

**Reports of the Recipients of the  
Grace and Harold Sewell Memorial Fund Stipends  
To Attend the  
American Association of Colleges of Pharmacy  
2021 Annual Conference**

**Recipients:**

**Rhonda L. Altonen, *Touro College of Pharmacy***

**Leslie Bowman, *University of the Sciences***

**Laura Haygood, *University of North Texas Health Science Center***

**Hilary Jasmin, *University of Tennessee Health Science Center***

**Molly Maloney, *University at Buffalo***

**Michael Mannheim, *Western New England University***

**Jenny Mills, *Belmont University***

**Rachel Whitney, *Medical University of South Carolina***

***Rhonda L. Altonen, Touro College of Pharmacy***

This was my first AACP Conference. It was recommended to me to attend by one of our new College of Pharmacy Faculty (Elizabeth Unni). She also provided the scholarship information, and I was pleasantly surprised that my application was accepted. The following are the highlights and my perceptions of AACP 2021.

The format for the plenary session was new to me, and I found myself more engaged with the speakers. Rather than each giving their thoughts and opinions, like a speech, the series of questions and responses made me really think about the topic and how the library plays a role in preventing mis/disinformation. Often librarians thought in very siloed categories, the shushing, grumpy librarian being the more prevalent. But we can be one of the tools that our faculty, staff, and students use to prevent the spread of misinformation. While the main topic was COVID-19, really any disease, condition, or drug could easily replace COVID-19.

In the sessions I attended I was hopeful that the role of the librarian and library would be considered a key element. While they were mentioned, it was usually in passing, and mostly as a resource for research. What these sessions did provide me with was some direction in looking for tools and resources I can recommend to our faculty to support linking and assessment of some core concepts. As well as giving me some thoughts on how the library can advocate for its role in core concepts.

The challenges for recruitment didn't surprise me, and I didn't really expect to learn to much, this was more about me seeing what other schools were seeing as challenges, and maybe what changes they might make for future recruitment. Often the library is left out of recruitment whether online or on-campus. None of the challenges surprised me as we are experiencing them as well.

While our university system, our College of Pharmacy, and the library takes research seriously, and supports student writing from start to publication, what is missing is a more defined framework. I hope I can share some of what I learned at these sessions to make this process better for the students as well as the researchers.

***Leslie Bowman, University of the Sciences***

Virtual Pharmacy Education 2021 provided the wide variety of topics that I have come to expect at American Association of Colleges of Pharmacy annual meetings. The conference opened with the timely panel discussion “Combatting Anti-Science Thinking” and closed with “The How of Happiness: Boosting Well-Being Through Kindness, Gratitude, and Connection” by Sonja Lyubomirsky. In between, I attended sessions on using games in online classes, treating opioid use disorder with buprenorphine, and the history of pharmacy education, among others. I also learned from the posters by members of the Library and Information Science Section. In this report I will focus on two sessions and two posters.

In the Opening General Session, Mary Wooley, Georges Benjamin, and Bruce Gellin discussed anti-science thinking and how to respond to it. I was dismayed to learn that only about a quarter of Americans surveyed could name a scientist and only about half could name a place where science is done. The panel’s recommendations included: being clear about what current scientific knowledge is and acknowledging that it may change over time; seeing skepticism as a chance to engage and to encourage questions; and acting on social media and elsewhere when we see misinformation. To me, the ability to identify misinformation is one of the primary purposes of information literacy instruction. I will look for opportunities to include this topic in my instruction sessions with pharmacy and other students at all levels.

In “Is There Anybody Out There? Games You Can Use to Engage Online Learners,” Emily Gorman, Jason Guy, and Gary Theilman each presented games they have used in teaching online. They assured the audience that coding skills are not necessary and that there are easy-to-use online tools that can be used to create and run games. I plan to explore using games in class, especially when asking students to apply what they have already learned.

The posters by Kayce Gill, Robin Parker, and James W. Torr, and by Sherrill J. Brown and Jean T. Carter were particularly interesting to me. Gill, Parker, and Torr assigned increasingly complex drug information questions in an IPPE simulation course. They found that by the end of the course, students were more confident in their ability to use appropriate resources. Brown and Carter developed a series of three drug information response assignments in which students revised an initial paper into a verbal response and a brief summary response. They found that distilling the long paper into shorter formats helped students present information in each format based partially on feedback on their previous assignment(s). The results of both posters show that providing students with scaffolded support helps them learn to evaluate and to use the information they find. When I see a class more than once, I will consider how I can use scaffolding to help the students learn important information literacy and writing skills.

In addition to the above, I attended sessions presented by faculty members from USciences, my home institution. These sessions gave me valuable insights into the interests and expertise of these faculty. I will be able to use these insights both in the teaching I do in pharmacy courses and in my collection development work. I am grateful to the Grace and Harold Sewell Fund for my stipend to attend Virtual Pharmacy Education 2021 and for its continuing support of the Library and Information Science Section.

***Laura Haygood, University of North Texas Health Science Center***

Being new to pharmacy librarianship, attending AACP gave me better insight into the priorities of pharmacy education, and even some of the terminology and curricular structures common in pharmacy programs. One example of this was the session on clinical practice guidelines, something I teach students to locate, but hadn't yet investigated their use in the larger curriculum. Additionally, the "Mission Accepted" presentation described how one could incorporate biostatistics and research design into the curriculum to meet ACPE standards.

One session I am particularly excited to make use of, however, was the session on using games to engage online learners. The tips the presenters gave were excellent, such as testing the game on students and ensuring you have colleagues on hand to help facilitate the games. I also appreciated that the presenters shared multiple examples of games and websites they had used, and even mentioned that there are games available in LIS connect.

In addition to the LIS section presentations, I found the emphasis on education within AACP very beneficial. I enjoyed the session "Developing SOTL Questions" as it gave me the opportunity to consider the research needs of faculty who want to improve their teaching, as well as how I might go about research on LIS instruction.

The presentation on using social media as a well-being tool was very helpful as I consider ways to leverage our library's social media accounts to engage students. For example, some of the features in Instagram Stories could be of great use, including those that allow for polling and soliciting short responses.

Furthermore, the opening plenary session and the vaccine confidence campaign were valuable as they highlighted the work pharmacy schools are doing to change minds about vaccinations in our communities.

***Hilary Jasmin, University of Tennessee Health Science Center***

I was very happy to receive the Sewell stipend for the 2021 AACP Virtual Meeting, especially as a returning awardee. AACP consistently has offered me opportunities to grow as a librarian, connect more deeply with my pharmacy faculty, and learn more about the issues of interest in pharmacy education.

Of the LIS sessions I attended, my personal favorite was “Is There Anybody Out There? Games You Can Use to Engage Online Listeners”. Though I hear often about gamifying my instruction, I always feel intimidated to revamp my process in such a way. However, this session allowed me to hear from three separate educators on their gaming strategies, and this offered me so much inspiration. I absolutely plan to gamify one of my lectures this year, and hopefully find more ways to incorporate outside-the-box instruction.

I also particularly enjoyed the closing session. Though I admittedly am sometimes jaded when researchers discuss studies around concepts like happiness and gratitude, I found the session real informative and welcoming. It gave me more to think about in my own happiness and work-life balance.

I am very grateful to have received my second Sewell stipend, and I look forward to applying again next year—hopefully for an in-person conference!

***Molly Maloney, University at Buffalo***

Excited by and grateful for the Grace and Harold Sewell Memorial Fund Stipend, I endeavored to join as many sessions as possible, avoiding Zoom fatigue, with two goals in mind: identify trends and needs in pharmacy education impacting the trajectory of my School of Pharmacy and Pharmaceutical Sciences; and discover the ways pharmacy librarians have successfully integrated and supported the teaching and research of their faculty and students.

The first of the three Library and Information Science Section programs was “Future Pharmacists Under Construction – Laying the Foundation in the Classroom with Clinical Practice Guidelines.” The presenters’ approach to clinical practice guides was underpinned by the active audience participation on the struggles students face developing the context and skills required. I walked away with new insight that sparked discussions and ideas for how I might create support materials in this area.

The second, “Is There Anybody Out There? Games You Can Use to Engage Online Listeners,” was a dynamic session on gamifying instruction across modalities. Emily Gorman’s discussion of transitioning from in-person games to online platforms, including the pros and cons of each, has been valuable in possible game development within my health science librarian team.

“Mission Accepted: Integration of Biostatistics, Research Design, and Pharmacoepidemiology with Pharmacotherapy” provided great insight for future curricular changes, particularly considering the impact on student success. Breakout rooms provided the chance to hear approaches from additional schools and their considerations for future curricula. This will inform my participation as a member of the curriculum committee.

Virtual Pharmacy Education 2021 included an array of content and modes of engagement, including a welcome focus on diversity, equity, inclusion, and wellness. I appreciate the opportunity and support from the Sewell Fund and look forward to a future of in person networking and interaction at the conference.

***Michael Mannheim, Western New England University***

Thanks to the generosity of the Grace and Harold Sewell Memorial Fund, I was able to attend this year's Virtual Pharmacy Education. Although I have attended Pharmacy Education in the past, this was my first time as a presenter. I am grateful to the Fund for making this possible.

Whenever I attend a non-library conference, I always look for connections to my work. I found that in the opening general session, "Combatting Anti-Science Thinking." This discussed the importance of pharmacists on the front lines combatting vaccine hesitancy. Librarians, like pharmacists, play important and trusted roles in their communities, creating an opportunity for collaboration as we try to increase vaccination rates across the country.

Another very relevant session was "Drug Information: A New Investigation Bringing Standardization to an Expected Skill for Matriculation." This session highlighted the lack of a single definition of drug information, meaning DI's place in the curriculum can vary widely from school to school. Because of this, assessment of drug information can be all over the place. I learned that my own course assessments, which focus on search strategy, deviate from the writing-focused assessments common in other DI courses.

Among the other excellent sessions was one sponsored by the AACP LIS Section, "Is There Anybody Out There? Games You Can Use to Engage Online Listeners." Increasingly, I have been feeling the pull to gamify my classes, but I've only taken a few small steps in that direction. It was great to hear from three knowledgeable instructors about virtual Escape Rooms and other games they have created.

Other valuable sessions included CPG's and a discussion of impostor syndrome. Overall, this was a great experience that gave me many things to think about as I chart a future course in my work.

***Jenny Mills, Belmont University***

Attending the Virtual Pharmacy Education 2021 conference has been an invaluable professional development experience that will help me to better support the students and faculty at my institution. The LIS sessions in particular helped me to see various roles and responsibilities of pharmacy liaison librarians. I learned about practical lesson plans for teaching about clinical practice guidelines and games that can be used to teaching about pharmacy resources.

The LIS session, “Mission Accepted: Integration of Biostatistics, Research Design, and Pharmacoepidemiology With Pharmacotherapy” shared strategies for teaching students to analyze research articles using a journal club format with a pro/con component and guiding questions. This is an area where I know that I need additional knowledge, critically appraising articles. As a result of this session, I may inquire with the pharmacy faculty to see if I can join any journal clubs that may be already in place in order to learn.

I met with the director of our Drug Information Center prior to the conference, and although we have worked together for several years on collection development, we had a great conversation about changes taking place in the pharmacy curriculum, especially related to student and faculty research. As a result, I attended relevant sessions such as “Research and Scholarship for Junior Faculty,” which included information about SoTL which I have experience with and could share with my faculty. I also attended “From Map to Act: Engaging Teaching Faculty in the Curricular Mapping Process” and learned about some of the standards.

The opening session, “Combatting Anti-Science Thinking” was excellent and aligns with my interest in information literacy and misinformation. I’d like to talk with the pharmacy faculty to see if I can play a role in making health misinformation part of the curriculum.

The session on the history of pharmacy education provided a great overview for me on the evolution of the profession.



***Rachel Whitney, Medical University of South Carolina***

I am very grateful to the Grace and Harold Sewell Memorial Stipend for providing me with the opportunity to attend the American Association of Colleges of Pharmacy (AACP) annual meeting as a first-time attendee. As a first-year pharmacy liaison librarian I attended as many sessions as I could to gather new ideas to improve my teaching and increase my confidence in supporting pharmacy faculty with education research.

Attending the session on drug information activities allowed me to feel more prepared for the Introduction to Drug Information course that I am a part of. Through this session I was able to get a better understanding of the different types of drug information activities and assessments that various Colleges of Pharmacy use.

The Topical Roundtable Sessions were one of my favorite parts of the meeting. I learned a lot through the questions and conversations that occurred in the small group breakout rooms. I recorded many asynchronous lectures over the past year, so having a conversation in a small group setting about gauging student understanding in an asynchronous classroom gave me ideas to incorporate into my future recorded sessions.

I am looking forward to utilizing the knowledge learned from attending the 2021 AACP meeting to become more integrated within the College of Pharmacy. I am excited to implement some of the strategies I learned for gamification into my lectures to make them more engaging and to better connect with pharmacy students on topics such as literature searching and drug information resources. I was even able to integrate an activity I learned about into my P1 library orientation session. I am looking forward to continuing to interact with members of the Library and Information Sciences Section through AACP Connect, and I am hopeful that next year we can all meet in person.