmacist Practitioners: Academic and Clinical Partnerships With Physician Organizations Regency Ballroom D (Ballroom Level, West Tower)**

There is value of pharmacist practitioners embedded in primary care. One school will describe its Pharm.D. curriculum, intended to produce graduates for entrance into primary care. Another program will describe creation of Michigan Pharmacists Transforming Care and Quality Initiative resulting in increased number of ambulatory pharmacists (21 to 42) physician organizations across the state. American Medical Association STEPS Forward initiative, toolkit for physicians, focused on expansion of pharmacists in the ambulatory setting will be described.

(Speaker) George E. MacKinnon, Medical College of Wisconsin; (Speaker) Hae Mi Choe, University of Michigan; (Speaker) Marie Brown, Rush University

**1:30 p.m.–3:00 p.m.**

## Bylaws and Policy Development Committee Executive Session Monroe Boardroom 5 (Concourse Level, East Tower)

*Closed Meeting*

(Chair) Laura M. Borgelt, University of Colorado; (Speaker) Bradley Cannon, Rosalind Franklin University of Medicine and Science

**2:30 p.m.–3:00 p.m.**

## Course Re-Boot: Applying Qualitative Assessment to Instructional Design Using the Pharmacists' Patient Care Process Columbus IJKL (Ballroom Level, East Tower)

How can we identify factors that enhance as well as inhibit the effectiveness of courses that seek to support students in learning to apply the Pharmacist Patient Care Process (PPCP)? How can we make practical use of those factors as an input into course revisions? In this session, the presenters will discuss systematic qualitative approaches that provide strong foundations for driving design improvements in the context of a capstone course that promotes the PPCP.

At the completion of this activity, the participant will be able to:

1. Describe how qualitative analysis can identify challenges and benefits in the design of a PPCP course.
2. Develop a plan for collecting and analyzing qualitative data to support future PPCP course revisions.

Knowledge-based (0581-0000-19-061-Lo4-P; 0.50 Contact Hour)

(Speaker) Beth Phillips, The University of Georgia; (Speaker) Russ Palmer, The University of Georgia

**2:30 p.m.–3:00 p.m.**

## Two Scoops for That Scholarship? Double-Dipping in Your Research

### Columbus CDEF (Ballroom Level, East Tower)

Many times we can be on the scholarship struggle bus. Finding time to generate, execute, and write our research endeavors can be a daunting task. In this session we will explore efficient ways to capture scholarship in our daily activities. A discussion centered in double-dipping strategies will help participants get the most bang for their scholarship buck! Lastly, we will discuss diligent writing practices and strategies to be purposeful in planning our scholarship.

At the completion of this activity, the participant will be able to:

1. Identify opportunities for maximizing faculty scholarship efficiency.
2. Create an attendee specific plan for pursuing multiple venues in a single project.

Knowledge-based (0581-0000-19-119-Lo4-P; 0.50 Contact Hour)

(Speaker) Sarah A. Nisly, Wingate University; (Speaker) Alex N. Isaacs, Purdue University

**3:00 p.m.–3:30 p.m.**

## Beverage Break

### Grand Ballroom Foyer (Ballroom Level, East Tower)

**3:30 p.m.–5:15 p.m.**

## Tuesday General Session: Relationships Matter in Healthcare—The Key to Building Healthcare Teams that Value Pharmacists Grand Ballroom CDEF (Ballroom Level, East Tower)

As healthcare systems experience a transition from a focus on volume of care to value, and as the delivery of that care increasingly occurs through inter-professional teams, there is a critical opportunity for academic institutions to catalyze efforts that establish collaborations between pharmacists and physicians in a manner that produces value to patients, providers and payers. Drawing on her experience as a primary care clinician as well as community organizer, Dr. Kari Mader will not only highlight the timely value proposition of the clinician-pharmacist partnership to improve care delivery, but how to lead efforts that create broader integration of clinical pharmacists on the frontlines of primary care. Joining her will be Dr. Andrew Morris-Singer, who will partner with Dr. Mader to showcase a variety of leadership and advocacy practices for the next generation of pharmacy practitioners and academic centers, and how to incorporate tried and true “change-agency” strategies into our day-to-day lives to accelerate reform.

This session also recognizes the recipients of the Lawrence C. Weaver Transformative Community Service Award, the Rufus A. Lyman Award, Board of Directors Distinguished Service Award and the Trainee Poster Competition.



### Speakers:

**Kari Mader, M.D., M.P.H.**  
Assistant Professor, Family Medicine  
University of Colorado School of Medicine



**Andrew Morris-Singer, M.D.**  
President and Founder  
Primary Care Progress



### Plenary Moderator:

**David D. Allen, R.Ph., Ph.D., FASHP, FNAP, FAPhA**  
ACCP President  
Dean and Professor

Executive Director of the Research Institute of Pharmaceutical Sciences  
The University of Mississippi School of Pharmacy

### Keynote Moderator:

**Todd D. Sorensen, Pharm.D., FAPhA, FCCP**  
ACCP President-elect

Professor and Associate Dean for Strategic Initiatives and Innovation  
University of Minnesota College of Pharmacy



### Awards

**Lawrence C. Weaver Transformative Community Service Award**  
Ohio Northern University

### Rufus A. Lyman Award

*“Assessing Students’ Impressions of the Cultural Awareness of Pharmacy Faculty and Students”*

Authors: Nicholas G. Popovich, Clara Okorie-Awé, Stephanie Y. Crawford, Fabricio E. Balcazar\*, Rosalyn P. Vellurattil, Terry W. Moore, Allison E. Schriever

University of Illinois at Chicago College of Pharmacy

\*University of Illinois at Chicago College of Applied Health Sciences

### Board of Directors Distinguished Service Award

Peter H. Vlasses, Accreditation Council for Pharmacy Education

At the completion of this activity, the participant will be able to:

1. Explain the unique value proposition of the clinician pharmacist on the primary care team in a value-based system.
2. Describe essential leadership practices and grassroots advocacy strategies that can be applied in healthcare settings to accelerate reform and build community.
3. Identify specific action steps they can take to accelerate integration of clinical pharmacists into primary care teams.

Knowledge-based (0581-0000-19-134-Lo4-P; 1.00 Contact Hour)

**5:15 p.m.–7:00 p.m.**

## ACCP Closing Reception

### Grand Ballroom and Columbus Foyer (Ballroom Level, East Tower)

*Name badge required; don't forget your drink tickets!*

The roaring '20s ushered in a new style of Jazz using electric guitars and amplifiers to build on the energy and rhythm of the Delta Blues. The Chicago Blues quickly grew and became a staple of the city's history. As you say farewell to friends and colleagues, enjoy Chicago Blues, Chicago-influenced hors d'oeuvres and beverages, and meet some of America's most famous mobsters of the 1920s.

**7:00 p.m.–8:00 p.m.**

## ACPE Retirement Reception for Peter Vlasses

### Plaza Ballroom (Lobby Level, East Tower)

*By Invitation Only*

**7:00 p.m.–9:00 p.m.**

## APhA Dessert Reception

### Crystal Ballroom C (Lobby Level, West Tower)

*By Invitation Only*

# Wednesday, July 17

## Wednesday, July 17

7:00 a.m.–8:00 a.m.

### Continental Breakfast

Grand Ballroom Foyer (Ballroom Level, East Tower)

7:30 a.m.–8:30 a.m.

### AACP Registration & Help Desk

Grand Ballroom Registration (Ballroom Level, East Tower)

Please check-in and pick-up your name badge for **Pharmacy Education 2019** here. Staff will be available to answer your general meeting questions and assist with the AACP meeting app.

7:30 a.m.–10:00 a.m.

### PharmCAS R&R Lounge: Recharge and Reconnect

Grand Suite 5 (Ballroom Level, East Tower)

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge, which offers a much-needed respite from crowds, noise and other common meeting stresses. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. A variety of fruit-infused waters will help refresh you for your next session or appointment. With support from our sponsor, PharmCAS, powered by Liaison, and staffing from the University of Florida, the lounge services are complimentary so make time to stop by for a little R&R!



7:30 a.m.–7:00 p.m.

### Test2Learn Community-based Pharmacogenomics Certificate & Train-the-Trainer Programs, Hosted by the University of Pittsburgh

Acapulco (Ballroom Level, West Tower)

*Pre-registration by July 10 and fee required.*

This innovative ACPE-accredited certificate program teaches the principles of pharmacogenomics, leading clinical examples, and how to overcome implementation barriers. Learners engage in highly-interactive exercises using real genetic data to decipher and translate genetic test results, make appropriate recommendations for the patient, and counsel and collaborate with prescribers to help optimize patient medication regimens. Back-to-back sessions provide learners with an opportunity earn the certificate and be trained as instructors all in one day.

At the completion of this activity, the participant will be able to:

1. Demonstrate understanding of basic genetic/genomic concepts and nomenclature.
2. Describe advances in scientific knowledge and technology, which have led to innovations in personalized medicine.
3. Identify the role of behavioral, social and environmental factors (lifestyle, socioeconomic factors, pollutants, among others) to modify or influence genetics in the manifestation of disease.
4. Compare and contrast different PGx study designs.
5. Identify drug- and disease-associated genetic variations that facilitate development of prevention and treatment strategies and appreciate there are differences in testing methodologies and are aware of the need to explore these differences in drug literature evaluation.

(Full list of learning objectives at <https://www.test2learn.org/aacp2019/>)

Practice-based (0206-0000-16-012-Bo4-P; 20.0 Contact Hours)

(Speaker) James M. Stevenson, University of Pittsburgh (Speaker) Philip Empey, University of Pittsburgh

8:00 a.m.–8:30 a.m.

### Keeping Seniors Safe Through Student Interprofessional Home Assessments: A Fresh Meals on Wheels Collaboration

Columbus CDEF (Ballroom Level, East Tower)

Best practices and lessons learned will be shared from a unique collaboration between Fresh Meals on Wheels and Concordia University Wisconsin aimed at keeping Seniors safe in their homes through student interprofessional home visits in Sheboygan County, WI. Those involved in experiential and interprofessional education will gain insight into the experiences of students and seniors through this collaboration and will receive a template for the development of similar interprofessional service learning experiences within their own institutions.

At the completion of this activity, the participant will be able to:

1. Describe a process for engaging a community partner to create a student interprofessional service learning program designed to keep seniors safe in their homes.
2. Identify best practices and lessons learned when creating interprofessional service learning experiences which allow for student participation in the management of, and health promotion for patients.

Knowledge-based (0581-0000-19-120-Lo4-P; 0.50 Contact Hour)

(Speaker) Nancy Stoehr, Concordia University Wisconsin; (Speaker) Travis Suss, Concordia University Wisconsin

8:00 a.m.–8:30 a.m.

### Lessons Learned: Implementing a Centralized Excused Absence System

Columbus IJKL (Ballroom Level, East Tower)

This presentation will describe the University of Maryland's transition to a centralized excused absence management system and the key lessons from early implementation. Speakers will discuss (1) the development of policies and procedures to govern absences, (2) the web-based system constructed to manage the process, and (3) the benefits and challenges associated with adoption from an administrator, faculty, and student perspective.

At the completion of this activity, the participant will be able to:

1. Compare and contrast faculty and centralized management of student excused absences.
2. Identify the implications of absences on academic progression, student wellbeing, and career development.
3. Describe challenges associated with policy transitions associated with excused absences.

Knowledge-based (0581-0000-19-121-Lo4-P; 0.50 Contact Hour)

(Speaker) Cherokee Layson-Wolf, University of Maryland; (Speaker) Shannon R. Tucker, University of Maryland

8:00 a.m.–9:00 a.m.

### Data Overload? Three Approaches to Implementing Data-Driven Changes Using the AACP Curriculum Quality Survey

Randolph 1AB (Concourse Level, East Tower)

The AACP Curriculum Quality Surveys (student, faculty, alumni, preceptor) are useful tools to gather data for programmatic assessment and accreditation. However, determining how to optimize the data can be challenging. Three schools will present their unique approaches, covering the areas of sampling, response rates, benchmarks, communicating results and creating action plans. This session is relevant to those working in the areas of assessment, administration, and curriculum or those interested in learning about the surveys.

At the completion of this activity, the participant will be able to:

1. Explain why a comprehensive plan for interpreting results from the Curriculum Quality Surveys is valuable to an institution's assessment plan.
2. Describe common strategies used to overcome barriers to survey research, including AACP surveys (e.g., sampling, response rate, limitations in interpreting).
3. Explain strategies for the utilization of internal and external benchmarks.
4. Discuss strategies to communicate findings to key stakeholders and develop action plans.
5. Develop or modify a survey assessment plan to make it systematic and to promote continuous quality improvement.

Application-based (0581-0000-19-122-Lo4-P; 1.00 Contact Hour)

(Speaker) Jaime L. Maerten-Rivera, University at Buffalo, The State University of New York; (Speaker) Fred Doloresco, University at Buffalo, The State University of New York; (Speaker) Lisa M. Meny, Ferris State University; (Speaker) Mandy R. Seiferlein, Ferris State University; (Speaker) Aleda M. Chen, Cedarville University

8:00 a.m.–9:00 a.m.

### Assessment of Student Readiness to Enter APPEs: The Preceptors' Perspectives

Crystal Ballroom B (Lobby Level, West Tower)

Standards 2016, Key Elements 24.3 and 25.8, require programs to provide evidence of student APPE-readiness. Accordingly, programs have defined APPE-readiness in the context of their own curriculum but may not have received input from non-faculty preceptors. Speakers from 3 programs will share study results regarding preceptor expectations of student APPE-preparedness and corresponding curriculum revision(s) and preceptor development programs implemented. Target audience includes members of the Assessment and Curriculum SIGs and Experiential Education Section.

At the completion of this activity, the participant will be able to:

1. Apply successful strategies for collecting non-faculty preceptor feedback with

regards to student APPE-readiness.

2. Detect opportunities to use EPAs to collect data on APPE-readiness in their own programs.
3. Implement preceptor development programs and pursue curricular revision based on preceptor feedback.
4. Recognize challenges, pitfalls and logistics of collecting preceptor feedback.
5. Adapt this program delivery as a professional development workshop in their own institution.

#### Application-based (0581-0000-19-123-Lo4-P; 1.00 Contact Hour)

(Speaker) Ashok E. Philip, Union University; (Speaker) Suzanne Carbonaro, University of the Sciences; (Speaker) Scott D. Greene, University of the Sciences; (Speaker) Mark A. Stephens, Union University; (Speaker) Roopali Sharma, Touro College of Pharmacy-New York

#### 8:00 a.m.–9:00 a.m.

### Changing the Profession Through Entrepreneurship and Innovation Education

#### Roosevelt 3AB (Concourse Level, East Tower)

This session will bring together faculty who take diverse approaches to introducing student pharmacists to innovation and entrepreneurship in the classroom and through unique business planning experiences. A panel of course directors will present how they approach teaching business planning and assisting students in appreciating and experimenting with the process of innovation. Following discussion and comparing of approaches, an interactive learning session will charge groups with developing a value proposition.

(Speaker) David A. Holdford, Virginia Commonwealth University; (Speaker) Stephen F. Eckel, University of North Carolina at Chapel Hill; (Speaker) T. Joseph Mattingly, University of Maryland; (Speaker) Justin Gatwood, The University of Tennessee

#### 8:00 a.m.–9:00 a.m.

### Mindfulness for Stress Reduction in Pharmacy Faculty

#### Crystal Ballroom A (Lobby Level, West Tower)

Mindfulness-based interventions have been shown to combat emotional stress and reduce burnout symptoms. Pharmacist burnout has been reported at rates of 50–60%. In academia, job turnover has been linked to excessive workload, which can contribute to rates of burnout. In this session, participants will learn the basics of mindfulness, its benefits, and how to utilize mindfulness in daily life.

(Speaker) Brianna McQuade, University of Illinois at Chicago; (Speaker) Jenna Bauer, University of Illinois at Chicago

#### 8:00 a.m.–9:00 a.m.

### Taking a Leap to Reliable, Objective Assessment of Non-Cognitive Pharmacist Attributes With Situational Judgement Tests

#### Crystal Ballroom C (Lobby Level, West Tower)

Assessment of non-cognitive attributes is challenging. Situational judgement tests (SJTs) represent a measurement methodology for assessing non-cognitive attributes and may overcome the reliability, validity, and feasibility issues of alternative evaluation methods (e.g. reflections, multiple mini interviews, observations). SJTs examinees review common scenarios encountered in practice and provide judgements on pre-determined response options. This workshop will examine implementation of SJTs at two institutions and invite participants to draft a scenario for an SJT.

At the completion of this activity, the participant will be able to:

1. Summarize research evidence for Situational Judgement Tests (SJT).
2. Explain the purpose and structure of an SJT.
3. Describe current use of SJTs within health sciences education through two case study descriptions.
4. Create an SJT scenario, designed to measure non-cognitive pharmacist attributes.

#### Application-based (0581-0000-19-124-Lo4-P; 1.00 Contact Hour)

(Speaker) Kathryn J. Smith, University of Florida; (Speaker) Michelle Z. Farland, University of Florida; (Speaker) Charlotte Flaxman, Work Psychology Group; (Speaker) Michael D. Wolcott, University of North Carolina at Chapel Hill; (Speaker) Jacqueline McLaughlin, University of North Carolina at Chapel Hill

#### 8:00 a.m.–9:00 a.m.

### We Are Holistically Admitting Our Students, How Are We Providing Holistic Support Post-Matriculation?

#### Columbus AB (Ballroom Level, East Tower)

Holistic learning support aims to improve the quality of the educational experience for students facing challenges associated with professional or edu-

cational goals, through proactive and preventive measures. This is accomplished through early identification, assessment, and intervention related to educational achievement and other domains including physical, psychosocial, and spiritual. During this session we will define holistic support, present techniques used by various professional programs, and discuss case studies to demonstrate holistic support with different student populations.

At the completion of this activity, the participant will be able to:

1. Discuss the types of resources students may need to support their success holistically while enrolled in a professional degree program.
2. Identify potential barriers that can deter students from requesting or accessing support.
3. Determine how to support a student who may benefit from holistic resources or guidance.

#### Application-based (0581-0000-19-125-Lo4-P; 1.00 Contact Hour)

(Speaker) Jennifer D. Robinson, Washington State University; (Speaker) Jennifer L. Adams, Idaho State University; (Speaker) Cassandra M. Bartelme, Concordia University Wisconsin

#### 8:00 a.m.–9:00 a.m.

### Developing a Patient-Centered Care Mindset: Hands On and Experiential Learning During Pharmacy Orientation

#### Columbus GH (Ballroom Level, East Tower)

Orientation is designed to help students shift their mindset and prepare them for pharmacy school. This session will focus on how three pharmacy programs are helping students transition into professional programs by introducing patient-centered care activities such as blood pressure monitoring, BLS training, Narcan training, point of care testing, and more as part of the orientation process to expose students to the appropriate mindset in embracing direct patient care, and hands-on preparation for experiential learning.

At the completion of this activity, the participant will be able to:

1. Describe current efforts among three pharmacy programs for incorporating active learning in orientation programming.
2. Develop strategies to apply active learning and hands-on training to assist in introducing new pharmacy students to the profession.
3. Compare and contrast different ways of incorporating hands on learning depending on local health issues, program mission, and state intern regulations.
4. Identify innovative activities that can help students shift their mindsets from students to future healthcare providers during orientation.

#### Application-based (0581-0000-19-126-Lo4-P; 1.00 Contact Hour)

(Speaker) David G. Fuentes, California Health Sciences University; (Speaker) Helen C. Park, Roseman University of Health Sciences; (Speaker) Jeremy Hughes, California Health Sciences University; (Speaker) C. Leiana L. Oswald, Roseman University of Health Sciences; (Speaker) Renee M. DeHart, Samford University

#### 8:00 a.m.–9:00 a.m.

### Final House of Delegates Sign-In

#### Group Office Registration Desk (Ballroom Level, East Tower)

All delegates are required to sign in on Sunday and Wednesday for the Credentials Committee to determine the quorum for business.

(Speaker) Craig D. Cox, Texas Tech University Health Sciences Center; (Speaker) Russell B. Melchert, University of Missouri-Kansas City

#### 9:00 a.m.–9:30 a.m.

### Beverage Break

#### Grand Ballroom Foyer (Ballroom Level, East Tower)

#### 9:00 a.m.–9:30 a.m.

### Faculty Driven Development of a Psychometrically Sound Two-Part Matriculation Examination

#### Columbus CDEF (Ballroom Level, East Tower)

Curricular redesign entails appropriate assessment at both the course and programmatic levels. This program is intended for educators and assessment directors and will discuss development and delivery of our programmatic assessment, which includes two summative competency examinations. Both examinations mark matriculation from the didactic curriculum to APPEs and include: (1) an objective examination at the end of the second professional year, and (2) an objective structured clinical examination at the end of the third year.

(Speaker) Mandy M. Jones, University of Kentucky; (Speaker) Esther P. Black, University of Kentucky

**9:00 a.m.–9:30 a.m.**

## Preventative Screening for Opioid Misuse and Accidental Overdose: Implementation of a Statewide Pharmacy CPD Program

Columbus IJKL (Ballroom Level, East Tower)

This session is designed for faculty and preceptors involved with ambulatory care, community pharmacy, public health, continuing professional development, and/or substance use disorder. Attendees will learn how to successfully design and implement a statewide continuing professional development program to address a public health issue. Presenters will describe their successful program called ONE (Opioid and Naloxone Education) Rx which prepares and educates pharmacists to screen for opioid misuse and accidental overdose.

At the completion of this activity, the participant will be able to:

1. Discuss how to implement patient screening within the community pharmacy to prevent opioid misuse and accidental overdose.
2. Discuss how to design, deliver and implement a statewide continuing professional development program to address a public health issue.

Knowledge-based (0581-0000-19-127-Lo4-P; 0.50 Contact Hour)

(Speaker) Elizabeth T. Skoy, North Dakota State University; (Speaker) Amy Werremeyer, North Dakota State University

**9:30 a.m.–10:30 a.m.**

## APPE-Ready, Set, Go—Two Different Approaches to Ensuring Student Competence and Confidence

Roosevelt 3AB (Concourse Level, East Tower)

Palm Beach Atlantic University and the University of Maryland utilize a variety of formative and high-stakes assessments to measure development of student knowledge, skills, attitudes, and confidence. Together these attributes comprise the necessary foundational competence to start the APPE curriculum as prescribed by ACPE Standard 25.8. Discussion includes innovative strategies to incorporate Entrustable Professional Activities (EPAs), ACPE Standards 1-4, and ACPE Guidelines Appendix A pre-APPE core domains. Suggested audience includes assessment, curriculum, and experiential learning.

At the completion of this activity, the participant will be able to:

1. Articulate components of an APPE readiness assessment strategy that measures both skills-based and attitudes-based competencies.
2. Identify common barriers and potential solutions for assessing APPE readiness.
3. Discuss different approaches to validating APPE readiness assessments.

Knowledge-based (0581-0000-19-128-Lo4-P; 1.00 Contact Hour)

(Speaker) Erenie Guirguis, Palm Beach Atlantic University; (Speaker) Mariette Sourial, Palm Beach Atlantic University; (Speaker) Jonathan Jackson, Palm Beach Atlantic University; (Speaker) Lisa Lebovitz, University of Maryland; (Speaker) Kathleen J. Pincus, University of Maryland

**9:30 a.m.–10:30 a.m.**

## Creation of Organizational Initiatives to Cultivate Joy, Resilience, and Well-Being in Pharmacy Education

Crystal Ballroom B (Lobby Level, West Tower)

Increasing emphasis has been placed on improving clinician resilience and well-being due to concerning rates of burnout, depression, and suicide in healthcare professionals. Session participants will learn how multiple institutions have created initiatives that promote a culture of health and well-being for students, staff, and faculty. Participants will learn about practical strategies for performing an environmental scan of current culture and incorporating assessment tools, educational programs, and workplace wellness into their own organizational initiatives.

At the completion of this activity, the participant will be able to:

1. Articulate why resilience is an essential leadership characteristic for pharmacy educators to possess.
2. Select an appropriate assessment tool that provides meaningful evaluation of resilience, well-being, and burnout in pharmacy educators and pharmacy students.
3. Describe initiatives based within schools and colleges of pharmacy that include assessment, curricular changes, and organizational support for improving the well-being of pharmacy students, staff, and faculty.
4. Strategize interventions that can be adapted for use within schools and colleges of pharmacy to promote a culture of resilience and well-being in pharmacy education.

Application-based (0581-0000-19-129-Lo4-P; 1.00 Contact Hour)

(Moderator and Speaker) Mollie A. Scott, University of North Carolina at Chapel Hill; (Speaker) Seena L. Haines, The University of Mississippi; (Speaker) Nicholas E. Hagemeyer, East Tennessee State University; (Speaker) Jacqueline M. Zeeman, University of North Carolina at Chapel Hill

**9:30 a.m.–10:30 a.m.**

## Curricular Design within Skills Laboratory Courses to Enhance Student Wellness and Resiliency Across Multiple Institutions

Crystal Ballroom A (Lobby Level, West Tower)

Self-care is the foundation to cultivating well-being and resiliency. This session provides participants with ideas for designing and implementing wellness education for students, patients, and faculty with the focus of improving wellness behaviors. Wellness activities consistent with ACPE Accreditation Standards 2 and 4 and implemented in skills laboratories at three different colleges will be shared. Participants will also have the opportunity to create a wellness action plan.

At the completion of this activity, the participant will be able to:

1. Describe wellness activities and mindfulness tools that can be incorporated into a laboratory course to promote student wellness and resilience.
2. Examine the connection of student mindful awareness as a method to enhance patient centered care within the Pharmacists' Patient Care Process.
1. Analyze the time efficient implementation of gratitude and mindful awareness training into a lab course series, the student response to the efforts and future directions planned.
2. Evaluate an approach to teaching students skills on the assessment of mental health and well-being.
3. Outline a wellness action plan for personal and professional development.

Application-based (0581-0000-19-130-Lo4-P; 1.00 Contact Hour)

(Speaker) Brittany L. Riley, Marshall University; (Speaker) Elizabeth A. Buckley, Concordia University Wisconsin; (Speaker) Kimberly S. Illingworth Plake, Purdue University; (Speaker) Jamie Woodyard, Purdue University; (Speaker) Chelsea M. Anderson, Purdue University

**9:30 a.m.–10:30 a.m.**

## Digital Accessibility: Creating an Inclusive Learning Environment

Grand Ballroom AB (Ballroom Level, East Tower)

With the increasingly complex digital content provided by pharmacy educators, the provision of well-designed and accessible course material enables more effective learning for a diverse student body. This presentation highlights effective methods for improving digital accessibility, discusses student perspectives related to accessibility, and reviews challenges faced by educators. This session will help educators meet the needs of students and satisfy legal accessibility standards. Participants will also practice developing accessible course content in small groups.

At the completion of this activity, the participant will be able to:

1. Identify at least 5 methods to increase the digital accessibility of course material.
2. Recall different digitally available alternative formats for course documents.
3. Discuss common obstacles encountered by faculty related to digital accessibility.
4. Create more accessible digital materials for learner.

Application-based (0581-0000-19-131-Lo4-P; 1.00 Contact Hour)

(Moderator) Jason S. Haney, Medical University of South Carolina; (Speaker) Melissa Hortman, Medical University of South Carolina; (Speaker) Scott W. Bragg, Medical University of South Carolina; (Speaker) Brianne L. Dunn, University of South Carolina

**9:30 a.m.–11:00 a.m.**

## Final House of Delegates Session

Grand Ballroom CDEF (Ballroom Level, East Tower)

The final business of the 2019 House of Delegates will occur at this session. Delegates will be seated only if they signed in between 8:00 a.m.–9:00 a.m. on Wednesday morning.

(Speaker) Bradley Cannon, Rosalind Franklin University of Medicine and Science; (Chair) Laura M. Borgelt, University of Colorado; (Speaker) Lucinda L. Maine, American Association of Colleges of Pharmacy

**10:00 a.m.–10:30 a.m.**

## "Memory Boost": Retrieval Practice to Promote Pharmacy Student Knowledge Retention via Mobile Learning

Columbus IJKL (Ballroom Level, East Tower)

Student pharmacist knowledge retention is a concern. Limited literature has been published describing use of retrieval practice in schools of pharmacy as an active learning strategy. Despite low reported use within U.S. schools of pharmacy, retrieval practice has a long-standing record of promoting knowledge retention across many disciplines and learner populations. This session will detail the process, results and growth of the facilitated retrieval practice "memory boost" initiative at the McWhorter School of Pharmacy.

(Speaker) Peter J. Hughes, Samford University; (Speaker) Michael G. Kendrach, Samford University



10:00 a.m.–10:30 a.m.

## Teaching and Assessing the Core EPA Practice Manager Domain in the Didactic Classroom

Columbus CDEF (Ballroom Level, East Tower)

This session targets faculty interested in addressing the AACP Core Professional Entrustable Activities Practice Manager Domain in their didactic curriculum. Participants will learn about two different educational designs for teaching and assessing this Domain in the classroom setting. They will participate in the Jeopardy-style interview activity themselves and learn about assessment designs to implement in their curriculum for this Domain.

At the completion of this activity, the participant will be able to:

1. Describe the Core EPA Practice Manager Domain.
2. Identify challenges and opportunities in their curriculum to implement and assess students in the didactic curriculum.
3. Participate in one student engagement activity design during the session.
4. Assess their own curriculum for areas of student assessment in the Practice Manager Domain.











Knowledge-based (0581-0000-19-132-Lo4-P; 0.50 Contact Hour)

(Speaker) Lauren M. Caldas, Virginia Commonwealth University; (Speaker) Cortney M. Mospan, Wingate University

## Special Thanks from AJPE

The *American Journal of Pharmaceutical Education* gives special thanks to an elite group of outstanding reviewers who have provided an extraordinary number of thoughtful reviews for AJPE in 2018. Conscientious peer review of manuscripts can be a time-consuming task but is essential to high-quality content for the *Journal* and high-level conversation within the Academy.

1. Kimberly Daugherty, *Sullivan University*
2. Paul P. Belliveau, *Massachusetts College of Pharmacy–Worcester/Manchester*
3. Jan Armstrong, *University of New Mexico*
4. Curtis G. Jefferson, *University of Washington*
5. Shara Elrod, *University of North Texas Health Science Center*
6. Misty M. Stutz, *Sullivan University*
7. David G. Puentes, *California Health Sciences University*
8. Jonathan Thigpen, *Notre Dame of Maryland University*
9. Jeff Cain, *University of Kentucky*
10. Spencer E. Harpe, *Midwestern University Chicago*
11. Jason Perepelkin, *University of Saskatchewan*
12. Anna Ratka, *St. John Fisher College*
13. William A. Prescott Jr., *University at Buffalo, The State University of New York*
14. Michelle L. Blakely, *University of Connecticut*
15. Margarita V. DiVall, *Northeastern University*
16. Donald R. Miller, *North Dakota State University*
17. Hamde Nazar, *Newcastle University*
18. George Allen, *University of New England*
19. Oscar Garza, *University of Minnesota Twin Cities*
20. Maria M. Thurston, *Mercer University*
21. Christopher Gillette, *Wake Forest University*
22. Aleda M. H. Chen, *Cedarville University*
23. Amber King, *Jefferson School of Pharmacy*
24. KariLynn Dowling, *East Tennessee State University*
25. Michael J. Rudolph, *University of Kentucky*

<h3>Highlights</h3>		 	
 <p>Hands-on Tech Based Student Focused Advising</p>	<p>HUCOP Presently has 14 Partners in 13 Countries for Student Experiences</p> 		
<p>Cutting Edge, Transformational, Interdisciplinary, Regulatory Affairs &amp; Policy Programs</p> 	<p>Want to Learn More? Visit Our Newly Redesigned HUCOP Website at: <a href="https://Pharmacy.Howard.edu">https://Pharmacy.Howard.edu</a></p>		
 <p>First College of Pharmacy to be Awarded the "Opioid Analgesic: Risk Evaluation and Mitigation Strategy (REMS)" Grant. Awarded 2019 to the Office of CPE</p>	<p>50%</p> 	<p>of the Class of 2020 Will Rotate Internationally</p>	 <p>Our Mostly Online PharmD Program Re-equips Today's Practicing Pharmacists For Tomorrow's Challenges</p>
<p>Conducting HIV/AIDS/TB Care and Capacity Building in Sub-Saharan Africa Since 2000</p> 	<p>Unfettered Access to Thought Leaders with Regional, National &amp; International Influence</p> 	<p>Innovative and Unique Learner Centered Diversity &amp; Leadership Program</p> 	<p>Capitol City Pharmacy Medical Reserve Corps (MRC) Uniquely Established in 2013, for &amp; by Pharmacy Professionals to Improve Public Health Preparedness.</p> 
<p>Transformational Pre-Professional Pipeline Programs Serving Undergraduate, High, Middle &amp; Elementary School Students from Across the Nation Since 2000</p> 			

# Roundtables

## Topical Roundtable Session 1

Sunday, July 14: 10:00 a.m.–11:00 a.m.

Regency Ballroom A (Ballroom Level, West Tower)

1. **Academia's Role in Supporting Community Pharmacy Practice and Preparing Students to Direct its Future**  
Sarah M. Oprinovich, *University of Missouri–Kansas City*
2. **Academic Partnerships for Experiential Learning: Successes and Lessons Learned From Over a Decade of Experience**  
Christopher M. Miller, *University of Kentucky*
3. **Crafting Collaboration: Creating Cross-department Connections for Scholarship**  
Shanna K. O'Connor, *Idaho State University*
4. **Effective Strategies for Expanding and Maximizing Global Opportunities in Experiential Education**  
Sarah A. Dascanio, *University of North Carolina at Chapel Hill*
5. **Encouraging Self-Reflection and Metacognition in IPPE or APPE Students Through Use of the Johari Window**  
Meredith L. Howard, *University of North Texas Health Science Center*
6. **Exploring Student Progression Toward Practice Readiness During Practice Experiences Using Entrustable Professional Activities and Preceptor-Provided Written Feedback**  
Nicole Reitter, *University of North Carolina at Chapel Hill*
7. **Healthy People 2030: Now What for Pharmacy Education?**  
James D. Nash, *Sullivan University*
8. **Implementing Blueprinting and Exam Review to Increase the Validity of Exams**  
Tara L. Jenkins, *Touro University California*
9. **Improving Communication Between Healthcare Professionals and Deaf and Hard of Hearing Patients**  
Michelle Blakely, *University of Wyoming*
10. **Incorporating Emergency Preparedness Training to a Required Public Health Class**  
Stephanie Lukas, *St. Louis College of Pharmacy*
11. **Integrating Pharmacy Residents Into Scholarly Pursuits Beyond Their Major Research Project**  
Sarah L. Anderson, *University of Colorado*
12. **Is the Pharmacy School Environment Conducive to Success for Students With Learning Disabilities?**  
Serge Afeli, *Presbyterian College*
13. **LGBTQ Health Topics in Pharmacy Education: Small Changes, Big Impact**  
Charrell S. Porter, *University of the Sciences*
14. **Over Reflecting? (Reflection Fatigue)**  
Erin E. Pauling, *Binghamton University, The State University of New York*
15. **Pharmacy School Meets Medical Reserve Corps: A Unique Interprofessional, Co-Curricular Learning Opportunity**  
MaRanda K. Herring, *Harding University*
16. **Real-World Simulation in a Stacked ID Case**  
Charla Thompson, *Appalachian College of Pharmacy*

17. **Sexual and Gender Harassment in Pharmacy: Are We Doing Enough?**  
Rebecca Schoen, *Texas Tech University Health Sciences Center*
18. **The "Top 10" Learning Strategies: What They Are and How to Use Them**  
Michele Williams, *East Tennessee State University*
19. **Transgender Health for Pharmacy Students**  
Michael Bear, *MCPHS University–Worcester/Manchester*
20. **Using Co-Curriculars to Prepare Students to Apply for Employment**  
Cameron C. Lindsey, *University of Missouri–Kansas City*

## Topical Roundtable Session 2

Monday, July 15: 7:30 a.m.–8:30 a.m.

Regency Ballroom A (Ballroom Level, West Tower)

1. **Challenges of, and Strategies for, Introducing the Expanded Roles of the Pharmacist and Expanded Scope of Pharmacy Practice to Doctor of Pharmacy Students in Professional Years One (P1) Through Four (P4)**  
Margaret Schulte, *Touro University California*
2. **Discussion of Didactic, Co-Curricular, and Other Novel Activities to Prepare Students to Have a Positive Impact on Patients With Opioid Use Disorder**  
Matthew Wanat, *University of Houston*
3. **Facilitating the Enforcement of Curricular Practical Training (CPT) for F-1 Visa Students**  
Dawn DaCosta, *Nova Southeastern University*
4. **Get Published! Mentoring to Foster Mutually-Beneficial Scholarship**  
Shanna K. O'Connor, *Idaho State University*
5. **Harnessing the Data: Sharing Strategies and Tools to Organize and Communicate Programmatic Assessment Reports**  
Karen R. Sando, *Nova Southeastern University*
6. **How Does Legalization of Marijuana for Medical and/or Recreational Use Affect Admissions Policies?**  
Youness R. Karodeh, *Howard University*
7. **Improving Pharmacy Resident Wellness**  
Evan Williams, *Roseman University of Health Sciences*
8. **In Need of a Quality Pipeline: Building Relationships With Feeder High Schools to Promote the Pharmacy Profession**  
Laura Waite, *University of the Sciences*
9. **Incorporating Advocacy Into the Didactic Pharmacy Curriculum: Moving Beyond the Legislative Day**  
Cortney M. Mospan, *Wingate University*
10. **Incorporating EPAs Into the Health System APPE**  
Tina Kanmaz, *St. John's University*
11. **IPE: The Highs and the Lows of Rural Integration**  
Takova Wallace-Gay, *The University of Texas at Tyler*
12. **Student Readiness for Corporate Culture**  
Brooke Griffin, *Midwestern University/Downers Grove*

13. Students or Teachers? How Teaching Others as a Student Imparts Positive Learning—A Student Perspective  
Eric Hartsfield, *University of Colorado*
14. Teach the Teacher Day  
Stacy L. Miller, *Sullivan University*
15. Teaching Pharmacogenomics and Personalized Medicine: Where the Rubber Meets the Road  
Sharon K. Park, *Notre Dame of Maryland University*
16. Testing for APPE-Readiness Using High Stakes Exams that Evaluate Knowledge, Skills, and Application  
Rae R. Matsumoto, *Touro University California*
17. Using Custom-Designed, Physical Serious Games as an Innovative Technique to Improving Learner Performance Outcomes, Motivation, Autonomy, and Socialization  
Micah E. Miller, *Washington State University*
18. Using Simulation to Assess EPA Performance  
Crystal Burkhardt, *The University of Kansas*
19. Vector Borne Diseases—An Untapped Opportunity for Pharmacist’s Health Counselling  
Paulo Carvalho, *University of the Incarnate Word*
20. Would You Rather...Implementing Debates in an Integrated Therapeutics Course in Infectious Diseases to Improve Student Learning and Increase the Amount of Peer to Peer Teaching and Active Learning  
Elizabeth Cady, *Southern Illinois University Edwardsville*
7. DI Rounds: Incorporating Drug Info Activities Into Rotations of Any Type  
Zara Risoldi Cochrane, *Creighton University*
8. Educating Future Pharmacists on the Barriers to Healthcare for Patients With Autism Spectrum Disorder  
Ola A. Ghoneim, *University of Saint Joseph*
9. Faculty Engagement, Burnout, and Motivation  
Adam Pate, *The University of Mississippi*
10. Faculty Mentorship Processes: Is Assigning a Mentor(s) Better Than Allowing Selection?  
Joel C. Marrs, *University of Colorado*
11. How to Incorporate Student Research Findings Into Pharmacy Curricula: An Example Involving a Medication Adherence Assignment  
Patricia L. Darbshire, *Purdue University*
12. Incorporating Virtual Reality Technology to Contemporary Pharmacy Education  
Simon S. Wang, *Howard University*
13. Naloxone: Partnering Public Health and Pharmacy Education While Confusing Lawmakers  
Charles "CK" Babcock, *Marshall University*
14. Promoting Experiential Knowledge Retention Through Exercise Associated Learning  
Melissa Ruble, *University of South Florida*
15. Retrieval Practice: Application in Pharmacy Education to Enhance Knowledge Retention  
Sarah M. Anderson, *University of North Carolina at Chapel Hill*
16. Rocking Instructional Design: Pedagogy Curation and Lesson Planning  
Jack J. Chen, *Principal Consultant*
17. Student Preparation for Rotations—The Electronic Component  
Malaika R. Turner, *Howard University*
18. Student Training Programs for Community Screening Events—A Review of Asynchronous and Live Training Options  
Alice N. Hemenway, *University of Illinois at Chicago*
19. Superman’s Sidekick: Maximizing the Role of a Department Vice-Chair  
Laura H. Waite, *University of the Sciences*
20. Using Admission Data to Identify Students for Early Support, Before They Get Into Academic Difficulty  
Lisa Lebovitz, *University of Maryland*

## Topical Roundtable Session 3

**Tuesday, July 16: 10:00 a.m.–11:00 a.m.**

Regency Ballroom A (Ballroom Level, West Tower)

1. A Case-Based Approach to Integrating the Pharmacists’ Patient Care Process in a P1 Capstone Course  
Cynthia Moreau, *Nova Southeastern University*
2. A Mental Health Elective Created to Increase Student Knowledge and Skills When Providing Mental Health First Aid  
Jennifer D. Robinson, *Washington State University*
3. Academic Integrity Considerations Implementing Multifactor Authentication in Proctored Computer-Based Testing Environments  
Shannon R. Tucker, *University of Maryland*
4. Best Practices for Remediation Efforts to Improve Student Matriculation in the Didactic Curriculum  
Dana A. Brown, *Palm Beach Atlantic University*
5. Collaboration Between Community Partners and Three Health Professional Schools to Create an IPE Experience Addressing the Opioid Crisis  
Katie E. Ronald, *Southern Illinois University Edwardsville*
6. Developing Strategies to Overcome Social, Cultural, and Political Barriers to Care for LGBTQ Patients  
Ashim Malhotra, *California Northstate University*

# School Posters

## Leading Change in Pharmacy Education

Saturday, July 13, 1:00 p.m.–7:00 p.m.

Acapulco, Hong Kong, Toronto (Ballroom Level, West Tower)

School poster presenters will be at their poster to discuss their work from 6:00 p.m.–7:00 p.m.

### Curriculum

1. A College of Pharmacy's Comprehensive and Collaborative Assessment Initiative  
Rochelle M. Roberts, *The University of Texas at Austin*
2. A Complete Course: The CEPHS Co-Curriculum Model  
Kim M. Jones, *Union University*
3. A Comprehensive Approach to Developing an Interprofessional Program  
Lisa Hong, *Loma Linda University*
4. A Structured Co-Curricular Experience to Facilitate Personal and Professional Growth Among Students  
Elizabeth M. Lafitte, *The University of Louisiana at Monroe*
5. A Telehealth Model for the Delivery of Interprofessional Education  
Deepti Vyas, *University of the Pacific*
6. Advancing Standards 3 and 4 Through Didactic Curriculum and IPE  
Laura Licari, *Roosevelt University*
7. An Innovative Transitions-of-Care Escape Room Activity to Train Pharmacy Students on Patient Safety  
Brittany Palasik, *University of North Texas Health Science Center*
8. Application of the Pharmacist's Patient Care Process Throughout the Pharm.D. Curriculum at The University of Georgia  
Gregory B. Seagraves, *The University of Georgia*
9. Assessing Cultural Competence in Students Participating in an Exchange Experience Between Urban and Rural Healthcare  
Estela Lajthia, *Howard University*
10. Assessment of the Costs and Benefits of a New Online Pharmacy Manager Concentration  
David A. Gettman, *D'Youville College*
11. Beyond the Script: A Commonwealth Experience  
Holly S. Divine, *University of Kentucky*
12. Blender Assessment Workflow Process: An Innovative CQI Model for Collaborative Faculty Engagement  
MaRanda K. Herring, *Harding University*
13. Bridging the Gap Between Didactic and Experiential Learning  
Misty M. Stutz, *Sullivan University*
14. Closing the Loop on ACPE Standards 3 and 4 With the E\*Value e-Portfolio  
Swetha Rudraiah, *University of Saint Joseph*
15. Curricular Assessment Using Faculty-Developed Exam Based on the PCOA Blueprint  
Ligia Westrich, *Fairleigh Dickinson University*
16. Developing, Mapping and Assessing Curricular and Co-Curricular Interprofessional Education in an Accelerated Pharm.D. Program  
Abir Kanaan, *MCPHS University–Worcester/Manchester*
17. Development of a Longitudinal Personal & Professional Development Course Series  
Melanie W. Pound, *Campbell University*
18. Development of a Year-Long Required Early Interprofessional Experience Among Pharmacy and Medicine Students  
Jill M. Boone, *University of Cincinnati*
19. Development, Implementation, and Assessment of a Comprehensive, Integrated, and Multimodal Interprofessional Education (CIM-IPE) Program  
Ashim Malhotra, *California Northstate University*
20. Disrupting the Curriculum—100% Synchronous Active Learning Across Three Campuses  
Shauna M. Buring, *University of Florida*
21. Enhancing Innovation in Education: Leveraging a Dedicated Teaching and Learning Support Team  
Maria C. Pruchnicki, *The Ohio State University*
22. Enhancing Student Success on NAPLEX With Diagnostic and Predictive Analytics  
Nina Pavuluri, *Lake Erie College of Osteopathic Medicine*
23. Establishing a Collaborative Approach to Interprofessional Education (IPE) via a Multi-Institution Consortium  
Bethany Sibbitt, *Cedarville University*
24. Flexibility, Variety, and Mission Alignment in Pharmacy Curriculum: Leading Change in Education  
Daniel Berlau, *Regis University*
25. Health Professions in the Neighborhood: Setting Aside a Day for Interprofessional Education  
Beth E. Welch, *Western New England University*
26. Implementation and Assessment the Colonel's ConnectRx Community Outreach Event  
Nicole Pezzino, *Wilkes University*
27. Implementation of a Longitudinal Interprofessional Education Plan Within a Three-Year Accelerated Curriculum  
Donna M. Adkins, *William Carey University*
28. Implementation of a Self-Reflective Digital Space to Meet ACPE Standards 3 & 4  
Melanie Foeppel, *Pacific University Oregon*
29. Implementing an Interprofessional Education Curriculum on a Non-Academic Medical Center Campus  
Zachary A. Weber, *Purdue University*
30. Implementing Pharm.D. Student Research and Quality Improvement Projects at The University of Utah  
Craig P. Henchey, *The University of Utah*
31. Integrating Interprofessional Education and Co-Curricular Activities Through a Professionalism Curriculum  
Jocelyn D. Spates, *Florida A&M University*
32. Integrating Simulation Into the Redesign and Implementation of a Skills-Based Pharmacy Curriculum  
Liza Barbarello Andrews, *Rutgers, The State University of New Jersey*
33. Integrating the PPCP Across Clinical, Basic, and Social Sciences Using the "IESA" MTP Assessment Framework  
Keri D. Hager, *University of Minnesota*
34. Interprofessional Education Through a Prescriber-Led APPE  
Will Ofstad, *California Health Sciences University*
35. Interprofessional Partnerships in Leading Curricular and Co-Curricular Change  
Reshmi L. Singh, *University of Wyoming*

36. Kennedy Pharmacy Innovation Center: Leading Curricular Change Through Innovation and Entrepreneurship  
Patricia H. Fabel, *University of South Carolina*
37. Leading Change for Pharmacy Students Through Structured Remediation and Early Intervention Methods  
C. Leiana Oswald, *Roseman University of Health Sciences*
38. Leading Change Through New Excellence in Teaching Initiatives  
Rory O'Callaghan Kim, *University of Southern California*
39. Leading Change to Instill Lifelong Learning  
Erin E. Pauling, *Binghamton University, The State University of New York*
40. Leading from Within: A Longitudinal and Integrative Approach for Preparing Graduates for Leadership  
Anandi V. Law, *Western University of Health Sciences*
41. Leading Pharmacy Education Through Advancements in Curriculum  
Russell T. Attridge, *University of the Incarnate Word*
42. Measurement of Professional Behavior With an Additional Experiential Year in the Pharmacy Curriculum  
Vanishree Rajagopalan, *Touro University California*
43. Multimodal Optimization of a Pharmacy Curriculum: Simultaneous Solutions for Student Success, Integration, IPE & Professional Development  
Paul DiFrancesco, *MCPHS University–Boston*
44. Nuclear Pharmacy Education Available to Every Student Pharmacist  
Nicki L. Hilliard, *University of Arkansas for Medical Sciences*
45. Optimizing the Co-Curriculum Through Implementation of a Web-Based Platform  
Amy D. Robertson, *The University of Kansas*
46. Performance-Based Assessment: Five-Year Experience and Future Directions  
Jing Fan, *Southern Illinois University Edwardsville*
47. Pharm.D. Forward Curriculum: A Curricular Change for Future Pharmacy Leaders and Innovators  
Jeannie K. Lee, *The University of Arizona*
48. Planting the Seeds Early—Valuable IPE Activities for First Year Pharmacy & Medical Students  
Kristen B. Preston, *Appalachian College of Pharmacy*
49. Predictors of Standardized Test Outcomes in Pharmacy Students  
Karen L. Hardinger-Braun, *University of Missouri-Kansas City*
50. Preparing Team-Ready Graduates in a Private University Setting  
Julie A. Testman, *University of Charleston*
51. Promediation: A Proactive Tool for Student Success  
John A. Dougherty, *Palm Beach Atlantic University*
52. Realignment of Objective Structured Clinical Examinations (OSCEs) to Better Assess Curricular Outcomes  
Chelsea Gresham-Dolby, *Marshall University*
53. Reimagining the Master Learner: A Framework for Developing an Adaptive Self-Directed Lifelong Learner/Educator in Pharm.D. Students  
Harish S. Parihar, *Philadelphia College of Osteopathic Medicine*
54. Re-Inventing the Wheel: Content Development Across Disciplines Within an Integrated Pharmacotherapy Course  
David R. Bright, *Ferris State University*
55. Restructuring a Pharm.D. Curriculum to Support Student Success  
Katherine K. Orr, *The University of Rhode Island*
56. School of Pharmacy Leading the Charge for Interprofessional Education at Temple University  
Melissa E. Rotz, *Temple University*
57. StEPP-ing With the Times: Outcomes of the PCP Co-Curricular Program  
Jesse P. Swartz, *University of the Sciences*
58. Sustainable Education and Training Model Under Pharmacist-Provider Reimbursement (SETMuPP): Year One  
Michael Biddle, *Idaho State University*
59. Teaching Impact of a Structured Fellowship in Academic Pharmacy at a College Undergoing Curricular Change  
Matthew A. Wanat, *University of Houston*
60. The “Clinical Correlations” Course Series: An Integrative Model to Bridge the Classroom and the Clinic  
Rebecca Sleeper, *Texas Tech University Health Sciences Center*
61. The Importance of Change Leadership: The University of Washington Curricular Innovation Experience  
Peggy S. Odegard, *University of Washington*
62. The Primerx Program: A Co-Curricular Career Development Resource  
Caylee R. Sams, *University of Pittsburgh*
63. The Push/Pull of Academic and Professionalism Policy Changes in an Accelerated Doctor of Pharmacy Program  
Diane W. Morel, *South College*
64. The Use of Coaching Within a Pharmacy Leadership Degree Option Program  
Michael J. Smith, *The University of Oklahoma*
65. Unlocking the Power of Reflections to Implement a Longitudinal Co-Curriculum in an Accelerated Pharmacy Program  
Abir T. El-Alfy, *Medical College of Wisconsin*
66. Use of Adaptive Learning Technology: Past Experiences, Present Encounters, and Future Endeavors  
Kristopher Harrell, *The University of Mississippi*
67. Use of Professional Certification Programs to Achieve Practice Ready Graduates  
Karen R. Sando, *Nova Southeastern University*
68. Veterinary Pharmaceutics and Compounding/An Opportunity for Interprofessional Education  
Julie A. Adrian, *University of Hawaii at Hilo*

## Global Outreach in Colleges of Pharmacy

69. Advancing Pharmacy Practice in Nigeria  
Pamela M. Moye-Dickerson, *Mercer University*
70. An Academic Partnership to Support Advanced Pharmacy Practice Education in South Africa  
Karen Kopacek, *University of Wisconsin–Madison*
71. An Interprofessional Global Practice Experience Within a College of Pharmacy and Health Sciences  
Flora G. Estes, *Texas Southern University*
72. BMI Effects on Chief Complaints of Hispanic Workers in the Farm Worker Family Health Program  
Stephanie C. Watson, *University of Georgia*
73. Competency Driven Global Outreach Experiences  
Gina M. Prescott, *University at Buffalo, The State University of New York*
74. Creighton University School of Pharmacy and Health Professions: A History of Purposeful Global Engagement  
Naser Z. Alsharif, *Creighton University*
75. Diverse Global Education Opportunities at the University of New England College of Pharmacy  
Gurkishan S. Chadha, *University of New England*
76. Establishing Health Partnerships Across the Globe  
Carl A. Anderson, *Duquesne University*

## School Posters

77. **Global Health Elective: Application of International Strategic Objectives**  
Sally L. Haack, *Drake University*
78. **Global Outreach at the St. Louis College of Pharmacy**  
Ken Schafermeyer, *St. Louis College of Pharmacy*
79. **Global Outreach in Pharmacy Education—Preparing Pharmacists for 21st Century Patient Care Practice**  
Jodie V. Malhotra, *University of Colorado*
80. **Global Outreach Interprofessional Experiences: The Impact to Students and Communities**  
Trish Devine, *Butler University*
81. **Integrating Global Outreach and Student/Faculty Exchange Into a Pharm.D. Program**  
Helen Berlie, *Wayne State University*
82. **Integration of a Required Study Away Program Within the Pharm.D. Curriculum**  
Denise Pinal, *The University of Texas at El Paso*
83. **Leading Change Through Global Engagement to Develop Students Into Global Leaders**  
David R. Steeb, *University of North Carolina at Chapel Hill*
84. **Learning Through Immersive Global Healthcare Experiences**  
Michael Thomas, *Samford University*
85. **Overview of Global Outreach by St. John's University—College of Pharmacy and Health Sciences**  
John M. Conry, *St. John's University*
86. **Pharmacy Practice Without Borders: Development of International Pharmacy Practice Experiences for Future Global Pharmacists**  
Suzanna Gim, *Long Island University*
87. **Refugee Health at Jefferson College of Pharmacy: Students Make a Difference in Improving Patient Outcomes**  
Kimberly L. Carter, *Thomas Jefferson University*
97. **Awareness of the Cumulative Effects of Microaggression and Implicit Bias on Students, Faculty and Staff**  
Clara Okorie-Awe, *University of Illinois at Chicago*
98. **Caring for Our Future Caregivers: Wellness Initiatives at the LDFP**  
Jamie L. Kellar, *University of Toronto*
99. **Creating an Intentional Focus on Well-Being Among Faculty, Staff, and Student Pharmacists**  
Susan L. Mercer, *Lipscomb University*
100. **Curricular Programming Efforts to Address Well-Being, Resiliency, Burnout, and Productivity Among Pharmacy Students**  
Jessica Louie, *West Coast University*
101. **Development of a Wellness Committee for Faculty and Students at a College of Pharmacy**  
Susan R. Winkler, *Midwestern University/Downers Grove*
102. **Exploring Well-Being, Grit, and Resilience Among Students, Faculty, and Staff**  
Jenny A. Van Amburgh, *Northeastern University*
103. **Faculty Workload Analysis: Improving the Process, Assessment, and Communication**  
Laura M. Fox, *Presbyterian College*
104. **Harrison School of Pharmacy Fosters a Culture of Wellness Among the Auburn University Family**  
Kimberly Braxton Lloyd, *Auburn University*
105. **Holistic Student Success: Promoting a Culture of Wellness and Self-Care**  
Victoria A. Keel, *Virginia Commonwealth University*
106. **Identifying Need and Developing a Position to Assist in Wellness and Inclusion Efforts**  
Kierstan M. Etheridge, *Manchester University*
107. **Incorporating a Student Wellness Track Into a Pharmacy Professional Development Course Series**  
Jennifer L. Schoelles-Williams, *The University of Tennessee*

## Recruitment

88. **A New Initiative Aimed at Improving Student Success, Recruitment and Retention Through Inclusive Excellence**  
Amanda Galindo, *Texas A&M University*
89. **Broadening the Definition of Diversity in the Admissions Process**  
Jason S. Haney, *Medical University of South Carolina*
90. **Enhancing Recruitment Strategies to Enrich the Applicant Pipeline: A Focus on High School Students**  
Ryan E. Owens, *Wingate University*
91. **Expanding Recruitment Efforts at the University of Montana**  
Sherrill J. Brown, *University of Montana*
92. **Use of an Evidence-Based Approach to Transform a Holistic Admissions Process**  
Seth P. Brownlee, *Northeast Ohio Medical University*
93. **Using Virtual Reality to Recruit the Next Generation of Pharmacists**  
Katerina Petrov, *Shenandoah University*
94. **Utilizing Endowed Positions to Drive Transformative Change in Teaching, Research and Practice**  
Omathanu P. Perumal, *South Dakota State University*
108. **Leading Change Through Changing Health**  
Steven J. Martin, *Ohio Northern University*
109. **Leading Change Through Self-Leadership**  
Nicholas E. Hagemeyer, *East Tennessee State University*
110. **Making Mental Health a Priority**  
Sandra B. Earle, *University of Findlay*
111. **Perception of Student Knowledge About JUUL Electronic Cigarette Use and Vaping**  
See-Won Seo, *Albany College of Pharmacy and Health Sciences*
112. **RxWellness: Promoting Resiliency, Well-Being, and Reducing Burnout in Student Pharmacists**  
Krystal Ward, *The University of New Mexico*
113. **Student Wellness: Campus Collaborations for Greater Impact**  
Erin M. Behnen, *Belmont University*
114. **The Impact of Naloxone Training and Education in the Community**  
Krista G. Brooks, *Southwestern Oklahoma State University*
115. **Use of Multisource Assessments to Identify At-Risk Students**  
Siu-Fun Wong, *Chapman University*

## Wellness

95. **A Multi-Modal Approach to Enhance Well-Being at Concordia University Wisconsin School of Pharmacy**  
Elizabeth A. Buckley, *Concordia University Wisconsin*
96. **Assessing the Accuracy of Faculty, Staff, and Student Perceptions of Stress**  
Chris Noel, *St. John Fisher College*

## Other

116. **Making Diversity, Equity and Inclusion Strides in a Non-Affirmative Action State**  
Regina S. McClinton, *University of Michigan*
117. **Pharmapreneurship—Leading Change in Pharmacy Education**  
Lisa Lebovitz, *University of Maryland*

## Research/Education Poster Session 1

Sunday, July 14: 3:30 p.m.–6:30 p.m.

Riverside Exhibit Hall (Exhibit Level, East Tower)

Presenters will be at their poster from 4:00 p.m.–5:00 p.m.

Use the index on pages 80–81 to find research/education posters by author.

### New Investigator Award Recipients

1. **A Framework for Entrepreneurship in Pharmacy Education**  
T. Joseph Mattingly II, *University of Maryland*  
Administrative Services
2. **Evaluation of Cytochrome P450-Mediated Metabolism of the Synthetic Cathinones**  
Diane M. Calinski, *Manchester University*  
Biological Sciences
3. **Effects of Lead (Pb<sup>2+</sup>) on Oxalate Nephrolithiasis**  
Greg M. Landry, *MCPHS University–Boston*  
Biological Sciences
4. **Addressing Racial Disparity in Heart Failure Outcomes and Beta-Blocker Response**  
Jasmine A. Luzum, *University of Michigan*  
Biological Sciences
5. **Drug Discovery and Repurposing Against a Key Clostridium *sordellii* Exotoxin**  
Dong Xu, *Idaho State University*  
Biological Sciences
6. **Development of Glutaminase and Isocitrate Dehydrogenase Inhibitors for Cancer**  
Hoang Le, *The University of Mississippi*  
Chemistry
7. **Production of Predation-Associated Antimicrobials from Cryptic Biosynthetic Pathways**  
Cole Stevens, *The University of Mississippi*  
Chemistry
8. **Strengthening Student Pharmacist Engagement and Teamwork With Productivity Software**  
Justin Gatwood, *The University of Tennessee*  
Library and Information Science
9. **Hyaluronic Acid Surface-Modified Cationic Liposomes for Dual Molecular Targeting of Triple-Negative Breast Cancer**  
Terrick Andey, *MCPHS University–Worcester/Manchester*  
Pharmaceutics
10. **Enhancing the Delivery of Ibuprofen Through the Skin Using *In Silico* Modeling**  
Gabiella Baki, *The University of Toledo*  
Pharmaceutics
11. **Microparticulate Cancer Vaccines: Interpreting an Innovative Approach to Immunotherapy**  
Lipika Chablani, *St. John Fisher College*  
Pharmaceutics
12. **Personalized Erythropoiesis in Hemodialysis Patients: The Novel PREDHICT Tool**  
Calvin J. Meaney, *University at Buffalo, The State University of New York*  
Pharmacy Practice
13. **Prescription Drug Therapy Outcomes Among Older Cancer Survivors in the United States**  
Traci J. LeMasters, *West Virginia University*  
Social and Administrative Sciences
14. **Effects of the First U.S. Biosimilar on Patient Clinical and Economic Outcomes**  
Minghui Sam Li, *The University of Tennessee*  
Social and Administrative Sciences

### Trainee Poster Competition— Student Pharmacists

15. **Leveraging Student Leader Involvement in Creating and Administering a Co-Curricular Program**  
Kevin T. Nguyen, *University of California, San Diego*  
Administrative Services
16. **The Influence of PCAT Requirements on NAPLEX Pass Rates, On-Time Graduation Rates, and USNWR Ratings**  
Mallory A. Paszkiewicz, *Western New England University*  
Administrative Services
17. **Assessment of a Student Led Formalized Tutoring Program in a College of Pharmacy**  
Dylan C. D'Aguzzo, *The University of Rhode Island*  
Administrative Services
18. **Pharmacy Students' Desired Post-Graduation Job and Lifestyle Attributes and Confidence Choosing From Potential Job Offers**  
Drake J. Reiter, *Drake University*  
Administrative Services
19. **Challenges and Successes of Pharm.D. Students Working Collaboratively Around the World: PharmAlliance Student Domain**  
Vraj Patel, *University of North Carolina at Chapel Hill*  
Administrative Services
20. **The Evolution of Prepharmacy: How Prerequisites Have Changed Over the Last Decade**  
Laura J. Bobbitt, *University of North Carolina at Chapel Hill*  
Administrative Services
21. **A Novel Iron (II) Preferring Dopamine Agonist Chelator Suppresses  $\alpha$ -Syn- and MPTP-Induced Toxicities *In Vivo***  
Banibrata Das, *Wayne State University*  
Biological Sciences
22. **Exploring the Effect of PDI Inhibition on Cellular Model of Cancer Induced Thrombosis After Chemotherapy**  
Christina A. Verbetsky, *Western New England University*  
Biological Sciences
23. **Effectiveness of an Advanced Pharmacogenomics Independent Study Course for Doctor of Pharmacy Program**  
Shannon L. Bailey, *Western New England University*  
Biological Sciences
24. **Exploring Montelukast as a Potential Broad Spectrum Thiol Isomerase Inhibitor**  
Megan M. Pantos, *Western New England University*  
Biological Sciences
25. **Proteomic Evaluation of Cetuximab Susceptible and Resistant Colorectal Cancer Cell Lines**  
Travis John Holmes, *Belmont University*  
Biological Sciences
26. **Inhibition of DNA Methyltransferase Activity Enhances IgE-Mediated Mast Cell Functions**  
Kaitlin J. Armstrong, *Western New England University*  
Biological Sciences
27. **Examining Pathophysiology Course Placement Within Pharm.D. Curriculum Across the United States**  
Meagan L. Dias, *Western New England University*  
Biological Sciences

# Research/Education Poster Session 1

28. **Phenylalanine Hydroxylase Deficiency: The Pharmabiotic Treatment Approach**  
Chloe E. LeBegue, *University of South Carolina*  
Biological Sciences
29. **Exploring the Effects of Copper (II)  $\alpha$ -(N)-Heterocyclic Thiosemicarbazone Complexes on Human DNA Topoisomerase II $\beta$**   
Jacob M. Keck, *Lipscomb University*  
Biological Sciences
30. **Stability of Antibacterial Diterpenes in Dry *Andrographis paniculata* Stems**  
Aaron M. Parsons, *South College*  
Chemistry
31. **Development of a Novel MCH1 Receptor Antagonist for the Treatment of Obesity**  
Sarah C. Steely, *Harding University*  
Chemistry
32. **Synthesis, *In Vitro* Evaluation, and Physicochemical Properties Enhancement of Modified JOAB Series as Potential Pro-inflammatory Mediator Suppressants**  
Ashley A. Bill, *University of Saint Joseph*  
Chemistry
33. **Rational Design of Isoform-Selective HDAC3 Inhibitors for Reversal of HIV Latency**  
Sarah Marie Reasoner, *Concordia University Wisconsin*  
Chemistry
34. **Evaluation of a Simulated Professional Conference for Student Pharmacists: Conference on Conferences**  
Hannah Hecht, *University of Wisconsin-Madison*  
Continuing Professional Development
35. **Impact of Class Attendance on Exam Performance in an Active-Learning Classroom Model**  
Ashley T. Ta, *Washington State University*  
Continuing Professional Development
36. **Implementation of a Grant-Funded Medicare Call Center and a Medicare Elective: Estimated Cost Savings for Patients**  
Natalie Peng, *Roseman University of Health Sciences*  
Experiential Education
37. **Service Learning: A Co-Curricular Program Promoting Public Health, Fostering Community Engagement, and Enhancing Student-Pharmacist Development**  
Zaynib A. Hassan, *University of Colorado*  
Experiential Education
38. **Development of a Novel Rural Health Elective Course Integrating Community Engagement and Pharmacist Service Development**  
Matt J. Huppert, *University of Wisconsin-Madison*  
Experiential Education
39. **Immunization Training in Pharmacy Schools in the United States**  
Nicole M. Ondrush, *Western New England University*  
Experiential Education
40. **Exploring Entrustable Professional Activity Milestones in the Curriculum**  
Kara E. Provence, *The University of Tennessee*  
Experiential Education
41. **A Three-Year Assessment of APPE Placement and Schedule Changes: Cause and Effect**  
Mitchell Robak, *The University of Iowa*  
Experiential Education
42. **Implicit Professional Bias in Interprofessional Peer Evaluations**  
Karen Juco, *Rosalind Franklin University of Medicine and Science*  
Experiential Education
43. **Case Element Analysis for Automated Generation of Cases in Pharmacy Education**  
Carolyne Ma, *University of North Carolina at Chapel Hill*  
Experiential Education
44. **Model of Interprofessional Education in Underserved Populations**  
Patrick Haverty Lee, *The University of Rhode Island*  
Experiential Education
45. **Virtual Pharmacopedia: Analysis of Student-Developed Expert-Reviewed Modules for Pharm.D. Curricular Expansion**  
Amy L. Dorszynski, *University of North Carolina at Chapel Hill*  
Experiential Education
46. **Assessing Drug Information Resource Utilization by South Dakota Registered Pharmacists**  
Miranda P. Boraas, *South Dakota State University*  
Library and Information Science
47. **Quality Control and Quality Assurance for Pharmaceutical Botulinum Neurotoxin Type A (BoNT/A)**  
Jennifer Y. Tran, *The University of Utah*  
Pharmaceutics
48. **A New Mechanism of Action of Exemestane (An Aromatase Inhibitor)**  
Allison P. Garcia, *Harding University*  
Pharmaceutics
49. **The Effects of Beta-Caryophyllene in Aged Heterozygous Triple Knock-In Alzheimer's Disease Mice**  
Melissa Milfort, *Mercer University*  
Pharmaceutics
50. **Exploiting Exosomes for Targeted Cancer Delivery**  
Coy A. Fitts, *The University of Mississippi*  
Pharmaceutics
51. **Evaluating the Impact of Problem Solving and Medication Education on Diabetes Self-Care and Disease Management**  
Briana Williams, *University of South Florida*  
Pharmacy Practice
52. **Safe Handling and Disposal of Oral Anticancer Chemotherapy – Patient/Provider Survey Studies, an Interim Analysis**  
Dustin Le, *Chapman University*  
Pharmacy Practice
53. **Pharm.D. Student Roles in Development and Implementation of an Applied Patient Care Skills Course**  
Julia S. Lee, *University of California, San Francisco*  
Pharmacy Practice
54. **Pharmacist Preparedness and Perceptions Regarding Gender Affirming Therapy**  
Michelle Thien-Tam Tran  
Pharmacy Practice
55. **Evaluation of a Rural Health Pharmacy Practice Elective Course Through Student Engagement, Confidence, and Attitudes**  
Jenna Nehls, *University of Wisconsin-Madison*  
Pharmacy Practice
56. **Knowledge, Beliefs, and Attitudes of UMKC School of Pharmacy Students and Faculty Regarding Cannabis/Cannabinoids**  
Matthew X. Laing, *University of Missouri-Kansas City*  
Pharmacy Practice
57. **Pharmacy Student Perception of School Related Stress and Awareness of Resources**  
Eric P. Tobin, *University of Colorado*  
Pharmacy Practice
58. **Assessing Students' Skill Knowledge in a Health Fair Setting**  
Dakhari J. Williams, *Chicago State University*  
Pharmacy Practice



# Research/Education Poster Session 1

59. Evaluation of Patient Risk Factors in Bortezomib-Induced Peripheral Neuropathy in SWOG Trial So601  
Jayson Yumang de Guzman, *University of California, San Francisco*  
Pharmacy Practice
60. Risk of Heart Failure Associated with Gabapentinoid Use: A Systematic Review of Case Reports  
Oliwier Nowak, *Philadelphia College of Osteopathic Medicine*  
Pharmacy Practice
61. Evaluating Preventable 30-day Readmissions Among Patients Offered a Medication Discharge Program  
Julia M. Smith, *Purdue University*  
Pharmacy Practice
62. Analysis of Compounded Preparations to Evaluate a “Practice Makes Perfect” Aseptic Technique Teaching Method  
Sarah Mislán, *University of North Carolina at Chapel Hill*  
Pharmacy Practice
63. Evaluating the Quality and Utilization of Multiple Choice Questions in a NAPLEX Preparation Book  
Tina Danh, *University of South Florida*  
Pharmacy Practice
64. An Analysis of Pharmacy Curriculum Coverage Regarding Transgender Patient Care and Gender Affirming Therapy  
Jessica L. Robertson, *The University of Texas at Austin*  
Pharmacy Practice
65. Evaluation of a Game Design Activity as an Active Learning Strategy in a Laboratory Setting  
Olivia M. Kim, *University of Wisconsin-Madison*  
Pharmacy Practice
66. Determining the Impact of an Interprofessional Simulation Focused on Social Determinants of Health  
Zachary T. Wellner, *The University of Kansas*  
Pharmacy Practice
67. Identifying Gaps in Non-Therapeutic Geriatric Pharmacy Competencies in a Pharmacy School Curriculum  
Jane Frances Nazareno, *University of Washington*  
Pharmacy Practice
68. High Risk Opioid Prescribing When Multiple Prescribers Are Involved  
James Gregory Berain, *Idaho State University*  
Pharmacy Practice
69. Cefazolin Versus Anti-Staphylococcal Penicillins for the Treatment of Patients with Staphylococcus aureus Infection: A Meta-Analysis  
Lolade S. Bakare, *University of Florida*  
Pharmacy Practice
70. Impact of an Interactive Top 300 Drug Game on a Pre-APPE Competency Exam  
Amanda A. Clouser, *Long Island University*  
Pharmacy Practice
71. Revision and Mapping of Entrustable Professional Activity Supporting Tasks  
Bailey K. Buenger, *South Dakota State University*  
Pharmacy Practice
72. Impact of an Elective Mock Exam on First-Year Pharmacy Student Exam Performance and Perceptions of Confidence  
Ansley M. Gayle, *The University of Georgia*  
Pharmacy Practice
73. Effectiveness of Post-Discharge Education on Reducing Proton Pump Inhibitor (PPI) Usage in Conjunction with Stewardship Efforts  
Elizabeth C. Mitchell, *Lipscomb University*  
Pharmacy Practice
74. Evaluation of the Impact of Prior Pharmacy Experience on Performance in a First-Year Skills Laboratory Course  
Leah Allison Selznick, *Virginia Commonwealth University*  
Pharmacy Practice
75. Continuous Curricular Improvement: Comparison of Performance in Therapeutics I and II by Matriculating Year  
Clayton H. Williams, *The University of Louisiana at Monroe*  
Pharmacy Practice
76. Effect of a Medication Discharge Program on Primary Medication Non-Adherence  
Christopher J. Damlos, *Purdue University*  
Pharmacy Practice
77. Student Perceptions Concerning the Use of Simulated Medications in a Pharmaceutical Care Lab  
Maiah D. Hardin, *The University of Louisiana at Monroe*  
Pharmacy Practice
78. California Pharmacists’ and Pharmacy Technicians’ Opinions on Administration of Immunizations in Community Pharmacies by Technicians  
Zachary Charles Hackworth, *Loma Linda University*  
Pharmacy Practice
79. Assessment of Empathy Among Pharmacy Students Through a Polypharmacy Medication Regimen Simulation  
Megan Underwood, *Southern Illinois University Edwardsville*  
Pharmacy Practice
80. Assessing the Frequency of Clinically Relevant CYP2C19 Variants in Over 2.2 Million Direct-to-Consumer Genetics Research Participants  
Yelena Ionova, *University of California, San Francisco*  
Pharmacy Practice
81. Counseling Her, Zir, and Them: Educating Student Pharmacists in the Care of Transgender Patients  
Sam J. Miller, *University of Washington*  
Pharmacy Practice
82. A Sustainable Business Model for Comprehensive Medication Management in a Patient Centered Medical Home  
Tyler David Wagner, *University of South Carolina*  
Pharmacy Practice
83. Discussion of Diversity in the Pharmacy Curriculum  
Caroline Kruszecki, *The University of Rhode Island*  
Pharmacy Practice
84. Effect of Exercise on Perceived Stress in School of Pharmacy Students and Faculty  
Jamie Haas, *Virginia Commonwealth University*  
Pharmacy Practice
85. Evaluation of Pharmacy Student Burnout and Effectiveness of Intervention Strategies  
Jenna Summerlin, *Union University*  
Pharmacy Practice
86. Change in Pharmacy Student Empathy After Completion of Book Club Course  
Whitney J. Ly, *University of the Sciences*  
Pharmacy Practice
87. Student Pharmacists Preparedness and Perceptions Regarding Gender Affirming Therapy  
Steven D. Swank, *The University of Texas at Austin*  
Pharmacy Practice
88. Student Training for Community Screening Events: Asynchronous and Live Training Comparison  
Haley M. Fox, *University of Illinois at Chicago*  
Pharmacy Practice

# Research/Education Poster Session 1

89. **Pharmacist and Pharmacy Student Wellness and Mental Health Analysis**  
Ashley A. Kang, *University of North Carolina at Chapel Hill*  
Pharmacy Practice
90. **Design and Evaluation of an Interdisciplinary Escape Room-Themed Non-Prescription Medications Lab**  
Bethanee C. Horn, *Union University*  
Pharmacy Practice
91. **Managing Medication Error Disclosures in Community Pharmacy**  
Ali Lois Icenogle, *University of Washington*  
Pharmacy Practice
92. **Using Peer Review to Enforce SOAP Documentation Skills**  
Antonia Akrap, *The University of Kansas*  
Pharmacy Practice
93. **Students' Perception of Using Criterion-Referenced Assessments to Determine a Passing Score**  
YeeAnn Chen, *University of California, San Francisco*  
Pharmacy Practice
94. **Student Stress Management and Wellness Programs Among Colleges of Pharmacy**  
Kelly Ann Moran, *Midwestern University/Downers Grove*  
Pharmacy Practice
95. **Students' Attitude Toward Communication Training and Their Self-assessment of Oral Communication Skills in Three-Year Pharmacy Curriculum**  
Jean J. Vincent, *Larkin University*  
Pharmacy Practice
96. **What Motivates Domestic vs. International Students to Select Pharmacy as a Major: Intrinsic, Extrinsic or Both?**  
Stephanie Yang, *Northeastern University*  
Pharmacy Practice
97. **Development and Evaluation of a Student-Run Tobacco Cessation Program in an Interprofessional Free Clinic**  
Elyse A. Keating, *University of Wisconsin-Madison*  
Pharmacy Practice
98. **Peer Health Educators on Campus: Teaching Safe Medication Practices**  
Olga O. Vlashyn, *Purdue University*  
Pharmacy Practice
99. **Impact of Pharmacy Student Teaching Assistant Positions on Career Aspirations and Involvement in Student Learning**  
Kenny Nguyen, *The University of Texas at Austin*  
Pharmacy Practice
100. **Dietary Supplement and Medication Use and Knowledge in Collegiate Athletes of Rural West Texas**  
Athena Brindle, *Texas Tech University Health Sciences Center*  
Pharmacy Practice
101. **Increasing Diversity: Impact of an Intensive Summer Pipeline Program for Pre-Pharmacy Students**  
Amanda M. VanInwegen, *Virginia Commonwealth University*  
Social and Administrative Sciences
102. **A Proposed Model to Improve Cardiovascular Health Outcomes in Underserved Communities**  
Kenya E. Covarrubias, *California Health Sciences University*  
Social and Administrative Sciences
103. **Identifying Pharmacy Students' Career Path Drivers to Better Aid Career Advising and Work Satisfaction**  
Jennifer Denise Suarez, *University of North Texas Health Science Center*  
Social and Administrative Sciences
104. **Exploration of Military and Veteran Health Care Education Within Pharmacy School Didactic Curricula**  
Isabelle M. Sviatoslavsky, *Medical College of Wisconsin*  
Social and Administrative Sciences
105. **Impact of Former College Athletic Participation on Student Pharmacists Wellbeing and Burnout Rates**  
Chadarryl L. Clay, *Virginia Commonwealth University*  
Social and Administrative Sciences
106. **Attitudes and Perceptions of Poverty: An Interprofessional Poverty Simulation**  
MaryCatherine E. Heighton, *Western New England University*  
Social and Administrative Sciences
107. **Price Transparency in Prescription Drug Advertisements on Television/Streaming Devices: Consumer Perspectives**  
Michael T. England  
Social and Administrative Sciences
108. **Student-Led Quality Engagement Team Supporting a Community Pharmacy Enhanced Services Network: Pennsylvania Case Study**  
Sophia M. Cothrel, *University of Pittsburgh*  
Social and Administrative Sciences
109. **Development of an Interprofessional Military Academic Enrichment Elective**  
Megan L. Grochowski, *Medical College of Wisconsin*  
Social and Administrative Sciences

## Trainee Poster Competition— Graduate Students

110. **The Emotional Intelligence of Academic Pharmacy Administrators**  
Vonda K. VanDyke, *East Tennessee State University*  
Administrative Services
111. **Design and Synthesis of Dopamine D4 Receptor Subtype Agonist Ligands to Treat Neuropsychiatric Disorders**  
Charity E. Amenity, *High Point University*  
Chemistry
112. **Pharmacist Preceptor Perceptions of Experiential Learning: A Phenomenological Study**  
Shauna Gerwing, *University of Saskatchewan*  
Experiential Education
113. **Pharmacy Student Preferences and Perceptions of In-Person Versus Video Evaluations in a Skills-Based Laboratory Course**  
Jenny Beal, *Purdue University*  
Pharmacy Practice
114. **Impact of a Wellness Laboratory on Student Pharmacists' Stress Management**  
Prajakta H. Waghmare, *Purdue University*  
Pharmacy Practice
115. **Piloting a Branched Narrative Learning Pedagogy to Promote Critical Thinking In Student Pharmacists**  
MeiLing G. Norfolk, *Cedarville University*  
Pharmacy Practice
116. **Assessing the Effectiveness of a Teaching Method for Calculation Skills Within a Pharmacy Laboratory Course**  
Marwah H. Dabaja, *Manchester University*  
Pharmacy Practice
117. **Interprofessional Education With Medical Students: Meeting the ACPE Standards**  
Victoria L. Freniere, *Western New England University*  
Pharmacy Practice
118. **What Are The Perceptions of Pharmacists Collaborating on Mental Healthcare Teams? A Systematic Review**  
Brandy R. Davis, *Auburn University*  
Pharmacy Practice
119. **Transformative Learning: Collaborating Through Interprofessional Simulations**  
Emily L. Fedor, *Western New England University*  
Pharmacy Practice

# Research/Education Poster Session 1

120. **Pharmacists' Roles When Interacting With Persons Living With HIV of African Origin: A Narrative Inquiry**  
Alina Cernasev, *University of Minnesota*  
Social and Administrative Sciences
121. **Validation of a Pre/Post Survey to Measure Change in Student Social Justice Attitudes and Empathy**  
Shannon N. Vaffis, *The University of Arizona*  
Social and Administrative Sciences
122. **Pharmacy Students' Use of Social Media for Learning and Communication**  
Ruth N. Jeminiwa, *Auburn University*  
Social and Administrative Sciences
123. **A Randomized Controlled Trial Evaluating the Impact of a Community Pharmacy-Based Naloxone Education Program**  
Lindsey Hohmann, *Auburn University*  
Social and Administrative Sciences
124. **Interviews to Assess Older Adults' Preferences for Features of Community-Based Fall Prevention Programs**  
Natalie Hohmann, *Auburn University*  
Social and Administrative Sciences
125. **Mentorship in Pharmacy Education: Student Perceptions of Value, Preferences, and Likelihood to Engage**  
Ashley S. Crumby, *The University of Mississippi*  
Social and Administrative Sciences
126. **Development and Evaluation of an Immunization Information System Training Program Using a Participatory Design Approach**  
Tessa J. Hastings, *Auburn University*  
Social and Administrative Sciences
127. **Academic Dishonesty and Students in Pharmacy Education: A Global Review**  
Minh N. Van, *The University of Texas at Tyler*  
Social and Administrative Sciences
135. **Expanded Scope of Practice for Pharmacists at a Diabetes Camp and Experiential Education Development**  
Emma C. Hatfield, *St. Elizabeth Healthcare*  
Experiential Education
136. **Evaluation of a Novel Pharmaceutical Industry Track as an APPE for Doctor of Pharmacy Students**  
Justin G. Moots, *Purdue University*  
Experiential Education
137. **Utilization of Entrustable Professional Activities to Develop Professional Identity and Reflective Learning Skills**  
Brianna McQuade, *University of Illinois at Chicago*  
Experiential Education
138. **Pharmacy Students' Perceptions of Electronic Peer-Review of Journal Clubs During a Drug Literature Evaluation Course**  
Kaitlin J. Montagano, *Purdue University*  
Library and Information Science
139. **Investigating the Role of Statin Therapy in the Reduction of Gentamicin-Induced Nephrotoxicity**  
Dan D. Arendt, *Northeast Ohio Medical University*  
Pharmacy Practice
140. **Implementation of Journal Club Series for Second Year Pharmacy Students**  
Ashley Perkins, *Marshall University*  
Pharmacy Practice
141. **Observational Review of Leukopenia in Post-Kidney Transplant Recipients**  
Ngoc-yen Pham, *The University of New Mexico*  
Pharmacy Practice
142. **Positive Deviants for Medication Therapy Management: A Mixed-Methods Evaluation of Community Pharmacy Practices**  
Omolola A. Adeoye, *Purdue University*  
Pharmacy Practice
143. **Evaluation of Peer-to-Peer Feedback in a Pharmacotherapy Skills Course**  
Catherine Kuecker, *William S. Middleton Memorial Veterans Hospital*  
Pharmacy Practice
144. **An Evaluation of a Current Events Self-Directed Learning Activity**  
Francesca Napolitano, *Concordia University Wisconsin*  
Pharmacy Practice
145. **Impact of CliftonStrengths® Assessment on Team Construction and Dynamics in Second-Year Pharmacy Students**  
Apryl N. Anderson, *Virginia Commonwealth University*  
Pharmacy Practice
146. **Impact of Student- Versus Instructor-Led Learning on Student Pharmacists' Performance in a Self-Care Module**  
Heather L. Walser, *Idaho State University*  
Pharmacy Practice
147. **Ohio Pharmacists' Knowledge and Utilization of the Patient Care Process**  
Abigail Agler, *University Hospitals Geauga Medical Center*  
Pharmacy Practice
148. **Student Led Public Health Initiatives: Naloxone**  
Nicole M. Perea, *Washington State University*  
Pharmacy Practice
149. **Pharmacist-Prescribed Hormonal Contraception: Gauging Pharmacist Attitudes, Interest, and Knowledge in North Carolina**  
Gwen J. Seamon, *Mountain Area Health Education Center*  
Pharmacy Practice
150. **Knowledge Comparison in a Community Pharmacy Lab Between Students With and Without Prior Technician Experience**  
Tyler Marie Kiles, *University of Houston*  
Pharmacy Practice

## Trainee Poster Competition— Residents, Fellows and Postdocs

128. **Who Mentors the Mentors?**  
Mohammad I. Ansari, *University of Maryland*  
Chemistry
129. **An Exploration of Student Pharmacist Development on Advanced Practice Experiences**  
Laura K. Sjoquist, *University of North Carolina at Chapel Hill*  
Experiential Education
130. **A Novel IPE Collaboration Between a Pharmacy Compounding Club and a Medical Dermatology Club**  
Emily C. Darst, *Washington State University*  
Experiential Education
131. **Extending the Learning Tree: 4th Year APPE Students Learning Through Teaching During Their Academic Rotation**  
Andrew A. Yabusaki, *Washington State University*  
Experiential Education
132. **Critical Moments in Student Learning on International Rotations**  
Sarah A. Dascanio, *University of North Carolina at Chapel Hill*  
Experiential Education
133. **"Pharmacy Battle," a Group-Based Study Game Implemented in a Top-200 Drugs Class**  
Micah E. Miller, *Washington State University*  
Experiential Education
134. **Effect of Competitive Longitudinal Advanced Pharmacy Practice Experience on Residency Pursuit and Match Rates**  
Parna Haghparast, *University of Houston*  
Experiential Education

# Research/Education Poster Session 1

151. Association of Holistic Student Admissions Criteria and Academic Failure at a Team-Based Learning Institution  
Allen Keshishian Namagerdi, *California Health Sciences University*  
Social and Administrative Sciences
152. PharmCasting the Future of Pharmaceutical Sciences and Pharmacy Practice Education  
Amanda Olsen, *University of North Carolina at Chapel Hill*  
Social and Administrative Sciences
153. Factors Associated With Social Isolation Among Graduate and Professional Healthcare Students in a Midwestern Public University  
Ali Azeez Al-Jumaili, *University of Baghdad*  
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154. Pharmacist and Physician Engagement in Tertiary Prevention of Opioid Use Disorder  
Aaron J. Salwan, *East Tennessee State University*  
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155. Primary Care Physician and Community Pharmacist Opioid-Related Communication and Screenings Behaviors  
Tyler C. Melton, *East Tennessee State University*  
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156. Empathy and Confidence in Pharmacy Students in a Skills-Based Learning Environment Regarding Opioid Overdose  
Joshua Wollen, *University of Houston*  
Social and Administrative Sciences

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157. Will Increased Co-Curricular Activity Lead to Stronger Professional Engagement?  
Kelly M. Shields, *Ohio Northern University*  
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158. Lipocalin 2 Deficiency Protects Against Acetaminophen (APAP)-Induced Acute Liver Failure in a Murine Model  
Vishakha Bhawe, *Philadelphia College of Osteopathic Medicine*  
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159. \*Incidence and Impact of Hypnotic Medication Use on Sleep Quality Among Young Collegiate Adults  
Jilla Sabeti, *Western New England University*  
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160. Receptor Expressed in Lymphoid Tissues (RELT) Immunostaining is Enhanced in Mice With Innate Immune Colitis  
Leo R. Fitzpatrick, *California Northstate University*  
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161. Machine Learning Based Method for Accurate Prediction of Breast Cancer  
Uyen Le, *California Northstate University*  
Biological Sciences
162. Effects of Brominated Flame Retardants on Cytokine Production by Mast Cells  
Diptiman Bose, *Western New England University*  
Biological Sciences
163. U50488, a Kappa-Opioid Agonist, Attenuates Alcohol Preference in *Drosophila Melanogaster*  
Sunil Sirohi, *Xavier University of Louisiana*  
Biological Sciences
164. \*Chemoprevention of Prostate Cancer in TRAMP Mice by Alpha-Santalol  
Ajay K. Bommareddy, *Wilkes University*  
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165. Oxidant Production as a Possible Predictor of Hepatotoxicity of Herbal Supplements  
Danielle L. Cruthirds, *Samford University*  
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166. \*Biological Therapy in Immune-Mediated Inflammatory Diseases: A Comparative Analysis and Market Trend Forecast  
Manas Mandal, *Roseman University of Health Sciences*  
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167. miR-155 is a Negative Regulator of Acute Oscillatory Shear Stress-Induced AT1R/ETS-1 Pathway and Vascular Dysfunction  
Islam Mohamed, *California Northstate University*  
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168. A New HPLC Method for the Determination of Levodopa in Human Plasma: A Human Pharmacokinetics Study  
Fawzy A. Elbarbry, *Pacific University Oregon*  
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169. WITHDRAWN
170. 6 Hz Active Anticonvulsant Fluorinated N-Benzamide Enamines and Their Inhibitory Neuronal Activity  
Patrice L. Jackson-Ayotunde, *University of Maryland Eastern Shore*  
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171. Synthesis of Potential Medicinal Enaminone Compounds  
Ivan O. Edafiogho, *University of Saint Joseph*  
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172. Phytotoxic Effects of NSAIDs on *Pisum sativum* Lead to Animal Alternative Drug Assay  
Matthew Metcalf, *MCPHS University-Worcester/Manchester*  
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173. Dopamine D4 Receptor-Selective Compounds Reveal Structure-Activity Relationships that Engender Agonist Efficacy  
Comfort A. Boateng, *High Point University*  
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174. \*Male Enhancement Nutraceuticals Sold Online in the USA: Claim, Pharmaceutical Quality, and Safety Assessments  
Mark Mikhail, *University of Saint Joseph*  
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175. Stability of Dexamethasone Sodium Phosphate in Intravenous Admixtures  
Fang Zhao, *St. John Fisher College*  
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176. Development and Validation of Improved Reversed-Phase HPLC Stability-Indicating Method and Forced Degradation Studies of Curcuminoids  
Asish K. Dutta, *Notre Dame of Maryland University*  
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177. Engineering the Immune System: Implications of Nanoparticle Designs on Modulating Inflammation  
Ryan M. Pearson, *University of Maryland*  
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178. *In Vitro* Analysis of Embelin in Combination With Afatinib for Treating Breast Cancer  
Michael Danquah, *Chicago State University*  
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179. Pre-Formulation Study of Atenolol, Enalapril Maleate and Hydrochlorothiazide Mixtures  
Amusa S. Adebayo, *Sullivan University*  
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180. Assessment of Patient Goals in Pharmacist-Operated Workplace Wellness Program  
Alison Walton, *Butler University*  
Pharmacy Practice
181. Impact of MiniMed™ 670G Hybrid Closed-Loop (HCL) System on Glycemic Control; A Retrospective Single Center Study  
Maryam T. Fazel, *The University of Arizona*  
Pharmacy Practice

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183. **Factors Influencing the Involvement of Doctor of Pharmacy Students in Research/Scholarship Projects**  
Tracey L. Mersfelder, *Ferris State University*  
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184. **Interest in Lung Screening Among a Sample of Adult Muslims in the United States**  
Fadi M. Alkhateeb, *Qatar University*  
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185. **\*Associations Between Food Purchasing Decisions and Weight Status Among College Students**  
Cassidi N. Crosby, *Auburn University*  
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186. **Association of Physical Activity and Academic Performance in an Accelerated Pharmacy Curriculum**  
Daniel L. Austin, *Lake Erie College of Osteopathic Medicine*  
Social and Administrative Sciences
187. **Social Capital and the Pharmacy Service Mix**  
Oscar W. Garza, *University of Minnesota*  
Social and Administrative Sciences
188. **Expanding the Evidence Base for the Kiersma-Chen Empathy Scale (KCES) Across Multiple Health Professions**  
Benjamin D. Aronson, *Ohio Northern University*  
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189. **Thirty-Day Readmissions Associated With Ischemic Heart Disease, Predictors and Ethnoracial Differences**  
Arinzechukwu Nkemdirim Okere, *Florida A&M University*  
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190. **\*Measuring Depression and Anxiety Prevalence Among Iraqi Health-care College Students Using Hospital Anxiety and Depression Scale**  
Ali Azeez Al-Jumaili, *University of Baghdad*  
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191. **Using Social Cognitive Career Theory to Examine Pharmacy Residents' Research Intentions**  
Spencer E. Harpe, *Midwestern University/Downers Grove*  
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192. **\*Communicating With Clinicians on Fasting During Ramadan: The Patients' Perspective**  
Mohamed E. Amin, *Beirut Arab University*  
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193. **RAMCOM: A Tool for Communication With Muslim Patients Considering Fasting During Ramadan**  
Mohamed E. Amin, *Beirut Arab University*  
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194. **Evaluation of Student's Perceptions of Smart-Drugs Use Among College Students: Instrument Development**  
Fatimah M. Sherbeny, *Florida A&M University*  
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195. **Revealing Trends of Overdose Deaths and Opioid Prescriptions via Google Keyword Search**  
Tuan Tran, *California Northstate University*  
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196. **Resource Utilization and Clinical Outcomes of Inpatients With Alzheimer's Disease and Related Dementia in the U.S.**  
Vassiki Sanogo, *University of Florida*  
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197. **\*Entrepreneurial and Intrapreneurial Intentions: An Exploratory Comparison of Student Pharmacists in the United States and Oman**  
Nazneen Fatima Shaikh, *West Virginia University*  
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Monday, July 15: 9:00 a.m.–10:30 a.m.

Riverside Exhibit Hall (Exhibit Level, East Tower)

Presenters will be at their poster from 9:30 a.m.–10:30 a.m.

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Catherine J. Cone, *Roseman University of Health Sciences*  
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2. **A PCOA "Gated Stakes" Model to Ensure Proficiency Prior to Progression**  
Patrick J. Davis, *The University of Texas at Austin*  
Administrative Services
3. **Helping Students Manage Stress During Final Exams**  
Daniel J. Hansen, *South Dakota State University*  
Administrative Services
4. **Measuring the Overall Wellbeing of Pharmacy Students**  
Daniel J. Hansen, *South Dakota State University*  
Administrative Services
5. **Prevalence of Depression and Anxiety Symptoms Among Student Pharmacists**  
Renee M. DeHart, *Samford University*  
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6. **The Impact of an Individualized Early Intervention System on Student Learning in a Competency-Driven Curriculum**  
Suzanne Carbonaro, *University of the Sciences*  
Administrative Services
7. **A Story of 11 Rubrics**  
Suzanne Carbonaro, *University of the Sciences*  
Administrative Services
8. **Crossing the Technological Chasm: Implementation of New Online Testing Tool in a Doctor of Pharmacy Program**  
Amy L. McLaughlin, *University of the Sciences*  
Administrative Services

\*A student pharmacist, graduate student, resident or fellow is presenting this poster.

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David G. Fuentes, *California Health Sciences University*  
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10. Early Identification and Intervention of Students Who Struggle With Verbal and Written Literacy  
Jeffrey A. Bates, *Cedarville University*  
Administrative Services
11. Dual-Degree Opportunities in Pharmacy Programs  
Dawn E. Havrda, *The University of Tennessee*  
Administrative Services
12. Novel Design of an Efficient Process for Meaningful Student Reflections and Feedback  
Lisa Finn, *University of Maryland*  
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13. After the Crisis is Managed: Exploring the Wellbeing of Student and Academic Affairs Leadership  
Cherokee Layson-Wolf, *University of Maryland*  
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14. Creating a Legacy of Student Success in a Team-Based Learning Curriculum  
David B. Romerill, *The University of Texas at Tyler*  
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15. Correlating Big 5 Personality Dimensions with Academic Performance  
Adam C. Welch, *East Tennessee State University*  
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16. Admission Scores and Characteristics in Relation to Performance Within Pharm.D. Curriculum and on Licensure Examinations  
Andrea J. Cameron, *University of Toronto*  
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17. Common Practices and Decision-Making Factors Faculty Use in Accommodating Pregnant Students  
Katherine S. Wadas-Thalken, *Creighton University*  
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18. Environmental Scan of Opioid-Related Activities in Academic Pharmacy  
Dorothy F. Farrell, *American Association of Colleges of Pharmacy*  
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19. Development, Implementation and Assessment of a Co-Curriculum in a New Accelerated Pharmacy Program  
Sandra B. Caballero, *Larkin University*  
Administrative Services
20. Using Signature Projects, Co-Curricular Transcripts, and Reflective Journal Writing to Track Progress to Programmatic Outcomes  
Jeremy A. Hughes, *California Health Sciences University*  
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21. Design, Oversight, and Assessment of a Strategic Planning Initiative  
Craig A.H. Richard, *Shenandoah University*  
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22. Bridging the Great Divide: Survey of Activities That Orient Non-Pharmacist Faculty to the Pharmacy Profession  
Sigrid C. Roberts, *Pacific University Oregon*  
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23. Comparing Students and Faculty Perceptions at 0-6, 3- and 4-year Schools/Colleges of Pharmacy  
Timothy J. Bloom, *Shenandoah University*  
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24. Comparing Student and Preceptor Perceptions of Advanced Pharmacy Practice Experience Readiness and Performance  
Timothy J. Bloom, *Shenandoah University*  
Biological Sciences
25. Training and Engaging Pharmacy Residents to Lead High Fidelity Simulation-Based Interprofessional Education Cases  
Ashim Malhotra, *California Northstate University*  
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26. A Model for Assessing Professional Association Engagement  
Andrew Coop, *University of Maryland*  
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27. Mr. Chemistry Goes to Washington: A Case Study on Congressional Testimony  
Andrew Coop, *University of Maryland*  
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28. Needs Assessment for PGY1 Preceptors' Professional Development: A Cross-Sectional Study  
Sara Mahmoud, *Hamad Medical Corporation*  
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29. Variation by PGY1 Residency Type in Desirability and Necessity of APPE-Related Application Information  
Cheryl L. Clarke, *Drake University*  
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30. Utilizing a Mentored Teaching Experience to Improve Preceptor Feedback Skills  
Kathryn A. Schott, *Drake University*  
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31. Faculty Perceptions of a Town Hall Model for Engagement in Data-Driven Decision Making  
Lisa M. Meny, *Ferris State University*  
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32. A Consortium Approach to Incorporating Entrustable Professional Activities Into the APPE Curriculum  
Lindsey H. Welch, *The University of Georgia*  
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33. The Use of a Three-Bucket Preferencing System to Familiarize Students With Health System Sites  
Anita J. Cleven, *Pacific University Oregon*  
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34. In-House Geo-Optimization: A Unique Approach for Nearby Introductory Pharmacy Practice Experience (IPPE) Site Placements  
Anita J. Cleven, *Pacific University Oregon*  
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35. Assessment of Volunteer Preceptors at Colleges and Schools of Pharmacy in the U.S.  
Jane Shtaynberg, *Long Island University*  
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36. Survey of Student and Faculty Perceptions of Revised Early Intervention and Remediation Policies  
Elizabeth M. Lafitte, *The University of Louisiana at Monroe*  
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37. Residency Match Rates and Pharmacy Program Characteristics  
Dawn E. Havrda, *The University of Tennessee*  
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38. Assessment of the Impact of a Leadership Development Workshop on Perceived Leadership Ability  
Lisa Marie Richter, *North Dakota State University*  
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39. AACP Research and Graduate Affairs Committee: Needs for Research Leadership Development Among U.S. Pharmacy Schools  
Marina Kawaguchi-Suzuki, *Pacific University Oregon*  
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40. Drivers of Technology Enhanced Learning Adoption Within Colleges of Pharmacy  
Reid C. Proctor, *Mercer University*  
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43. **Change in Student Preparation for and Perceived Value of the Pharmacy Curriculum Outcomes Assessment (PCOA)**  
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44. **Factors Associated With Perceived Stress in First Through Third Year Pharmacy Students: A Pilot Study**  
Sarah Holman, *Notre Dame of Maryland University*  
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45. **Coordinated Student Success Initiative for P1 and Beyond: Do Academic Success Plans Improve Student Retention?**  
Laurie L. Briceland, *Albany College of Pharmacy and Health Sciences*  
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46. **Prevalence and Roles of Vice Chairs in Schools and Colleges of Pharmacy**  
Joycelyn M. Yamzon, *Marshall B. Ketchum University*  
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47. **Student Attitudes and Perceptions of Restructured Objective Structured Clinical Exams Program**  
Chelsea Gresham-Dolby, *Marshall University*  
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48. **Utilizing International Mission Work to Promote Interprofessional Education While Reinforcing Clinical Knowledge and Skills**  
Sarah E. Raake, *Sullivan University*  
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49. **Developing Student Empathy in a Personal and Professional Development Course**  
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Nicholas G. Popovich, *University of Illinois at Chicago*  
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51. **Towards Better Assessment of Educational Outcomes Through Mapping of Exam Questions**  
Monina Lahoz, *MCPHS University–Boston*  
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52. **Has the Bubble Burst? Observing Pharmacist Workforce Trends and Current Jobs Data**  
Lisa Lebovitz, *University of Maryland*  
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53. **Disability and Accommodations in Pharmacy Practice and Education**  
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54. **Inclusive Excellence Through a Structured Co-Curriculum at Texas A&M University Rangel College of Pharmacy**  
Simi Gunaseelan, *Texas A&M University*  
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55. **Participant Perceptions of the Aggie Student Pharmacists Initiative for Recruitment|Retention and Education (ASPIR2E) Pre-Matriculation Program**  
Elaine L. Demps, *Texas A&M University*  
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56. **Understanding the Motivators of Pharmacy Students Pursuing a Pathway to Rural Pharmacy Practice**  
Stephanie N. Kiser, *University of North Carolina at Chapel Hill*  
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57. **Structured Lunchtime Co-Curricular Programming to Improve Student Progress Towards Affective Domains and Global Learning Outcomes**  
Jeremy A. Hughes, *California Health Sciences University*  
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58. **Two Years of Data on a Pedagogical Opioid Abuse and Overdose Activity for Student Pharmacists**  
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59. **Effects of Implementation of Mini-Application Exercises on Individual Student Performance in a Team-Based Learning Setting**  
Eugene Kreys, *California Northstate University*  
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Marina Galvez Peralta, *West Virginia University*  
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Anna Ratka, *St. John Fisher College*  
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62. **Utilizing Medicinal Chemistry to Solve a Clinical Clozapine and Sucralfate Interaction**  
Susan L. Mercer, *Lipscomb University*  
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63. **SAR Maps: A Student Friendly Approach to Teach Medicinal Chemistry in Integrated Courses**  
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64. **A Sports Pharmacy APPE: Utilizing Medicinal Chemistry as a Foundational Approach**  
Matthew J. DellaVecchia, *Palm Beach Atlantic University*  
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65. **A Novel Bridging Experience to “Close the Gap” in Pharm.D. Student Readiness Prior to Matriculation**  
Bryson M. Duhon, *The University of Texas at Austin*  
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66. **Introduction of Augmented Reality Modules into Pharmacy Medicinal Chemistry Lectures**  
Chase Smith, *MCPHS University–Worcester|Manchester*  
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67. **\*Analyzing Learning Within Medicinal Chemistry and Pharmacology**  
Adil K. Shivji, *Lake Erie College of Osteopathic Medicine*  
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69. **Game-Based Interprofessional Education Event**  
Janna Roitman, *Long Island University*  
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70. **Individual Development Plans for Tracking Longitudinal Progression of Personal and Professional Development and 5-Year Professional Goals**  
Margaret Schulte, *Touro University California*  
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Michael J. Rouse, *Accreditation Council for Pharmacy Education*  
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Hoai-An Truong, *University of Maryland Eastern Shore*  
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79. **\*A Three-Year Analysis of Clinical Track Participation and PGY1 Residency Pursuit and Match Success**  
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80. **Final Push: Implementation of a Comprehensive Intermittent Study Design for NAPLEX and MPJE During APPEs**  
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82. **Redesign of a Community Pharmacy Advanced Practice Experience to Incorporate Entrustable Professional Activities (EPAs)**  
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Janet R. Fischer, *South Dakota State University*  
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Colleen M. Culley, *University of Pittsburgh*  
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MaRanda K. Herring, *Harding University*  
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Cambrey Nguyen, *The University of Kansas*  
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Drew W. Cates, *Philadelphia College of Osteopathic Medicine*  
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Adam B. Woolley, *Northeastern University*  
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Roda Plakogiannis, *Long Island University*  
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Robert G. Wahler, *University at Buffalo, The State University of New York*  
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Ashleigh L. Barrickman, *West Virginia University*  
Pharmacy Practice
127. **Impact of Curricular Change on Student Confidence and Potency Accuracy in a Required Compounding Course**  
Robert P. Shrewsbury, *University of North Carolina at Chapel Hill*  
Pharmacy Practice
128. **Extrinsic Assessments in a Competency-Driven Curriculum: Implementation and Impact on Student Confidence**  
Jane Bowen, *University of the Sciences*  
Pharmacy Practice
129. **Implementation and Impact of an Academia Learning Experience for PGY2 Residents: A Three Year Experience**  
Jane Bowen, *University of the Sciences*  
Pharmacy Practice
130. **A Multi-Faceted Approach to Prepare Student Pharmacists for Residency Placement Success**  
Megan Willson, *Washington State University*  
Pharmacy Practice
131. **Student Perceived Competency in Using an EHR Following Implementation of a Learning-Based EHR Platform**  
Lisa Goldstone, *University of Southern California*  
Pharmacy Practice
132. **Student Response to Incorporating Mindfulness in a First Year Patient Care Lab Course**  
Elizabeth A. Buckley, *Concordia University Wisconsin*  
Pharmacy Practice
133. **Paging Future APPE Students! A Mock Rounding Simulation in a General Medicine Elective**  
Michael J. Gonyeau, *Northeastern University*  
Pharmacy Practice

## Research/Education Poster Session 2

134. \*Pharmacist and Intern Knowledge and Concerns of the Pharmaceutical Use of Cannabinoids Prior to Legalization  
Erin L. Johanson, *Roseman University of Health Sciences*  
Pharmacy Practice
135. Telecounseling in Advanced Over-the-Counter Course  
Megan Veselov, *Albany College of Pharmacy and Health Sciences*  
Pharmacy Practice
136. Implementation of a Review Process to Assess Content in a Pharmacotherapy Curriculum  
Kendall D. Guthrie, *University of Missouri-Kansas City*  
Pharmacy Practice
137. Designing a Comprehensive Curriculum Map to Assess Educational Outcomes in an Accelerated Pharm.D. Program  
Terrick A. Andey, *MCPHS University-Worcester/Manchester*  
Pharmacy Practice
138. Implementing Portfolios With Formative Assessment of Professionalism and EPA Proficiency for an Entire 250+ Cohort  
Catherine Taglieri, *MCPHS University-Boston*  
Pharmacy Practice
139. Engaging Health Profession Students of a Large University to Address the Opioid Crisis  
James W. McAuley, *The Ohio State University*  
Pharmacy Practice
140. Implementing an Innovative Assessment Approach in a Pharmacotherapy Course  
Eric A. Wombwell, *University of Missouri-Kansas City*  
Pharmacy Practice
141. Creation of a Human Resource Blueprint: An Important Consideration for a New or Revised Curriculum  
Kristin A. Casper, *The Ohio State University*  
Pharmacy Practice
142. Interprofessional Debate Activity as a Method of Literature Evaluation: A Two-Year Analysis  
Taylor D. Steuber, *Auburn University*  
Pharmacy Practice
143. Evaluation of an Elective Course to Enhance Well-Being and Self-Awareness  
Katherine S. Wadas-Thalken, *Creighton University*  
Pharmacy Practice
144. Evaluation of Patient Counseling Rubrics Utilized in Schools and Colleges of Pharmacy  
Jennifer L. Mazan, *Midwestern University/Downers Grove*  
Pharmacy Practice
145. Faculty Perceptions of Simulation Training Materials and Sessions: Evaluating the Implementation of a Simulated Case  
Nicole R. Winston, *Augusta University*  
Pharmacy Practice
146. Interprofessional Training for Health Profession Students on Opioid Use Disorders  
Gina M. Baugh, *West Virginia University*  
Pharmacy Practice
147. Pharmaceutical Care of the Transgender Patient: Student Perceptions of Integrated Lecture & Case Activities  
Annie A. Nebergall, *The Ohio State University*  
Pharmacy Practice
148. Justification and Development of a Scholar in Geriatric Pharmacy Certificate Track  
Julie A. Testman, *University of Charleston*  
Pharmacy Practice
149. Leader Academy: A Layered Approach to Learning Leadership  
Kristy L. Brittain, *Medical University of South Carolina*  
Pharmacy Practice
150. Description of a Transitions of Care and Telemedicine Simulation Lab Activity  
Danielle M. Candelario, *Rosalind Franklin University of Medicine and Science*  
Pharmacy Practice
151. Mapping of a Clinical Skills Course Sequence to the Entrustable Professional Activities  
Jill S. Borchert, *Midwestern University/Downers Grove*  
Pharmacy Practice
152. Mapping Postgraduate Year-One Pharmacy Residency Graduation Standards to the Core Entrustable Professional Activities  
Jean Y. Moon, *University of Minnesota*  
Pharmacy Practice
153. Pharmacy Student's Perception on the Curricular Integration of the Pharmacist Patient Care Process Model  
Soumana C. Nasser, *Lebanese American University*  
Pharmacy Practice
154. New Curriculum, New Technology: Analysis of an iPad Initiative  
Clark Kebodeaux, *University of Kentucky*  
Pharmacy Practice
155. Objective Structured Clinical Exam Development and Curricular Mapping for Pre-Advanced Pharmacy Practice Experiences  
Jordan Sedlacek, *Larkin University*  
Pharmacy Practice
156. \*Faculty Development Book Club Series – A Phenomenographic Assessment of Perceptions and an Evaluation of Impact  
Carinda Feild, *University of Florida*  
Pharmacy Practice
157. Patient Safety and Quality Improvement Education in U.S. Professional Pharmacy Programs: Implications for Curricular Development  
Jennifer Chang, *University of Washington*  
Pharmacy Practice
158. Student's Reflections Surrounding a Week-Long Health Fair Training Workshop Preparing Pharmacy Students for Outreach Opportunities  
Trishia E. Shaw, *Chicago State University*  
Pharmacy Practice
159. Establishment of a Student Performance Database and Scorecard Report Based on Curriculum Outcomes Assessments Metrics  
Jonathan Hernandez-Agosto, *University of Puerto Rico*  
Pharmacy Practice
160. Promoting Student Engagement Through Group Presentations and Peer-Evaluation in a Self-Care and Over-the-Counter Products Course  
Marie-Therese Oyalowo, *University of Maryland Eastern Shore*  
Pharmacy Practice
161. A Novel Approach to Teaching Medication Reconciliation in a Skills-Based Laboratory Course  
David E. Matthews, *The Ohio State University*  
Pharmacy Practice
162. A State-Wide Community Pharmacy Enhanced Services Training Program: Pennsylvania Case Study  
Nicholas Leon, *Thomas Jefferson University*  
Pharmacy Practice
163. Curricular Integration of Population Health and the IHI Model of Improvement through Interprofessional Community Engagement  
Veronica S. Young, *The University of Texas at Austin*  
Pharmacy Practice
164. Curation and Praxis of Active Learning: Gagné's Events of Instruction for Teaching Blood Pressure Measurement  
Jack J. Chen, *Principal Consultant*  
Pharmacy Practice

## Research/Education Poster Session 2

165. **Drug Monograph Creation and Presentation to a Simulated Pharmacy and Therapeutics (P&T) Committee**  
Puja Patel, *Marshall B. Ketchum University*  
Pharmacy Practice
166. **Implementation of a Suicide Prevent Training Program**  
Kimberly C. McKeirnan, *Washington State University*  
Pharmacy Practice
167. **Creation of a Mentorship Program in the Pharmacy Practice Section**  
Allison M. Bell, *University of Cincinnati*  
Pharmacy Practice
168. **Pilot Integration of Newly Available High Fidelity Simulation to Establish Best Practices and Support Curricular Expansion**  
Liza B. Andrews, *Rutgers, The State University of New Jersey*  
Pharmacy Practice
169. **RXcape: A Fun, Effective Tool for Teaching Acute Kidney Injury to 2nd Year Pharmacy Students**  
Rebecca Maxson, *Auburn University*  
Pharmacy Practice
170. **Impact of Student-Driven Educational Model for Reinforcing Clinical Knowledge of Common Medications**  
Kim Vo, *Marshall B. Ketchum University*  
Pharmacy Practice
171. **Impact of a Personal Lifestyle Goals Assignment on Pharmacy Student Empathy**  
Heather Folz, *Notre Dame of Maryland University*  
Pharmacy Practice
172. **Impact of Virtual Patient Cases and Student Performance Within a Disease and Therapeutics Course**  
Ryan G. D'Angelo, *University of the Sciences*  
Pharmacy Practice
173. **Development of a Leadership Elective for Student Pharmacists**  
Lindsey E. Dayer, *University of Arkansas for Medical Sciences*  
Pharmacy Practice
174. **Resident and Preceptor Development Sessions on Large Group Teaching Using Four-Component Instructional Design**  
Katherine Gruenberg, *University of California, San Francisco*  
Social and Administrative Sciences
175. **Comparing Project Quality of Groups Assigned Using Strengths-Quest vs. Self-Selection**  
MaRanda K. Herring, *Harding University*  
Social and Administrative Sciences
176. **Incorporating History of Pharmacy Into a Required Pharmaceutical Calculations Course**  
Michael A. Hegener, *University of Cincinnati*  
Social and Administrative Sciences
177. **Team-Based Learning in a Pharmacy Management Course**  
Marwa Noureldin, *Manchester University*  
Social and Administrative Sciences
178. **A Pre-Matriculation Program (PMP) Improved Baseline Knowledge and Retention Rates for First-Year Underrepresented Minority Pharmacy Students**  
Amanda Galvan, *Texas A&M University*  
Social and Administrative Sciences
179. **Evaluation of a Substance Use Disorder Educational Event for Doctor of Pharmacy Students**  
Marc L. Fleming, *University of North Texas Health Science Center*  
Social and Administrative Sciences
180. **A New Approach for Increasing Pharmacist-Patient Communication Effectiveness**  
Nathaniel M. Rickles, *University of Connecticut*  
Social and Administrative Sciences
181. **Health Literacy in College Students**  
Michael J. Gonyeau, *Northeastern University*  
Social and Administrative Sciences
182. **Empowering Student Pharmacists to Manage Vaccine Hesitancy: A Simulation-Based, Assertive Communication Training Program**  
Justin Gatwood, *The University of Tennessee*  
Social and Administrative Sciences
183. **Innovative Virtual Symposium: Connecting Leaders Across AACR**  
Kerry K. Fierke, *University of Minnesota*  
Social and Administrative Sciences
184. **Pharmacy Artifact Sorting Team (PAST): Bringing Pharmacy History Into the Pharm.D. Program**  
Roberto W. Linares, *Oregon State University*  
Social and Administrative Sciences
185. **Hands-On MUE and ABS Activities in Didactic Courses**  
Jean T. Carter, *The University of Montana*  
Social and Administrative Sciences
186. **Evaluating Student Competencies and Influences on Behavior Change in a Personal and Professional Development Course**  
Rosalyn P. Vellurattil, *University of Illinois at Chicago*  
Social and Administrative Sciences
187. **Health Systems Science: Should This Proposed "Third Pillar" of Medical Education Be Adopted by Pharmacy?**  
Gregory Reardon, *Keck Graduate Institute*  
Social and Administrative Sciences
188. **\*Evaluating Pharmacy Student Consultations on Opioid Medication Use and Discussion of Opioid-Specific Risks**  
Tanvee H. Thakur, *University of Wisconsin-Madison*  
Social and Administrative Sciences
189. **Impact of a Mental Health Elective on Reducing Stigma**  
Jennifer D. Robinson, *Washington State University*  
Social and Administrative Sciences
190. **Incorporating Wrappers to Evaluate Pharmacy Students' Self-Assessment Abilities**  
Norman E. Fenn, *The University of Texas at Tyler*  
Social and Administrative Sciences
191. **An Innovative, Active Learning Approach to Teaching Pharmacy Students About Social Determinants of Health**  
Chamika Hawkins-Taylor, *South Dakota State University*  
Social and Administrative Sciences

# Research/Education Poster Session 3

## Research/Education Poster Session 3

Monday, July 15: Noon–1:30 p.m.

Riverside Exhibit Hall (Exhibit Level, East Tower)

Presenters will be at their poster from Noon–1:00 p.m.

Use the index on pages 80–81 to find research/education posters by author.

### Award for Excellence in Assessment

1. **A Multimodal Real-Time Assessment Process and Its Impact on Student Achievement and Progression in the First Year of a Doctor of Pharmacy Program**  
Lisa Charneski, *University of the Sciences*  
Honorable Mention

### Innovation in Teaching Competition

2. **Master Adaptive Learning: Re-Engineering Core Integrated Pharmacotherapy Curriculum for 21st Century Learning**  
Denise H. Rhoney, *University of North Carolina at Chapel Hill*  
Winner
3. **Collaborative Learning Teams to Longitudinally Teach and Assess Teamwork Behaviors and Attitudes**  
Michelle Z. Farland, *University of Florida*  
Honorable Mention

### Community-based Scholarship or Programs

4. **Incorporating Community Engaged Learning in Pharmacy Elective Courses to Enhance Student Learning About Minoritized Populations**  
Anisa Fornoff, *Drake University*  
Pharmacy Practice
5. **A Simple Evaluation Tool for Pharmacy Student Co-Curricular Service Learning Experiences**  
Michelle R. Musser, *Ohio Northern University*  
Pharmacy Practice
6. **\*Implementation of a Naloxone Distribution Program at a Large, Public University Health Center Pharmacy**  
Kelsey K. Schmuhl, *The Ohio State University*  
Pharmacy Practice
7. **Advancing Pharmacist Medication Management Through Academic Public/Private Partnerships**  
Thomas E. Buckley, *University of Connecticut*  
Pharmacy Practice
8. **Collaboration Among Ambulatory Care Faculty Results in Multi-Center GLP-1 Impact Study**  
Judith T. Barr, *Northeastern University*  
Social and Administrative Sciences
9. **Factors Associated With Attempting to Quit Illicit Substance Use**  
Omar F. Attarabeen, *Marshall University*  
Social and Administrative Sciences

### Educational Research

10. **Becoming Pharmacists: Exploring the Professional Identity Formation of Student Pharmacists Through Self-Authorship**  
Curtis G. Jefferson, *University of Washington*  
Administrative Services
11. **Medina's Key Elements of Active Learning as Framework for Faculty Self and Needs Assessment of Preparedness**  
Elaine L. Demps, *Texas A&M University*  
Administrative Services
12. **Student Professional Development Program's Effects on Student Self-Efficacy in Receiving Feedback**  
Russell T. Attridge, *University of the Incarnate Word*  
Administrative Services

13. **Student Professional Development Program's Effects on Student Self-Efficacy in Learning**  
Russell T. Attridge, *University of the Incarnate Word*  
Administrative Services
14. **Correlation of Student Performance on PCOA Areas to Corresponding GPA**  
Pamela E. Fernainy, *Lebanese American University*  
Administrative Services
15. **\*Predictors of Substance Use Attitudes in Health Profession Students: Interactions of Gender, Education and Self-Esteem**  
Jilla Sabeti, *Western New England University*  
Biological Sciences
16. **Integration of ACPE Appendix 1 and PCOA Prescribed Toxicology Content Areas in Pharm.D. Curriculum**  
Vishakha Bhawe, *Philadelphia College of Osteopathic Medicine*  
Biological Sciences
17. **A Qualitative Study of Evaluating Pharmacy Faculty Perceptions on Empathy in Education**  
Yuan Zhao, *Sullivan University*  
Biological Sciences
18. **Science-Practice-Connect: Effective Activity to Enhance Student Life-Long Learning**  
Fawzy A. Elbarbry, *Pacific University Oregon*  
Biological Sciences
19. **Validation of an Internal "Pre-Assessment for Learning and Mastery" Test as a Predictor of Academic Performance**  
Ghous M. Khan, *Appalachian College of Pharmacy*  
Biological Sciences
20. **Difference in Education Level Impacts Student Perceptions of an Interprofessional Simulation**  
Teresa M. Seefeldt, *South Dakota State University*  
Biological Sciences
21. **The "First-Generation Effect" on Perceptions and Academic Performance of Pharmacy Students**  
Donald Sikazwe, *University of the Incarnate Word*  
Chemistry
22. **Mixed Cohort Biochemistry Retention Evaluation in a College of Pharmacy Curriculum Compared to Other Professional Programs**  
David B. Cleary, *Sullivan University*  
Chemistry
23. **Impact of Formative (Early) Assessment on Student Success**  
Landry Kamdem, *Harding University*  
Continuing Professional Development
24. **\*Effectiveness of an Interagency Collaboration on an Opioid Elective Course Offering**  
Jaqueline Y. Zavala, *California Health Sciences University*  
Continuing Professional Development
25. **Using Key Indicators in Pre-APPE Performance to Predict At-Risk Students on APPEs**  
Carinda Feild, *University of Florida*  
Experiential Education
26. **An Interprofessional Simulation: Reducing Medical Errors in Transitions of Care**  
Crystal Burkhardt, *The University of Kansas*  
Experiential Education

# Research/Education Poster Session 3

27. **Introductory Pharmacy Practice Experience (IPPE) SMART Goals: A Qualitative Analysis**  
Kate Newman, *Southern Illinois University Edwardsville*  
Experiential Education
28. **Impact of a Co-Curricular Program on Students' Perceptions of Personal and Professional Growth**  
Brenda Pahl, *Cedarville University*  
Experiential Education
29. **Impact of Introductory Pharmacy Practice Experiences (IPPE) Remediation on Advanced Pharmacy Practice Experiences (APPE) Performance**  
Courtney R. Caimano, *Albany College of Pharmacy and Health Sciences*  
Experiential Education
30. **Assessment of APPE Grading Schemes Used by ACPE Accredited Pharmacy Schools and Colleges**  
Jane Shtaynberg, *Long Island University*  
Experiential Education
31. **A New Rubric: Using Entrustable Professional Activities (EPAs) to Track Student Progression in Experiential Rotations**  
Elizabeth Trolli, *The Ohio State University*  
Experiential Education
32. **Impact of a Collaborative Advanced Pharmacy Practice Experience Curriculum on Student-Perceived Ability and Confidence**  
Megan Z. Roberts, *Samford University*  
Experiential Education
33. **Critical Thinking: Exploring Student and Preceptor Perceptions and Expectations**  
Teresa A. O'Sullivan, *University of Washington*  
Experiential Education
34. **Impact of an Interdisciplinary Acute Patient Stabilization Simulation on Attitudes Toward Interprofessional Collaborative Practice**  
Lisa F. Brennan, *Wingate University*  
Experiential Education
35. **Quality Assurance of APPE Assessment Tools**  
Sarah R. Peppard, *Concordia University Wisconsin*  
Experiential Education
36. **Preceptor Evaluation of Student Performance on Required APPEs Using EPA Trust Statements**  
Erin L. Johanson, *Roseman University of Health Sciences*  
Experiential Education
37. **Residency Application Information Regarding Advanced Pharmacy Practice Experiences Considered Desirable or Necessary by Program Directors**  
Cheryl L. Clarke, *Drake University*  
Experiential Education
38. **Evaluating Student Perceptions Using Two Interprofessional Assessment Instruments Following Didactic and Clinical Experiences**  
Vincent C. Dennis, *The University of Oklahoma*  
Experiential Education
39. **\*Comparison of Full-Time Faculty Preceptor and Volunteer Preceptor Evaluations of APPE Students**  
Ryan S. Ades, *Manchester University*  
Experiential Education
40. **Global Health Learning Outcomes by Country Location and Duration for International Experiences**  
David R. Steeb, *University of North Carolina at Chapel Hill*  
Experiential Education
41. **Impact of Student Pharmacists on Patient Care During a 5-Week Community Pharmacy APPE Rotation**  
Nicole M. Gattas, *St. Louis College of Pharmacy*  
Experiential Education
42. **The Interprofessional Learning Landscape of Preceptors Supporting Advanced Pharmacy Practice Experiences**  
Teresa H. Truong, *The University of Oklahoma*  
Experiential Education
43. **\*Stress and Its Association With Advanced Pharmacy Practice Experiences (APPE) Among Pharmacy Students**  
Yinan Huang, *University of Houston*  
Experiential Education
44. **\*How May We Help You? Experiential Education Administrators' Solutions to Common Preceptor and Student Issues**  
Lana M. Minshew, *University of North Carolina at Chapel Hill*  
Experiential Education
45. **Interprofessional Experiences Documented by Introductory Pharmacy Practice Experience Students**  
Jennifer D. Arnoldi, *Southern Illinois University Edwardsville*  
Experiential Education
46. **Using Modified Trust Statements to Evaluate EPA-Based Learning Outcomes in Experiential Education**  
C. Leiana L. Oswald, *Roseman University of Health Sciences*  
Experiential Education
47. **Identifying Interprofessional Patient Care in Ambulatory Care Advanced Pharmacy Practice Experiences (APPEs)**  
Mara A. Kieser, *University of Wisconsin-Madison*  
Experiential Education
48. **\*Transitions of Care Education in Doctor of Pharmacy Curricula in the United States**  
Lisa A. Salvati, *Ferris State University*  
Experiential Education
49. **Factors That Influence Advanced Pharmacy Practice Experience (APPE) Selection - 1 Year Later**  
Kristina Powers, *Wilkes University*  
Experiential Education
50. **The Impact of Exercise-Associated Learning on Experiential Student Perceptions Regarding Stress and Knowledge Retention**  
Melissa Ruble, *University of South Florida*  
Experiential Education
51. **Effect of Elective Pharmacy Courses on Student Performance During Advanced Pharmacy Practice Experiences**  
Matthew A. Wanat, *University of Houston*  
Experiential Education
52. **Students Provide Interprofessional Public Health Services During Introductory Practice Experiences**  
Patricia L. Darbshire, *Purdue University*  
Experiential Education
53. **\*Pharmacy and Medical Students' Perception of the Utility of Evidence-Based Medicine in Practice**  
Jennifer M. Toth, *The University of Mississippi*  
Library and Information Science
54. **\*Longitudinal Assessment of Pharmacy Students' Knowledge, Confidence and Skill in Interpretation of Evidence-Based Medicine**  
Shweta R. Shah, *University of Wisconsin-Madison*  
Library and Information Science
55. **Impact of Quizzes Embedded in Recorded Lectures on Student Performance and Engagement**  
Christopher S. Wisniewski, *Medical University of South Carolina*  
Library and Information Science
56. **\*Evaluation of Student Pharmacists' Ability Utilizing Drug Information Resources to Identify Drug-Drug Interactions When Unprompted**  
Ashley Montgomery, *Manchester University*  
Library and Information Science

\*A student pharmacist, graduate student, resident or fellow is presenting this poster.

## Research/Education Poster Session 3

57. Pharmacy, Nursing, and Physician Assistant Studies Student Self-Report and Perceptions Regarding Classroom Etiquette  
Eytan A. Klausner, *South College*  
Pharmaceutics
58. Enhancement of Student Knowledge Beyond Lecture Using Play-Doh® and Beads to Construct Concentration-Response Curves  
Forrest L. Smith, *Harding University*  
Pharmaceutics
59. \*Increased Student Knowledge of Differences in IR- and ER-Metoprolol Formulation Dissolution in a Stomach-Duodenum Model  
Forrest L. Smith, *Harding University*  
Pharmaceutics
60. Influence of an Algorithm on the Therapeutic Drug Monitoring Decisions of Pharmacy Students  
Laura M. Fox, *Presbyterian College*  
Pharmaceutics
61. A Longitudinal Assessment of Compounding Skills in a Pharmacy Laboratory Course  
Deborah L. Elder, *The University of Georgia*  
Pharmaceutics
62. Predicting Student Performance in HSRT-N Using Admission Requirements and Academic Performance  
Ajay Koomer, *Marshall B. Ketchum University*  
Pharmaceutics
63. Longitudinal Analysis of Student Attainment of Key Proficiencies in Integrated Pharmacotherapeutic (IPT) Courses  
Ajay Koomer, *Marshall B. Ketchum University*  
Pharmaceutics
64. Using Student-Generated Questions With an Audience Response System for Student-Centered Assessment  
Lloyd F. Alfonso, *D'Youville College*  
Pharmaceutics
65. Evaluation of a Compressed Pharmaceutical Calculations Course in First-Year Pharmacy Students  
David Mastropietro, *Nova Southeastern University*  
Pharmaceutics
66. ACLS Training in the Pharm.D. Curriculum Reveals Need for Reinforcement and Repetition of Skill-Based Competencies  
Susan E. Smith, *The University of Georgia*  
Pharmacy Practice
67. A Multi-Pronged Approach to Teaching Palliative and End-of-Life Care to Student Pharmacists  
Meredith L. Howard, *University of North Texas Health Science Center*  
Pharmacy Practice
68. Incorporating a Virtual Patient Case into a Required Course in a Doctor of Pharmacy Program  
Brooke D. Fidler, *Long Island University*  
Pharmacy Practice
69. Virtual Patient Simulation to Enhance Physical Assessment and Medical History Taking Skills of Pharmacy Students  
Brooke D. Fidler, *Long Island University*  
Pharmacy Practice
70. Self-Directed Learning in First Professional Year Pharmacy Students in a Pharmacists' Patient Care Process Course  
Kristen Pate, *The University of Mississippi*  
Pharmacy Practice
71. Simulation to Practice: Assessment of Pharmacy Students' Medical History-Taking Skills via Unannounced Standardized Patients  
Tina Zerilli, *Long Island University*  
Pharmacy Practice
72. Skills Laboratory Activity to Improve Pharmacy Students' Ability to Provide Medication Counseling via Translator  
Jennifer G. Smith, *The University of Louisiana at Monroe*  
Pharmacy Practice
73. Assessing Student Pharmacists' Perceptions of Prescription Adjudications in a Pharmacy Practice Lab  
Anthony L. Walker, *The University of Louisiana at Monroe*  
Pharmacy Practice
74. Does a Redesigned Introductory Pharmacy Practice Experience Better Prepare Students for Advanced Pharmacy Practice Experience?  
Van T. Hellerslia, *Temple University*  
Pharmacy Practice
75. Does a Pharmacy Readiness Education Program (PREP) Support Academic Progression?  
Van T. Hellerslia, *Temple University*  
Pharmacy Practice
76. Developing Empathy in First-Year Pharmacy Students Utilizing an In-Class Video Conference With a Parkinson's Patient  
Stephanie Enz, *Butler University*  
Pharmacy Practice
77. Drug Information Questions Answered Three Different Ways in a General Medicine Elective  
Stephanie L. Sibicky, *Northeastern University*  
Pharmacy Practice
78. A Picture's Worth a Thousand Words: An Infographic Assignment to Visually Transform Clinical Trial Information  
Stephanie L. Sibicky, *Northeastern University*  
Pharmacy Practice
79. Collaborative Use of a Mock-Trial as Teaching-Assessment Activity in Required Courses at Two Institutions  
Ettie Rosenberg, *West Coast University*  
Pharmacy Practice
80. Evaluation of a Capstone Course Developing Patient Work-Up Skills Using the Pharmacists' Patient Care Process (PPCP)  
Beth Phillips, *The University of Georgia*  
Pharmacy Practice
81. Student Perceptions of Multisite Topic Discussion Series Using Web-Based Conferencing Technology  
Sweta M. Patel, *Mercer University*  
Pharmacy Practice
82. Assessment of Student Learning Through Multisite Topic Discussion Series Using Web-Based Conferencing Technology  
Sweta M. Patel, *Mercer University*  
Pharmacy Practice
83. Enhancing a Pharmacotherapy Course With a Flipped Classroom Approach Based on Cognitive Science of Learning Principles  
Tiffany R. Shin, *The University of Kansas*  
Pharmacy Practice
84. Assessment of Factors Related to Pharmacy Student Success in Completing Objective Structured Clinical Exams (OSCEs)  
Lena M. Maynor, *West Virginia University*  
Pharmacy Practice
85. Summer Preparation Program for Fall Courses: Prep for P2 Success  
Reid C. Proctor, *Mercer University*  
Pharmacy Practice
86. Student Knowledge and Confidence in Furnishing Self-Administered Hormonal Contraception Following a Simulated Patient Case Activity  
Elizabeth Harris, *University of the Sciences*  
Pharmacy Practice

# Research/Education Poster Session 3

87. **Escape Room Activity and Impact on Student Perceived Team Dynamics**  
Kelly M. Shields, *Ohio Northern University*  
Pharmacy Practice
88. **“Escape the OTC Aisle”: An Evaluation of a Self-Care Focused Escape Room**  
Kate Newman, *Southern Illinois University Edwardsville*  
Pharmacy Practice
89. **Change in Pharmacy Students’ Attitudes of Pediatric Topics After Participation in Pediatric Pharmacy-Focused Skills Lab**  
Jordan Ballou, *The University of Mississippi*  
Pharmacy Practice
90. **Impact of Student Pharmacist Teaching Within a Diabetes Self-Management Education Class**  
Kendra R. Manigault  
Pharmacy Practice
91. **Evaluation and Analysis of Student Characteristics as a Predictor of Success in Pharmaceutical Calculations**  
Ashlee Mattingly, *University of Maryland*  
Pharmacy Practice
92. **Evaluation of a Formative Assessment Tool in a Pharmacy Calculations Course**  
Dana A. Brown, *Palm Beach Atlantic University*  
Pharmacy Practice
93. **Comparing Different Standard-Setting Methodologies for a High-Stakes OSCE**  
David J. Caldwell, *University of Arkansas for Medical Sciences*  
Pharmacy Practice
94. **Predicting NAPLEX Performance: Statistical Models to Identify Students in Need of Early Intervention**  
David J. Caldwell, *University of Arkansas for Medical Sciences*  
Pharmacy Practice
95. **Assessing Pharmacy Students’ Knowledge and Attitudes About Naloxone**  
Annette T. McFarland, *Butler University*  
Pharmacy Practice
96. **Evaluation of an Instrument to Students’ Personal and Professional Development During the Faculty Advising Process**  
Justine S. Gortney, *Wayne State University*  
Pharmacy Practice
97. **Evaluation of an Objective Structured Clinical Examination (OSCE) to Assess Student Interprofessional Skills and Behaviors**  
Nicholas M. Fusco, *University at Buffalo, The State University of New York*  
Pharmacy Practice
98. **Effect of Observation Versus Active Participation on Self-Reported Interprofessional Collaborative Behaviors**  
Nicholas M. Fusco, *University at Buffalo, The State University of New York*  
Pharmacy Practice
99. **Evaluation of Student Perceptions of Introductory Pharmacy Practice Experiences**  
Jaclyn Boyle, *Northeast Ohio Medical University*  
Pharmacy Practice
100. **Evidence of Learning: What Diabetes Camp Does for Pharmacy Learners**  
Nancy E. Kawahara, *Loma Linda University*  
Pharmacy Practice
101. **\*Toxicology Course Offerings by U.S. Schools/Colleges of Pharmacy**  
Mohammed A. Islam, *American University of Health Sciences*  
Pharmacy Practice
102. **Feasibility of Longitudinal Assessment of the Pharmacist Patient Care Process from Didactic Curriculum to APPE Performance**  
Siu-Fun Wong, *Chapman University*  
Pharmacy Practice
103. **Assessment of Antimicrobial Pharmacokinetics Curriculum in Schools and Colleges of Pharmacy Across the United States**  
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2: 62 Mercer	1: 19 Patel, Vraj	3: 116 Schwartz	1: 195 Tran, Tuan	



## We Are Looking for the Next Great Idea to Advance the Practice of Pharmacy in the Community Setting

CPF is a non-profit organization dedicated to advancing community pharmacy practice and patient care delivery through grant funding and resource sharing



### WHAT WE FUND

Ideas that highlight new and emerging patient care innovations that are financially sustainable, transferable, and replicable in community pharmacy practice.



### GRANT SUBMISSION

A two-step process where the board reviews a brief online application submission at one meeting and if approved, a 12-page maximum proposal at the following meeting.



### APPLY ONLINE

Register to create a MyCPF profile and apply online by completing a grant application. The board reviews applications and proposals at quarterly meetings.

[www.CommunityPharmacyFoundation.org](http://www.CommunityPharmacyFoundation.org)

# Make an impact



We are transforming health care.

As a pharmacist at CVS Health, experience diverse, innovative and rewarding career opportunities, while helping people on their path to better health.



## Visit us at booth #114 to learn more!





- Curriculum Mapping/Management
- Real-Time Competency-Based Assessment
- Assessment and Evaluation
- Adaptive Learning Interventions
- Online Exam Delivery (Proctored/Secured)
- Scheduling Learning Events and Longitudinal Experiences
- LMS Features
- Data and Analytics

[elentra.com](http://elentra.com)



**Booth 104**

## Does your Pharmacy program have the tools to manage changing ACPE accreditation requirements?

eValue is a comprehensive solution for managing didactic and experiential learning that helps programs manage and report ACPE accreditation requirements and streamline workflows.

### Why eValue?

- + Comprehensive with a holistic view of academic operations
- + Flexible and configurable with integration across campuses, sites and systems
- + Sophisticated outcomes tagging, assessment, scheduling, and student portfolio functionality

**eValue**

Visit our booth at AACP to see the latest eValue enhancements!

[www.medhub.com](http://www.medhub.com)

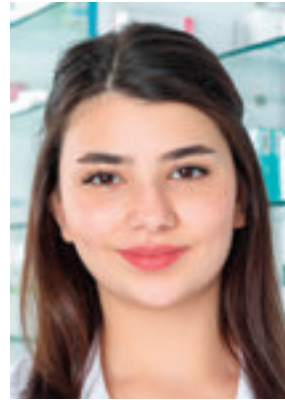


# Your **Rx** for Success

Complete solutions for pharmacy and pharmacy tech education.

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PHONE: (800) 225-1600 WEB: [www.PocketNurse.com](http://www.PocketNurse.com)



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Provide secure access for students, faculty, advisors & administrators



Promote student success from preadmission through practice



# Empowering Student Pharmacists Today, with the Technology of Tomorrow

NiaRx, University Edition of MedWise™, is a cloud-based software designed to facilitate the cognitive practice of pharmacy. Through case-based learning developed for the pharmacy educational community, and using MedWise™ medication decision support tools, NiaRx promotes literacy of key factors that help assure safe, appropriate medication use. This method of learning provides students with real-world experience working within a simulated Electronic Medical Record (EMR).



MedWise Medication Decision Support Tools



Pharmacogenomics & Pharmacokinetics tools



EHR / EMR Simulation



Smart Data Entry & Responsive Design



Dynamic Case Studies



SOAPe Notes, Encounters, Grading Modules & Quizzes



Built for all Devices

**Contact us today about using NiaRx as your innovative student technology application.**

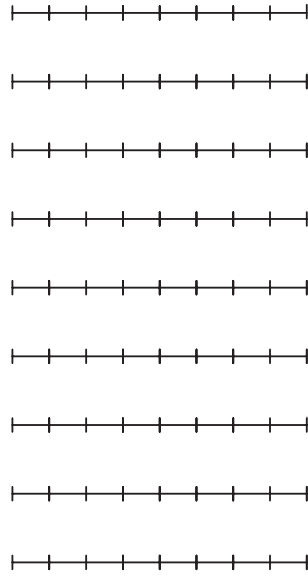


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**TRHC (NASDAQ:TRHC)** is a leader in providing patient-specific, data-driven technology and solutions that enable healthcare organizations to optimize performance, including medication regimens to improve patient outcomes, reduce hospitalizations, lower healthcare costs, and manage risk. TRHC provides a range of solutions for payers, providers and other healthcare organizations.

# Exhibit Hall




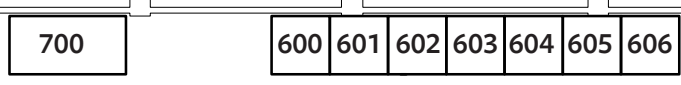
## Riverside Exhibit Hall (Exhibit Level, East Tower)

**Exhibit Hall Hours:**  
**Sunday, July 14**  
 3:30 p.m.–6:30 p.m.  
**Monday, July 15**  
 9:00 a.m.–1:30 p.m.

**Exhibit Raffle Drawing\*:**  
**Sunday, July 14**  
 6:00 p.m.  
**Monday, July 15**  
 12:50 p.m.

\*Must be present to claim prize

 Submit your Exhibit Hall Passport here:  
 RiteAid and Pearson

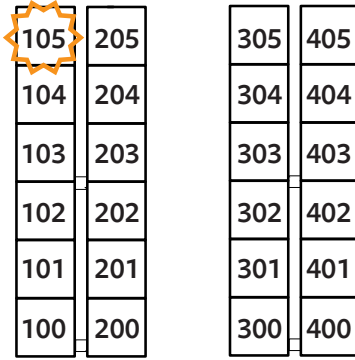
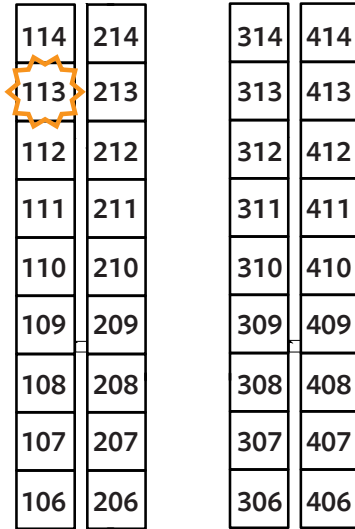
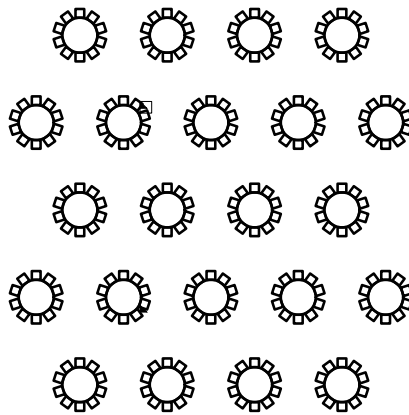


### Research/Education Posters

**Session 1:**  
 Sunday, July 14  
 3:30 p.m.–6:30 p.m.

**Session 2:**  
 Monday, July 15  
 9:00 a.m.–10:30 a.m.

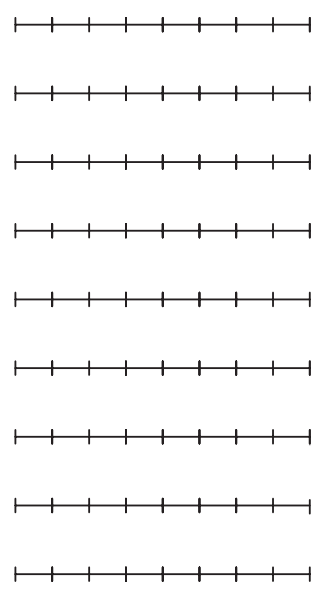
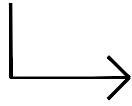
**Session 3:**  
 Monday, July 15  
 Noon–1:30 p.m.



Escalator  
 down  
 from  
 Ballroom  
 Level



ENTRANCE





## Exhibit Booths

	Booth		Booth
AACP Exhibit Sales booth	409	McCreadie Group	101
Academy of Managed Care Pharmacy	211	McGraw-Hill	602
AEFIS	308	MedHub	200
Altus Assessments Inc (CASPer)	305	The Medical Letter Inc.	311
American DataBank	313	National Association of Boards of Pharmacy	209
American Pharmacists Association	600/601	PassNAPLEXnow	306
American Society of Health-System Pharmacists	307	Pearson	113
Boiron	303	PEPID, LLC	205
Calmoseptine	314	Pharmacy Quality Solutions	603
CEImpact	402	Pharmacy Technician Certification Board	210
Certiphi Screening	102/103	Phi Lambda Sigma	110
Community Pharmacy Foundation	300/301	PharmEd™ by Pocket Nurse®	405
CORE Higher Education Group	213/214	Platinum Educational Group	412
CVS Health	114	ProgressIQ	406
Education Management Solutions	202	Rite Aid	105
EHR Go	109	RxPrep	304
Elentra	104	Sanford Guide	302
Enflux	111	Sarcix	203
Eshelman Institute for Innovation	413/414	Shadow Health	208
Exam Master	312	Sunovion	604
ExamSoft	108	TrueLearn	206
Florajen Probiotics	407	University at Buffalo School of Pharmacy and Pharmaceutical Sciences	207
Food and Drug Administration CDER/DDI	212	University of Florida College of Pharmacy	700
High-Yield MED Reviews	310	University of Maryland School of Pharmacy	106/107
Howard University College of Pharmacy	401	US Pharmacopeia	400
Inject-Safe	605	Walmart Health & Wellness	100
Kaplan Medical	112	Wolters Kluwer	201
Learning ExpressCE™	606	Zanfel Laboratories, Inc.	309
Liaison International	404		
MassMutual Dallas-Fort Worth	204		

Use the **Pharmacy Education 2019 App** to read full exhibitor descriptions.

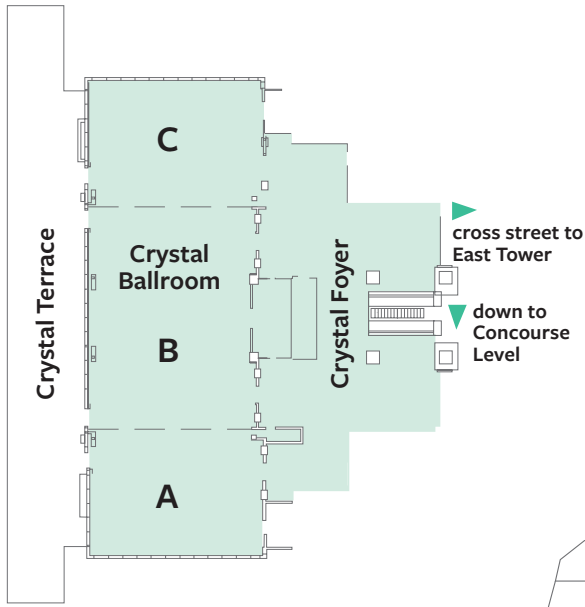


Grab your Annual Meeting passport and travel through our Exhibit Hall, showcasing the latest products, services and solutions to support your work. Be sure to stop by and get your passport marked at each booth for a chance to win great prizes from AACP.

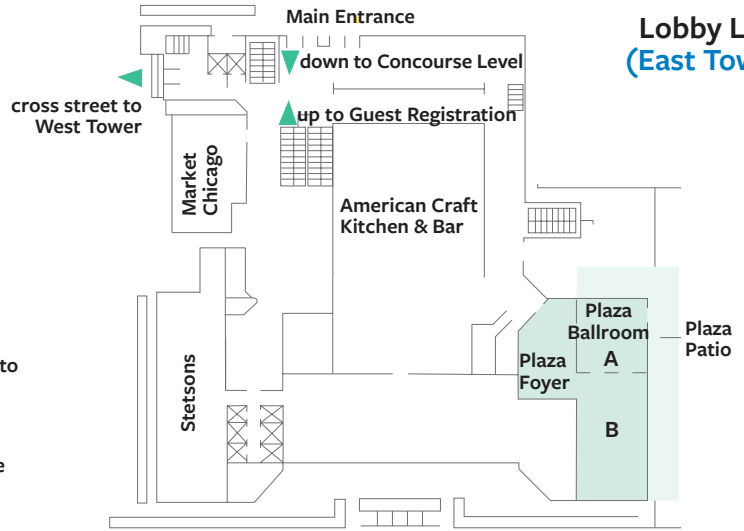
Prizes include an **Apple Watch Series 4**; **Bose SoundSport Wireless Headphones**; **Supersonic 8" Portable Bluetooth Rechargeable Speaker**; and **two \$100 Visa Gift Cards**.

# Hyatt Regency Chicago

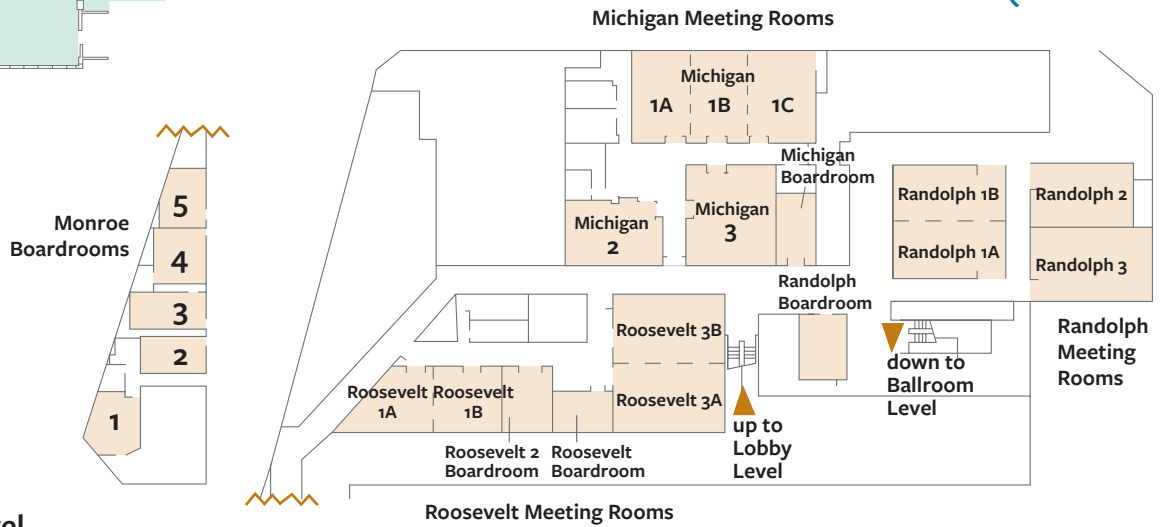
## Lobby Level (West Tower)



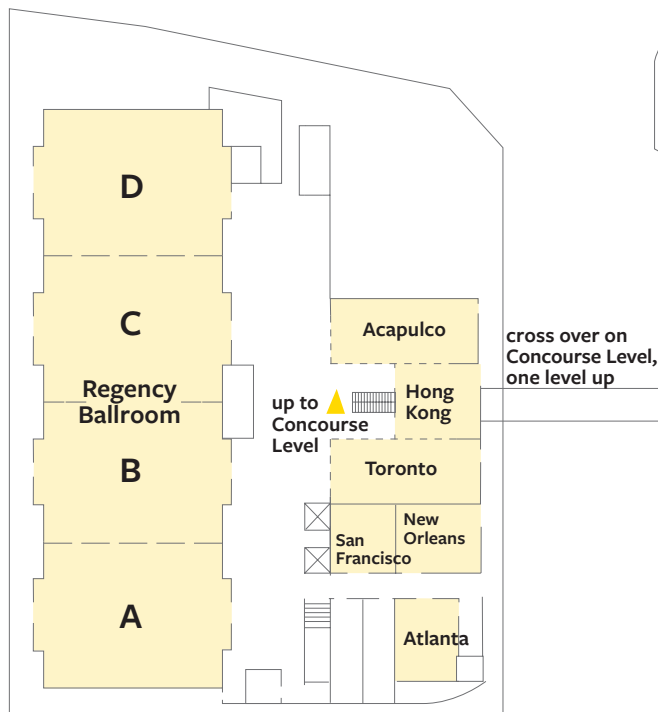
## Lobby Level (East Tower)



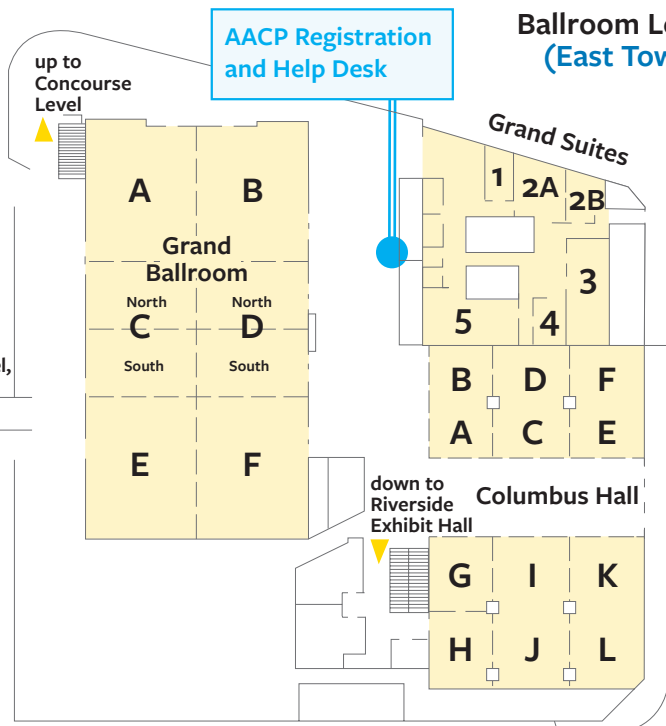
## Concourse Level (East Tower)



## Ballroom Level (West Tower)



## Ballroom Level (East Tower)

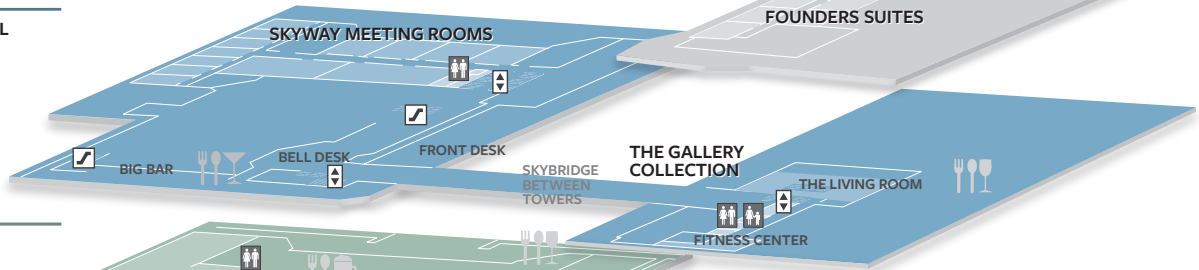


# Hyatt Regency Chicago

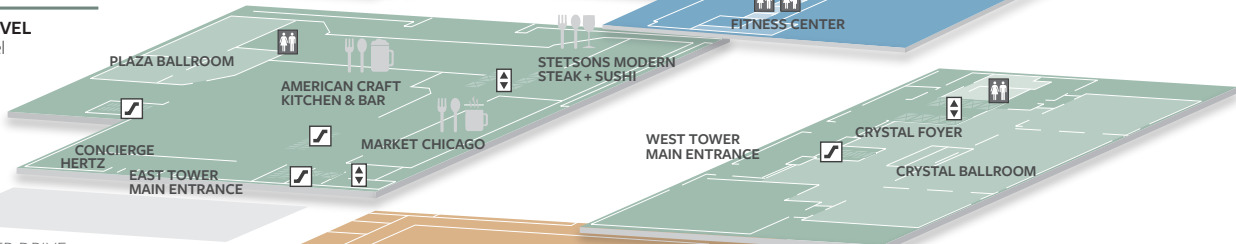
## West Tower

## East Tower

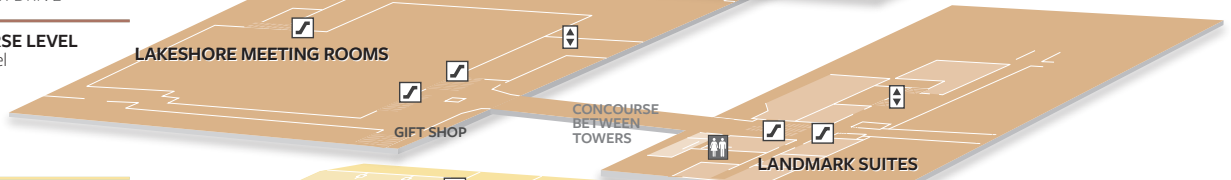
### SKYWAY LEVEL Blue Level



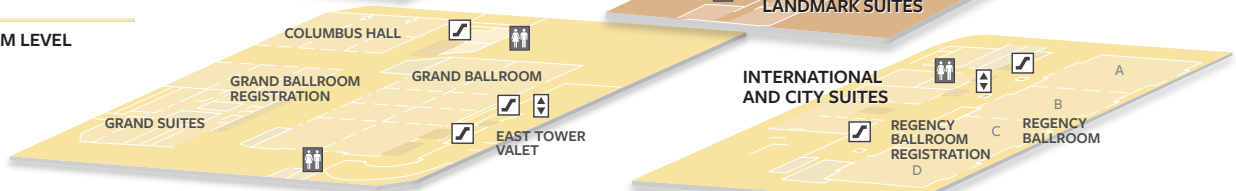
### LOBBY LEVEL Green Level



### CONCOURSE LEVEL Bronze Level



### BALLROOM LEVEL Gold Level



### RIVERSIDE EXHIBIT LEVEL Purple Level



ACAPULCO (*International and City Suites*)  
West Tower, Ballroom Level

ADDAMS (*Founders Suites*)  
West Tower, Third Floor

AMERICAN CRAFT KITCHEN & BAR  
East Tower, Lobby Level

ATLANTA (*International and City Suites*)  
West Tower, Ballroom Level

BELL DESK  
East Tower, Skyway Level

BIG BAR  
East Tower, Skyway Level

BURNHAM (*Founders Suites*)  
West Tower, Third Floor

BUSINESS CENTER, PACKAGE ROOM  
East Tower, Exhibit Level

COLUMBIAN (*Landmark Suites*)  
West Tower, Concourse Level

COLUMBUS HALL (ROOMS A-L)  
East Tower, Ballroom Level

COMISKEY (*Landmark Suites*)  
West Tower, Concourse Level

CONCIERGE  
East Tower, Lobby Level

CRYSTAL BALLROOM  
West Tower, Lobby Level

DUSABLE (*Founders Suites*)  
West Tower, Third Floor

EAST TOWER MAIN ENTRANCE  
East Tower, Lobby Level

EAST TOWER VALET  
East Tower, Ballroom Level

FIELD (*Founders Suites*)  
West Tower, Third Floor

FITNESS CENTER  
West Tower, Skyway Level

FRONT DESK  
East Tower, Skyway Level

THE GALLERY COLLECTION  
West Tower, Skyway Level

GIFT SHOP  
East Tower, Concourse Level

GOLD COAST (*Landmark Suites*)  
West Tower, Concourse Level

GRAND BALLROOM  
East Tower, Ballroom Level

GRAND SUITES  
East Tower, Ballroom Level

HAYMARKET (*Landmark Suites*)  
West Tower, Concourse Level

HERTZ  
East Tower, Lobby Level

HONG KONG (*International and City Suites*)  
West Tower, Ballroom Level

HORNER (*Founders Suites*)  
West Tower, Third Floor

THE LIVING ROOM  
West Tower, Skyway Level

MARKET CHICAGO  
East Tower, Lobby Level

MCCORMICK (*Founders Suites*)  
West Tower, Third Floor

MICHIGAN (*Lakeshore Meeting Rooms*)  
East Tower, Concourse Level

MONROE (*Lakeshore Meeting Rooms*)  
East Tower, Concourse Level

NEW ORLEANS (*International and City Suites*)  
West Tower, Ballroom Level

OGDEN (*Founders Suites*)  
West Tower, Third Floor

PICASSO (*Landmark Suites*)  
West Tower, Concourse Level

PLAZA BALLROOM  
East Tower, Lobby Level

RANDOLPH (*Lakeshore Meeting Rooms*)  
West Tower, Concourse Level

REGENCY BALLROOM  
West Tower, Ballroom Level

RIVERSIDE CENTER  
East Tower, Exhibit Level

ROOSEVELT (*Lakeshore Meeting Rooms*)  
East Tower, Concourse Level

SAN FRANCISCO (*International and City Suites*)  
West Tower, Ballroom Level

SANDBURG (*Founders Suites*)  
West Tower, Third Floor

SKYWAY MEETING ROOMS  
East Tower, Skyway Level

SOLDIER FIELD (*Landmark Suites*)  
West Tower, Concourse Level

STETSON CONFERENCE CENTER  
West Tower, Exhibit Level

STETSONS MODERN STEAK+SUSHI  
East Tower, Lobby Level

TORONTO (*International and City Suites*)  
West Tower, Ballroom Level

WATER TOWER (*Landmark Suites*)  
West Tower, Concourse Level

WEST TOWER VALET  
West Tower, Exhibit Level

WRIGHT (*Founders Suites*)  
West Tower, Third Floor

WRIGLEY (*Landmark Suites*)  
West Tower, Concourse Level

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*Always there for their patients*

**Knowledgeable**

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---

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[PHARMACISTSFORHEALTHIERLIVES.ORG](http://PHARMACISTSFORHEALTHIERLIVES.ORG)