Reports of the Recipients of the
Grace and Harold Sewell Memorial Fund Stipends
To Attend the
American Association of Colleges of Pharmacy
2024 Annual Conference

Recipients:

Melissa Brand, *University of North Texas Health Science Center*
Rebecca Carlson, *University of North Carolina at Chapel Hill*
Deborah Divis, *Creighton University*
Emily Espanol, *Roseman University of Health Sciences*
Lauri Fennell, *Northeastern University*
Emily Gorman, *University of Maryland at Baltimore*
Hilary Jasmin, *University of Tennessee Health Science Center*
Molly K. Maloney, *University at Buffalo*
Jennifer Martin, *University of Arizona*
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Melissa Brand, University of North Texas Health Science Center

Attending sessions at the American Association of Colleges of Pharmacy (AACP), the Drug Information and Library Science (DILS) section, and other related conferences provided invaluable insights into pharmacy education and information management. These experiences allowed me to connect more deeply with the pharmacy faculty from my university, leading to immediate collaboration on additional projects upon my return.

The AACP sessions provided valuable insights into pharmacy curricula, particularly in terms of innovative teaching strategies and technology integration. This gave me a better idea of how I can support students and faculty by offering targeted assistance to enhance the curriculum. The DILS sessions highlighted the expanding role of librarians in pharmacy education through innovative information management, showcasing how librarians can streamline research processes to better support faculty and students in achieving their academic and professional goals. This also inspired me with new ideas for my own work, as hearing from peers who serve a similar audience helped clarify strategies that can address the diverse needs within my own library.

Moreover, during the DILS roundtables, I joined the Pharmacy Hedge team, which inspired the librarians in my department to form our own hedge team. This initiative has already begun to enhance our collaboration, making future searches more efficient and effective.

These experiences have equipped me with new knowledge and skills that will directly benefit my work with pharmacy faculty and students. They have not only deepened my connection with colleagues but also fostered collaboration that will improve educational outcomes and support innovative teaching practices.

Rebecca Carlson, University of North Carolina at Chapel Hill

It was wonderful to be able to attend AACP again this year. I attended sessions by DILS members and on relevant topics, including the DILS roundtable event, presented within two sessions, and coordinated the judging of the DILS research posters. The sessions I found most useful this year were on generative artificial intelligence (genAI) and evidence-based practice (EBP). From the genAI sessions, I learned more about prompt engineering, how to talk about these tools with students, and ideas for integrating them into the classroom. Overall, the best advice I will take away for communicating about genAI with students is to compare information from tools like ChatGPT to someone you just met at a party -- you don't know how much they know about the topic and so should be cautious about relying on the information. I also attended EBP sessions that provided background information about the importance of EBP, the value of literature evaluation, and applications to patient care and gave examples of activities I could use with my students this fall. The EBP sessions were very practical as always; I always look forward to this type of content at AACP. As well, I appreciated the opportunity to present two sessions at this year's meeting; I moderated a 60 minute panel presentation of fellow DILS members, as they reported on a DILS database project completed this year, and presented a 30 minute session myself on strategies researchers can use to increase their publication impact. AACP 2024 was a great learning and networking experience and I look forward to continuing to attend AACP and learning from my colleagues in the future.

Deborah Divis, Creighton University

I loved attending American Association of Colleges of Pharmacy (AACP), Pharmacy Education 2024. I am also grateful for the Grace and Harold Sewell Memorial Fund stipend, that helped make returning as an attendee possible. This annual meeting continues to be an amazing opportunity to simultaneously connect with both pharmacy faculty and my pharmacy liaison librarian peers.

Highlights included Rita McGrath's keynote address and how applicable lessons in the business world apply to recognizing indicators and possible situational outcomes in Pharmacy and Education. The Drug Information and Library Science section content provided tools and inspiration to take back to campus including the SOTL database – not only is the new tool a handy resource to find evidence-based practice, but I enjoyed the insight into their systematic research. Thanks to the roundtable sessions I am joining a DILS effort to develop a search hedge team and in another session. I learned valuable study strategies that I can incorporate into DI instruction. Posters, roundtable topics, and sessions highlighted integrating AI into several aspects of pharmacy as well as education. A DILS AI session stressed the importance of allowing students to try AI so that they can experience its pros and limitations in a low-stakes, safe environment. I am also inspired by a DILS EBM session to highlight a couple of basic statistical interpretation skills in instruction so students can see how to search but why and how to interpret what they find. I will apply Rebecca Carlson's strategies on raising the scholarly profile through skilled abstract crafting. In addition, I attended useful sessions on leadership and curriculum. This conference provided an opportunity to meet my AJPE Reviewer Mentorship Program mentor, Aleda Chen. I highly recommend AACP's Pharmacy Education Annual Meetings as incredible value-packed professional development opportunities for pharmacy librarian educators.

Emily Espanol, Roseman University of Health Sciences

Attending AACP as an early-career pharmacy librarian provided me with new insights into the curricular priorities of pharmacy education programs and opportunities for deeper library participation in the development of our student pharmacists. The generosity of the Sewell Stipend allowed me to attend not only the sessions sponsored by the Drug Information and Library Sciences Section (DILS) but also the pre-conference Teachers' Seminar on critical thinking, which opened avenues in my mind about the role of information literacy in patient care, clinical reasoning, and the scholarship of teaching and learning.

As keynote speaker Dr. Rita McGrath commented, pharmacy education has reached an inflection point. The "Competency-Based Pharmacy Education" session engaged with the concept, offering space to discuss a revised learner-centric model of pharmacy education that adapts Miller's Pyramid of Clinical Competence to include patient trust. There, I listened to faculty grapple with the tension between time and learning in iterating pharmacy curricula.

In contrast to these theoretical conversations, the Teachers' Seminar and "Cognitive Apprenticeship to Improve Teaching" provided more practical methods for faculty to externalize their hard-earned critical reasoning skills to build social classrooms that increase learner metacognition and thus growth. To bolster those ideas, the DILS posters demonstrated collaborations between librarians and faculty towards exploring pharmacy students' literacy in these metacognitive skills, such as the "Characterization of Student Utilization and Perceptions of Artificial Intelligence Tools", which shows a trust in AI tools that library instruction can amend.

Overall, I developed a kinship with pharmacy educators and their mission to advance the profession and provide global communities with compassionate care through clinical reasoning and evidence-based teaching. My conversations with librarians, faculty members, and students encourage me to share more of my library experience in new ways at my home institution and to increase my awareness of developments in pharmacy education.

Lauri Fennell, Northeastern University

I attended many sessions covering AI influence and practices, critical thinking, social determinants of health, and rural placements as well as the DILS meeting and sessions. There were several AI related sessions, each offering a different perspective on learning and teaching its value and challenges. One statement I noted and appreciated, "Misinformation is not created by AI, it is equalizing access to it". Interesting to think about as healthcare, and other fields, embrace its possibilities while trying to manage its challenges.

Critical thinking was emphasized through most sessions. Students struggle beyond what they were taught and need more practice evaluating resources and events. I was also happy to learn about initiatives to get students to practice in rural areas. Social determinants of Health are now being incorporated into pharmacy courses as well.

At the poster sessions I learned about the Aspiring Academics program of the AACP. I spoke with poster presenters addressing misinformation and heard about the support students get in this program.

I was so impressed with the SOTL session, and the shared database of articles selected. Thank you for all the hard work to make it easier for the rest of us! I also have a better understanding of the faculty goals with drug information courses. The DILS roundtables were nice to participate in. I like the idea of developing a hedges network.

Acronyms! There were so many in session titles and discussions. I heard IPPE, APPE, COEPA, CBE and others. I now know what they mean!

This was a valuable experience and I thank the Sewell family for giving me the opportunity to attend. I chatted with my institution's faculty and have many ideas to pursue.

Emily Gorman, University of Maryland at Baltimore

I am so grateful for all of the opportunities the Sewell Award has given me over the years to be involved in AACP and DILS. At the 2024 annual meeting, the Section dinner was a great opportunity to meet new members and catch up in person with those I see on Zoom throughout the rest of the year. The DILS roundtables session gave me ideas for incorporating evidence-based practice and DI content into my school's ongoing curriculum revision, which will benefit future students. It also enabled me to join a group of librarians working on pharmacy-related search hedges, which will improve the search strategies I create for literature review projects with pharmacy faculty.

I have already made use of the SOTL database I learned about in one of the DILS-sponsored programs, and I look forward to continuing to utilize it to find literature to inform my teaching. Another session provided interesting insight into practicing pharmacists' use and perception of evidence-based medicine. Their conclusions may inform my teaching as well as my contributions to the curriculum revision. I also picked up some new ideas from the session on research impact, which I plan to incorporate into future presentations I give to faculty on this topic.

As was to be expected, AI was a hot topic in this year's meeting programming. I appreciated the session that provided concrete examples of utilizing ChatGPT for student exercises in DI courses. Several DILS posters also touched on AI, ranging from using it for grading to answering DI questions. I learned some creative ways to use AI tools in teaching as well as potential pitfalls. I have returned to work inspired to experiment and innovate!

Hilary Jasmin, University of Tennessee Health Science Center

I had the privilege of attending the AACP Annual Meeting in-person in Boston with the support of the Sewell Award. One of the highlights of the conference was the opportunity to learn more about the database of Scholarship of Teaching and Learning (SoTL) papers that DILS members have made available. That session was really energizing and gave me a lot to use in my future work in the SoTL research field, as many of my faculty at UTHSC study SoTL.

The DILS roundtable and business meeting was busy but productive, and I really enjoyed both portions. I was happy to coordinate a roundtable around pharmacy search hedge creation and am happy to report that the roundtable session helped me create a team of DILS members who are also interested in developing these terms! Additionally, the poster session was lively, and I loved the opportunity to chat with so many of my UTHSC faculty and see what they've been working on.

In addition to the above, I attended a session on cognitive apprenticeship, as well as a fantastic session on the use of AI in drug information curriculum. As I'm so involved in our drug information coursework, this gave me a lot of inspiration for updating our content. I also attended a DILS session on research impact which offered great suggestions for boosting our scholarship.

Overall, it was a wonderful conference and the benefit of seeing DILS members in-person, as well as representing our profession to my UTHSC faculty, made this meeting yet another essential experience. I look forward to continuing my efforts in DILS and AACP.

Molly K. Maloney, University at Buffalo

As a returning librarian attendee, I was incredibly grateful for the opportunity to attend AACP Pharmacy Education 2024 supported by the Grace and Harold Sewell Memorial Fund Stipend.

Artificial Intelligence (AI) was prevalent, especially in the Drug Information (DI) presentations and posters (e.g., "The Chatbot Is In"; "Taming a Wild Horse"; "AI-Infused Learning"; "Evaluation of a Student Assignment on AI…"). There were similarities across these, demonstrating that students respond well to instruction and activities focusing on prompt engineering and critical appraisal of DI responses from AI. As some presenters noted, many of us are learning right alongside students as these platforms continue to develop, emphasizing the need for a foundation in critical appraisal of output, whether they are from traditional sources or AI. From 2023 to 2024, the tone of AI conversation at AACP shifted: less trepidation given the time to experiment and gain footing in the application to DI and beyond.

"Is There a Paper on That? Creation of a SOTL Database from Systematic Review Results" sparked important conversations during and after the presentation as the presenters and others consider the expanded impact of their work: sharing their methodology with other sections, create targeted SOTL databases, or even the development of a pharmacy education SOTL search hedge for evidence synthesis.

Active engagement during Rebecca Carlson's "Make a Splash: Strategies to Increase Your Research Impact" session made it clear this is an area of interest for researchers and one where librarians can provide essential support to both early career and established faculty. The methods described to increase visibility also work towards improving inclusivity and accessibility of the content through multimodality (e.g. visual or video abstracts) and use of plain language.

I plan to take these experiences into my next year of practice in support of my colleagues, faculty and students.

Jennifer Martin, University of Arizona

The Sewell Award provided the opportunity to be able to attend the American Association of College of Pharmacy Annual Meeting in Boston, MA. There were several interesting sessions I attended. It was interesting to see how much AI was discussed in many sessions. Attending the meeting also provided me the opportunity to network with other members and participate in engaging conversations during the poster sessions.

The opening session emphasized cultivating meaningful relationships and inspiring others, with a highlight on the recipients being showcased for the Sewell Award. It was a delightful surprised to see my photo in the opening session as an award recipient of the Sewell Award. The speaker posed inspiring questions, such as what makes someone unique and gave me an opportunity to reflect on the importance of organizations like AACP (American Association of Colleges of Pharmacy). A reference to Simon Sinek's book Find Your Why encouraged attendees to think about their personal journeys and future aspirations as well as urging attendees to consider different paths forward.

There were many sessions that discussed the use of AI and LLM in pharmacy education. I was particularly interested in how others were integrating those technologies in their curriculum. Those session provided examples of AI applications, including generating syllabi, conducting comparisons of over-the-counter, and creative uses of tools like Adobe Firefly and Grammarly. It was interesting to learn how these different tools and technologies were being used and gave me ideas on how to integrate that into my future teaching practices. Finally, social media's role in education, the use of AI for study guides, and challenges in defining AI's expectations and consequences in pharmacy education were addressed. These are just a few examples of topics discussed in these sessions.

Other sessions I had attended highlighted the importance of building a culture of well-being among faculty with strategies such as workload management and proactive resource allocation. Innovative methods for educating and evaluating faculty success were also discussed. Lately, academia has become keenly aware of faculty well-being and how that also affects the well-being of our students. It was refreshing to learn about how other schools and faculty are tackling such issues.

I would like to thank the Awards Committee and the Sewell Foundation for their support in providing opportunities like these for pharmacy librarians.

Ori O'Malley, Medical College of Wisconsin

Thank you for allowing me the opportunity to attend the 2024 AACP Convention, unfortunately, due to the Global outages that took place – I was not able to attend in person.

Had I been able to go my focus would have been on connecting with other education professionals, attending panels that centered on AI learning, educational support, and DEI initiatives. Some of the programs that I had earmarked were: Using Artificial Intelligence (AI) to Enhance Critical Thinking in Pharmacy Education, Don't Zoom Out! Engage Students to Think Critically in the Virtual Classroom, Ready or Not?: Supporting Academic Success in Today's Student Pharmacists, as well as the plentiful networking opportunities. As a newer medical librarian having a way to engage with others in my profession is key and I'm sorely disappointed that I was not able to be there. In addition, I was really looking forward to earning CME credits, learning new skills, and developing a tool kit that I could bring back to my institution.

Thank you for allowing me to continue to be a part of the AACP – My goal is to take full advantage of my membership while I can. I intend to continue to work with our Pharmacy faculty, students, and staff to learn how to better support their needs. My hope is that using the AACP site will allow me to facilitate better interactions going forward. Thank you again for the opportunity.

Robert Stephens Jr, Mercer University

•   Artificial Intelligence-Infused Learning: A Prescription for Drug Information Courses

Two key takeaways from this class are the student's responsibility for AI work integrity and the rapid growth of AI in healthcare and education. The University of Illinois Chicago offers two mandatory Drug Information courses focusing on the ethical use of AI tools and their application in assignments. These courses explore AI's potential to innovate healthcare and pharmacy while addressing its challenges. A notable piece of advice from the class was to view ChatGPT as a new coworker unfamiliar with your field, emphasizing the need to critically evaluate its input. Despite AI's usefulness, it's essential to combine its outputs with your own expertise, treating AI suggestions with caution rather than accepting them unconditionally.

•   Creation of a SOTL Database from Systematic Review Results
This class highlighted the crucial role librarians play in pharmacy education and systematic reviews. The Scholarship of Teaching and Learning (SOTL) illustrates faculty dedication to teaching and can extend to research programs. The program enables groups to input research into a database, streamlining the process by allowing votes on which ideas to pursue and consolidating similar concepts. This approach is compelling as it aggregates diverse data, fostering exceptional brainstorming potential.
During the conference, I explored AI's potential in pharmacy education and practice. AI tools like ChatGPT can aid in teaching students how to interact with patients, automate routine tasks, and provide precise, personalized responses. By easing pharmacists' workloads, AI allows them to concentrate on complex patient needs such as identifying new drug candidates, planning clinical trials, and analyzing data. AI could revolutionize the pharmacy industry by accelerating drug discovery, cutting costs, and enhancing the efficiency and accuracy of operations. However, it also raises questions about accountability and liability. The convention demonstrated that integrating AI with experiences from the American Association of Colleges of Pharmacy (AACP) can enrich educational experiences and advance the pharmacy profession. By using and integrating what I learned at the convention I can directly support pharmacy faculty and students by adopting innovative and ethical practices in education practices.