

**Reports of the Recipients of the
Grace and Harold Sewell Memorial Fund Stipends
To Attend
Virtual Pharmacy Education 2020,
the Annual Meeting of the
American Association of Colleges of Pharmacy**

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Anna Ferri, Roseman University of Health Sciences
Jody Ford, Sullivan University
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Neyda Gilman, Binghamton University
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Lauren Adkins
University of Florida

First of all, I would like to express my gratitude to the Grace and Harold Sewell Memorial Fund and the Awards Committee of the Library and Information Science Section of the American Association of Colleges of Pharmacy for providing this opportunity for AACP attendees to the Virtual AACP Annual Meeting. For the past year I have worked at the University of Florida Health Science Center Library as the liaison librarian to the College of Pharmacy and the department of Pharmacology and Therapeutics in the College of Medicine.

As a new liaison librarian, it is important to learn about the latest emerging research in the field of pharmacy education to better understand my faculty members' research, education and instruction needs. I attended "America's Next Top Scholar: Using Altmetrics to Boost Your Impact Factor" and enjoyed learning about what tools and programs researchers can use different to find out how impactful their research is through altmetrics. These altmetric statistics can play an important role and provide valuable insight into promotion and tenure, benchmarking productivity, self-promotion, research productivity, and demonstrate the value of the research outside of the normal benchmarks. I found this session to one of the most valuable because several researchers had contacted me to learn about altmetrics and use them effectively to highlight the impact of their research.

In addition to the altmetrics presentation, I enjoyed reviewing the poster, Apples to Oranges: Comparing Citation Counts and Altmetrics across Pharmacy Departments. The research was interesting and I think it would be helpful to advocate the importance of including altmetrics in tenure and promotion as well as annual evaluations.

Overall, this conference provided me with a lot of valuable insight that I hope to bring back to my institution to further support the faculty and students that I work with. I would like to thank the Grace and Harold Sewell Memorial Fund and the Awards Committee for this scholarship.

**Roxanne Bogucka,
University of Texas at Austin**

Here are highlights of selected sessions I attended:

AMERICA'S NEXT TOP SCHOLAR gave me a helpful way to talk about alt-metrics with faculty. The chart showing metrics at the journal level, author level, and article level was obvious once I saw it, but I hadn't thought of framing the conversation that way.

The BEYOND BIOSTATS session presented "competencies related to literature analysis," scaffolded from P1 through P3 years, leading up to P4 journal club presentations, as well as rigorous analyses and presentations on RCTs and helpful rubrics.

Standouts among the posters included one on altmetrics that caused me to think about how and where research in the different areas of pharmacy gets cited. I want to re-examine some citation analysis in preparation for a conversation with faculty. The AMA Citation guide poster made me sit right down and create a Canvas quiz question about parts of a citation, and I hope to adapt the excellent rubric from the AMA referencing poster.

CREATING DISCERNING CLINICIANS: A MODEL FOR LONGITUDINAL LITERATURE EVALUATION INSTRUCTION discussed guidelines vs evidence. I'd like to reach out to clinical faculty and preceptors for examples of real-life cases to use in literature evaluation exercises, which the presenters suggest will help students see the value of engaging with the literature.

I've attended AACP once before, and I wanted to attend again because of the inside information on what faculty see from their students, and how the library in general, and I as the liaison librarian could fit in to pharmacy instruction. I think we librarians always have some ideas about what's needed, but without these sorts of presentations, which are general to pharmacy education instead of rooted in our local instructional situations, our ideas run the risk of being overly collections-based. That is to say that we know that Resources X, Y, and Z are valuable to pharmacy—and they truly are—but we can't move from teaching students to use tools to providing more fundamental... fundamentals, without regularly checking in to see what pharmacy education's threshold concepts are.

Leslie Ann Bowman
University of the Sciences

Virtual Pharmacy Education 2020 offered a wonderful range of topics. I attended sessions ranging from altmetrics to the history of pharmacy to teaching critical thinking skills. In this report, I will discuss only three of the many presentations I attended and enjoyed.

Altmetrics offer a view of researchers' impact on their fields that is not possible with standard metrics, such as citation indexing. Emily Gorman, Andrew Coop, Hilary Jasmin, Nancy Borja-Hart, and Michael Veve presented 'America's Next Top Scholar: Using Altmetrics to Boost Your Impact Factor' which suggested ways that faculty can use altmetrics to polish their C.V.s and dossiers. The presentation started me considering how I can introduce altmetrics to pharmacy students as evidence for the authority of information sources.

In 'Five Hundred Days That Shaped the Future of Pharmacy in the United States', Gregory Higby described the founding of the Philadelphia College of Pharmacy and of the United States Pharmacopeia (USP), both of which are about to turn 200 years old. I am a librarian at the University of the Sciences, which began as the Philadelphia College of Pharmacy, so I found this presentation of special interest. I had not previously appreciated the circumstances of the college's founding and how closely related that was to the founding of the USP.

From William Mobley's 'Critical Thinking Reflections: Am I Applying the Standards and Virtues of a Critical Thinker?', I learned about the basic concepts that make up critical thinking. The presentation included an invitation for faculty to reflect on how they use these concepts in their teaching and how they can purposefully teach pharmacy students to develop their own critical thinking skills. I hope to use some of these concepts to move my own teaching from instructing students to use specific information tools to teaching students to explore and evaluate information tools on their own.

I am grateful to the Grace and Harold Sewell Fund for my stipend to attend Virtual Pharmacy Education 2020. I also thank the Fund for its continuing support of the Library and Information Science Section of the American Association of Colleges of Pharmacy.

Krystal Bullers
University of South Florida

I was thrilled to receive the Sewell Fund award this year and I appreciated the “flipped” format the virtual sessions with live Q&A despite the more frequent incursions from my regular work. Most of the sessions I attended were focused on instruction techniques, particularly relating to information literacy topics, such as the LISS-sponsored Creating Discerning Clinicians. The presenters from Roseman University discussed how they have developed literature evaluation skills in their students, particularly useful as they operate in a block curriculum which we are moving to next fall.

The other most notable session I attended was The Camera Does Add 10lbs about video connected classrooms. I learned so many valuable approaches to increase student engagement and participation. For example, I open the whiteboard in the 15 minutes prior to class posing an icebreaker question. This has become a class favorite!

As always, I tried to attend some sessions that were not related to my usual activities, such as the science plenary and sessions related to IPPEs and APPEs. Some of the presentations and posters were validation of strategies I was already using, such as the AMA Citation Guide. Emily Gorman’s presentation and poster on altmetrics has already come in useful. As a result of the session and the follow-on email correspondence, Ms. Gorman shared templates that she uses that I have been able to modify for new faculty going up for promotion at my school. I am also curious to see if our departments show any difference between citations from the traditional literature cites and social media impressions.

I am grateful to attend this unique conference and, while I missed the chance to catch up with the other librarians, I learned a lot that I’ve already been able to put into practice.

Penny Coppernoll-Blach
UC San Diego

I attended 14 sessions during the AACP Virtual Pharmacy Education 2020 conference from July 15-31. I had not attended AACP conferences in the past, so I did find that I was not familiar with some of the acronyms that were being used (like CPS or LIP or CMM as examples). I found all the pre-recorded videos to be of consistently good quality and well edited. I was able to view all the sessions that were of interest to me and thought that AACP did a good, professional job making sure that all had good audio and slides that looked similar from session to session.

I did attend the two required session that were sponsored by the LIS programs:

1. “America’s Next Top Scholar: Using Altmetrics to Boost Your Impact Factor” – I found this session to be excellent, with the premise that most researchers should use metrics to increase their self-marketing and demonstrate value. Current measurements of research impact are at the journal level (Journal Impact Factor, Cite Score, or Eigenfactor), the author level (h-index, i-10 or G-Index), or the article level (citation tracking, altmetric, Article Influence Score, or PlumX). Altmetrics captures a greater range of scholarly activity, including social media, blogs, and sources such as newspapers or books and can really boost your impact factor. A free bookmarklet is available at [Altmetric.com](https://www.altmetric.com), and a good guide on how to use metrics is at <https://www.metrics-toolkit.org/>.
2. “Creating Discerning Clinicians: A Model for Longitudinal Literature Evaluation Instruction” – Literature evaluation is important, but students find it to be boring and do not perceive its value. Many students just want to follow guidelines or “evidence-based medicine.” Students need to learn evaluation skills during their first two years.

I also attended the sessions that had topics about teaching pharmacy and drug information classes, how students supplement the learning materials provided in their classes, curriculum design elements for hybrid and online courses, and important teaching considerations in a video connected classroom. I also selected sessions that discussed pharmacy student mindsets and study habits.

These are the concepts that I can put into practice when I am designing and teaching my drug information classes in the future, and I can share these new ideas and practices with my faculty members.

Anna Ferri
Roseman University of Health Sciences

The Grace and Harold Sewell Memorial Fund stipend for Virtual Pharmacy Education 2020 offered a superb opportunity for me to enhance my understanding of the state of Pharmacy Education, particularly during a time of adaptation and change. Virtual Pharmacy Education 2020 offered me many ideas for developing or improving library service and instructional opportunities and a chance to enhance my collaboration with Pharmacy faculty at my institution. In addition to the sessions highlighted below I attended sessions on IPE and student support for those who are struggling or at risk of burnout, in order to better understand issues in Pharmacy Education. Some of the highlights included:

- **Opening General Session: A Lawyer's Prescription for Pharmacists' Role in Achieving Health Equity** by Dayna Bowen Matthew. This amazing presentation gave me a greater appreciation for the social and community challenges that new Pharmacy professionals are being prepared to engage with.
- **Impact of an American Medical Association Citation Guide on Pharmacy Student Citing Performance** by Rachel Koenig. This poster helped me clarify my own plans for developing an online, asynchronous support for AMA citation practices at my institution.
- **America's Next Top Scholar: Using Altmetrics to Boost Your Impact Factor** by Emily Gorman, Andy Coop, Hilary Jasmin, and Nancy Borja-Hart. Through this session I developed ideas for working with our new Office of Research, which is helping to coordinate research efforts and support services across our institution.
- **Creating Discerning Clinicians: A Model for Longitudinal Literature Evaluation Instruction** by Surajit Dey, and Evan Williams. This session was presented by faculty from my own institution. My attendance at the live chat session resulted in a plan with one of the presenters for a collaborative project to evaluate and enhance library research support that I had been providing his students on an as-requested basis.

Jody Ford
Sullivan University

I am grateful for the opportunity the Grace and Harold Sewell Memorial Stipend gave me to attend the AACP Virtual Pharmacy Education Conference. This was my first time attending the Annual Meeting, and I'm sure my experience was very different from previous meetings due to COVID-19 and meeting virtually. I attended many sessions but especially focused on those promoting social justice, equality, and ethics. I think these topics are especially important this year. The sessions I attended helped contextualize events happening during and prior to the pandemic.

The plenary session "A Lawyer's Prescription for Pharmacists' Role in Achieving Health Equity" focused on how pharmacists can ensure their patients have a fair opportunity to be as healthy as possible. The speaker used current events as an example of structural inequality, including the disproportionately high COVID-19 illness and mortality rates of African Americans. I will use the information from this session to emphasize health equity in the library's information literacy sessions and library guides.

In "Mental Health First Aid: Increasing Student Pharmacists Preparedness," the presenters described their experiences in developing and implementing Mental Health First Aid training. They provided an educational framework to demonstrate to students how to respond to a patient's mental health crisis. Another session I attended, "Disability Diversity," gave strategies for helping learners maximize their educational potential. I plan to recommend these strategies to faculty and use them to improve library accessibility.

The session "First Do No Harm: How to Avoid Common Pitfalls and Address Ethical Challenges in Global Health Education," outlined common ethical dilemmas related to global health. This session was helpful because I can now better support pharmacy faculty and students who research this topic as well as introduce it to new students. Attending the AACP annual meeting has inspired me to further connect with pharmacy students and faculty and to promote health equity through information literacy, pharmacy school curricula, and relevant library resources.

Kayce Gill
Lipscomb University

Attending AACP this year was unlike any conference I have attended as a librarian. COVID-19 played a major role in that experience. One of the primary reasons I enjoy attending AACP is the opportunity it provides for me to attend an academic conference along with pharmacy faculty. When I learned about the move to a virtual conference (which I support), I was initially concerned that the virtual environment would hamper developing new relationships with faculty I had not worked with previously. I am pleased to report that was not the case.

One of the popular topics at this meeting was altmetrics and the impact of one's scholarship beyond traditional journal articles. A department chair contacted me after attending one session on this topic. She wanted to "pick my brain" about altmetrics. I shared what little information I knew about the topic and pointed out several additional conference sessions that addressed altmetrics, including the America's Next Top Scholar: Using Altmetrics to Boost Your Impact Factor session. As a result of us comparing notes from those sessions, we are starting this important conversation at our college. Our university started as a teaching institution and has slowly started adding research as a primary focus area. Attending this year's annual meeting helped equip me to have this dialogue with a faculty member who I had not worked with before now and exposed me to several helpful resources to build a faculty-focused workshop on altmetrics. The plan is to start with a faculty workshop in the fall and add student workshops in the spring and/or summer.

Other sessions I attended that will be beneficial to my work with pharmacy students include the Lessons from a Formulary Decision Making and Informatics Activity in a Drug Informatics Course, The Little Search Engine that Could: Literature Appraisal and Data Synthesis, and Beyond Biostats: Integrating Literature Analysis and Practical Applications Early and Often. Each of these sessions offered new ways to think about teaching drug information. I am constantly trying to find new methods of teaching drug information that will engage the students and make a lasting impact. I also appreciated the Opening General Session: A Lawyer's Prescription for Pharmacists' Role in Achieving Health Equity. I found Dr. Matthew's message particularly timely in light of the global pandemic and civic unrest across America. I think we need to remember that these situations create more stress for our students, and that now, more than ever, we need to educate our students about the importance of mindfulness.

Neyda Gilman
Binghamton University

While the virtual format of the 2020 AACP Annual Meeting may not have been the first choice for many, it did have benefits and overall was a great success. The opening keynote presentation, “A Lawyer's Prescription for Pharmacists' Role in Achieving Health Equity,” was probably one of the best presentations I have been to, quite possibly ever. It was a powerful talk where I learned about how healthcare led a quiet revolution to desegregate in the past and how pharmacists integrating into the community more than any other healthcare profession in an opportunity for another revolution today. I also learned more about the health effects of racial biases including the effects of holding on to the stress of racism. Besides the opening session I watched twenty-nine other sessions and have additional ones I plan on watching at a later date. This is one of the benefits of the virtual format - I’m able to view a lot more sessions than I would in person. One of the sessions that ties into my current (pre-COVID) work was the “Make It V-Real: Incorporating Virtual and Augmented Reality Technologies into Pharm.D. Curriculum to Improve Content Delivery and Student Performance” session as we are utilizing VR at the Libraries and have discussed using VR with the pharmacy school. The “America's Next Top Scholar: Using Altmetrics to Boost Your Impact Factor” was also highly interesting as a colleague and I have been working on Altmetrics and had a similar workshop planned for last March. It was interesting, and reassuring, to see this session as we plan for our workshop to be rescheduled for this coming Fall. Although not many of the sessions were directly relevant to my job, almost all of them allowed me to get a better understanding of pharmacy and pharmacy education which allows me to better relate to my pharmacy faculty.

Brittany Heer
Butler University

I have worked in medical libraries since 2007, but most recently at Butler University as the Health Sciences Librarian with primary liaison duties to the College of Pharmacy and Health Sciences. I have been eager to attend a pharmacy-focused conference since I started in this position in 2019 so as to expand my knowledge of pharmacy-related issues, learn effective pedagogy and instructional strategies, and identify where my services and skills may be most impactful at my home institution.

Thanks to the flexible online conference platform, I was able to attend 12 sessions in addition to the 6 LIS poster presentations. I prioritized content that focused on instruction, information support, topics my faculty were interested in, and presentations by my home faculty. I was particularly excited about content regarding altmetrics education and promotion, citation instruction and exercises, best practices for online instruction, and incorporating literature evaluation across the curriculum. I was struck by how many pharmacy faculty presenters discussed collaborations for instruction and research support, but rarely mentioned how they've used librarians in these scenarios. Had these sessions been in person, I would have highlighted and promoted what we as librarians can do to support their classes and research projects.

Although this year has not gone as we all had hoped, I am grateful for the opportunity to have attended the virtual 2020 AACP Conference. I gained greater insight into the issues facing my pharmacy colleagues and have strengthened my instructional skills with new ideas to incorporate into my lesson plans for this upcoming academic year. Thank you to the Grace and Harold Sewell Memorial Fund and the LIS Awards Committee for facilitating my attendance at this year's conference. I hope to meet my new AACP colleagues in person at a future meeting!

Hilary Jasmin

University of Tennessee Health Science Center

While untraditional, my experience with the AACP 2020 Virtual Meeting was a very useful and engaging experience. As a new member, it has been very inspiring to be surrounded by other pharmacy librarians. As a liaison to pharmacy, it can often feel like a silo in my institution as we each work in our own colleges; so, hearing from librarians experiencing very similar research topics and collaboration opportunities is fulfilling.

I really enjoyed working with another LIS member and three pharmacists on our panel, “America’s Next Top Scholar: Using Altmetrics to Boost Your Impact Factor”. It was a great opportunity to speak with folks across the association who are eager for novel ways to illustrate their research impact, and it helped me connect with other faculty at my institution that I had not yet gotten to work with. All of the LIS posters were engaging and offered me fresh ideas to further enhance my liaising. I also was fascinated by the science plenary, and I enjoyed experiencing a dynamic display of research areas.

Overall, this was an exciting opportunity to more deeply understand what my faculty are focusing their scholarship on, and it offered some inspiration on ways I can approach them for future collaborations. I hope to reach out soon to some of the faculty at my institution who presented at the conference and look into ways I can benefit their research. I look forward to future conferences where we will get to work together in person! Thanks very much to the Awards Committee for allowing me this opportunity.

Jenny Pierce
Temple University

Attending the first ever virtual AACP was a wonderful experience. I'm grateful to the Grace and Harold Sewell Memorial Fund and AACP's LIS section for making it possible.

Since this was my first conference, Temple faculty member Anisha Grover, PharmD, BCACP, an active AACP member, gave me session suggestions. I also connected with faculty member Nicole Sifontis, PharmD, through her posters on students' patient interview techniques and the social determinants of health.

Regarding the impact of the COVID - 19 pandemic, the organizers did an amazing job of rethinking the conference. I could view poster videos and leave comments for the authors. For the sessions, being able to view the presentation before meeting with the presenters for conversation was great! I enjoyed hearing, not only them, but others talk about the sessions and their own scholarship. This was the best way for me to network as the virtual conference made that difficult.

The education on altmetrics was especially interesting to me. The sessions Taking the Reins in Describing the Impact of Your Educational Scholarship, America's Next Top Scholar: Using Altmetrics to Boost Your Impact Factor and LIS member Emily Gorman's poster, Apples to Oranges: Comparing Citation Counts and Altmetrics across Pharmacy Departments were great. Learning about impact mapping and storytelling as ways to document the reach of scholarship was new to me and something I can share with faculty at Temple.

Attending the conference allowed me to explore the profession's commitment to scholarship, IPE, and health equity. One program, Encouraging Inclusion: Incorporating LGBTQIA+ Activities for Community and Hospital Pharmacy Throughout Student Pharmacists Educational Experience, showed me small ways I can incorporate gender diversity in my teaching. I will bring back what I learned in that workshop and elsewhere at AACP, to focus my work on supporting student scholarship and faculty research.

Jason Reed
Purdue University

This was a very different AACP experience, but still a valuable opportunity to learn more about pharmacy education in general and what is happening at Purdue specifically. I want to start by talking about the amazing Opening Plenary with Dayna Bowen Matthew. AACP could not have picked a timelier topic, racial, ethnic, and socioeconomic health disparities in the US or a more engaging speaker. I don't see how anyone who listened to this talk could not be moved by her passion. I made several notes to review my content within all of my instruction to see where I could improve my coverage of disparities in healthcare. This session set a strong precedent for the whole conference. I made it a priority to attend every session that included a presenter from Purdue as part of my continuing efforts to network with faculty and identify areas for collaboration and/or integration of library resources and services. The networking was more difficult with the virtual conference, but attending these sessions has already resulted in a few email exchanges on the topics they presented on or ideas for enhancing existing relationships, in particular the lab sessions I teach in the P1 and P2 years. I thoroughly enjoyed the LIS programming and in particular I want to highlight the America's Next Top Scholar: Using Altmetrics to Boost Your Impact Factor. I found this session to be incredibly useful when thinking about my own tenure submission and thinking about how I could work with the pharmacy faculty in their own promotion and tenure efforts. This session had a great live chat and I was happy to see how many faculty were open to discussing Altmetrics and related concepts such as institutional repositories. The final part of the conference I will mention were the poster sessions, I always enjoy poster sessions because there is more variety in the topics discussed. I did miss having the chance to talk more in depth with the poster authors, but a couple of ideas really hit home with either what I try to incorporate, modeling with low stakes assessment, or want to try, peer assessment. I want to finish by thanking the LIS Awards Committee and The Grace and Harold Sewell Memorial Fund for this opportunity.

Priya Shenoy
Drake University

I am grateful to have been given funding from the Grace and Harold Sewell Memorial Fund to attend the 2020 Virtual Pharmacy Education annual meeting, as this is my last year as the Secretary of Knowledge Management for the Library and Information Science (LIS) Section.

I appreciated being able to see my colleagues online if not in person this year. LIS provides me with a sense of community as a specialized librarian teaching in a pharmacy program. I appreciated viewing the LIS posters and getting some ideas for how librarians and drug information faculty are teaching AMA citations, drug information, and utilizing altmetrics. The session “America’s Next Top Scholar: Using Altmetrics to Boost Your Impact Factor” was particularly interesting for the various resources it provided with regards to altmetrics usage in promotion and tenure portfolios.

I especially enjoyed the opening session on “A Lawyer’s Prescription for Pharmacists’ Role in Achieving Health Equity.” I valued the presentation for its content and the detailed data presented as well as the interwoven personal experiences. I appreciate that during this difficult time after George Floyd’s death, AACP took the initiative to not only send out a formal statement, but to address diversity, equity, and inclusion in healthcare in their main programming. Additionally, the session “The Camera Does Add 10lbs and Other Important Teaching Considerations in a Video Connected Classroom” was helpful in giving tips for how I can approach my embedded drug information teaching this fall semester due to COVID-19. The concepts or ideas which I found most beneficial were chunking content, extra preparation, content removal, engagement and immediate feedback via chat, breakout sessions, virtual office hours, quick weekly expectations and overview videos, and “over” communication of class organization and structure.

Michael Skinner
University of Texas at Tyler

I found the conference was valuable and I am grateful to the foundation for the opportunity granted me to attend. Though I have worked in health science librarianship for some time, I am new to pharmacy librarianship.

The session I found most valuable was “America’s Next Top Scholar: Using Altmetrics to Boost Your Impact Factor.” Peripherally, I had been aware of altmetrics for some time. They show up in many of the tools I consult daily. But I was unaware of their purpose as a supplement and counterweight to traditional scholarly metrics. I can see how they would appeal especially to scholars at the beginning of their careers, whose scholarly output is limited. It certainly gives them tools with which to make the case that they are generating good PR for their institution and are acquiring name recognition potentially. I intend to promote altmetrics to my faculty on the tenure track.

Drs. Williams and Dey’s “Longitudinal Literature Evaluation Instruction” session was also helpful. Noting a tendency among clinicians to rely too heavily on clinical practice guidelines, they argued that student pharmacists should be taught to evaluate clinical research literature themselves, because there are many gaps in the literature where no clinical guidelines exist to inform practice decisions. The authors highlight a situation that is true of other health professions. The emphasis in evidence-based medicine and evidence-based practice tends to be heavily weighted on finding the evidence. And that is important. But not all studies are equal. Clinicians need the skills to assess the quality of the evidence and correctly determine applicability for their patients. The curriculum they outline covers information seeking, and analysis & interpretation of research. In terms of division of labor, I would see myself providing the best assistance with the information seeking axis.