

American Association of
Colleges of Pharmacy **AACP**

AACP Annual Meeting

Boston, Massachusetts July 21–25, 2018



Program Guide

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Welcome!

It's great to be with you in Boston for **#PharmEd18, the 2018 AACP Annual Meeting**. This is the premier academic pharmacy event of the year—and it's bigger and better than ever. During the next few days, you'll explore the future of pharmacy and pharmacy education, learn about the national pharmacy awareness campaign, discover new ways to collaborate—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 you'll learn why happiness at work is the key to excellence. Dr. Annie McKee will show that when purpose, hope and friendships are part of work life, people can aspire to greatness and flourish. Following the session, Dr. McKee will sign copies of her book, *How to Be Happy at Work: The Power of Purpose, Hope and Friendship*.

After the Opening General Session and a short break, everyone is invited to the **First Session of the House of Delegates**. AACP President-elect David Allen will discuss milestones in AACP's strategic plan and will share key committee work for the coming year.

Be sure to join your colleagues at the **Science Plenary** on Monday. Dr. Marjorie Jenkins and Dr. Rebecca Sleeper will discuss sex as a biological variable in

drug development and approval, and the importance of expanding women's health education beyond reproductive health and working across the health professions.

On Monday afternoon, you'll hear from AACP's national communications agency as they share the research, creative concepts and communication strategies for the **new national pharmacy awareness campaign**. You'll also learn how you can be part of this important initiative.

The **Tuesday General Session** features keynote speaker Dr. Bertha Madras, professor of psychobiology at Harvard Medical School. Dr. Madras will describe the root causes of the opioid epidemic, strategies to reverse those causes, and the significant potential of pharmacists to make a positive difference.

Be sure to experience the **new meeting features**:

The **AACP Student Poster Competition**. Participants will be presenting their research and scholarship on Sunday, from 4:30 p.m.–5:30 p.m. Winners will be announced during the Tuesday General Session.

New opportunities for **mind and body wellness**. Whether it's Monday morning sunrise yoga, Monday afternoon Zumba or a Tuesday morning circuit session, there's something to keep your energy going. And stop by the popular PharmCAS R&R Lounge or the Meditation Room, new this year, when you need to take a break.

Pay it forward with Bottom Line. AACP has partnered with Bottom Line, which helps low-income and first-generation-to-college students get to and through college. They are committed to building strong connections with students, providing them with individual support, and ensuring they have the guidance they need to persist and earn a college degree. You can make a care package donation or write notes of encouragement to students that will be sent throughout their academic year.

So please join me for five days of learning, sharing and networking—and celebrating our remarkable profession. You'll be inspired and energized for the coming year.

Remember, if you have questions about any aspect of the Annual Meeting, the AACP staff is happy to assist you. Stop by one of the two AACP Registration and Help Desks, located in the Hynes Convention Center: Boylston Hallway, Third Level; and Sheraton: Grand Ballroom Prefunction, Second Floor, 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 2018!**



A stylized handwritten signature in black ink.

Steven A. Scott, Pharm.D.

President, AACP

Associate Professor of Clinical Pharmacy
Purdue University College of Pharmacy

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Download the Pharmacy Education 2018 App!

Schedule, network and view session materials from the convenience of your mobile device with the **Pharmacy Education 2018 App**.

Download the app through the App Store or Google Play, or visit our mobile site at <https://pharmed18.pathable.com/>.

Follow us!

Facebook: facebook.com/AACPharmacy

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Instagram: [@AACPharmacy](https://www.instagram.com/AACPharmacy)

Use the Annual Meeting hashtag **#PharmEd18**



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.

Sheraton Boston Network: **AACP18**
Password: **pharmed18**
(password is case sensitive)

Hynes Convention Center Network: **Hynes Convention Center**
Password: **n/a**

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Connect With the Keynote

Sunday, July 22: 9:45 a.m.–10:45 a.m.

Hynes Convention Center: Boylston Hallway, Third Level

Join keynote speaker Annie McKee, Ph.D., as she signs copies of her book, *How to Be Happy at Work: The Power of Purpose, Hope and Friendship*, immediately following her presentation during the Opening General Session. Based on extensive research and decades of experience with leaders, this book reveals that people must have three essential elements in order to be happy at work: A sense of purpose and the chance to contribute to something bigger than themselves; a vision that is powerful and personal, creating a real sense of hope; and resonant, friendly relationships. Books will be available onsite for purchase.



Stop by the Student Poster Competition

Sunday, July 22: 4:30 p.m.–5:30 p.m.

Hynes Convention Center, Exhibit Hall D, Second Level

Plug into the future of pharmacy education during the inaugural student 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.

Make #PharmEd18 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 #PharmEd18!

See the Science Plenary in a New Way

Monday, July 23: 10:30 a.m.–Noon

Science Plenary: Sex as a Biological Variable in Drug Approval: Translation to Pharmacy Education

Sheraton: Grand Ballroom, Second Floor

Watch as a graphic facilitator brings the Science Plenary's concepts to life beside the stage. Visual learners will find new and memorable insight into sex and gender representation as Dr. Marjorie Jenkins and Dr. Rebecca Sleeper's lessons come together in a large graphic throughout the presentation.



See what a graphic facilitator can do.
(sample from Collective Next, collectivenext.com)

Support the Bottom Line

Support low-income and first-generation-to-college students by making a care package donation and writing encouraging postcards with **Bottom Line**, an organization focused on college completion and transforming urban communities through career-ready college graduates.

Bottom Line's College Success Program serves students from their first day of college until graduation day—through campus visits, phone calls, emails, cards, care packages and events, they provide what it takes to guide one through college. Visit their booth next to the AACP Registration and Help Desk, Sheraton Boston, Grand Ballroom Prefunction, Second Floor, to get involved.

Highlighting #RxInnovation: Postcards to Your Legislators

Saturday, July 21: 5:00 p.m.–6:00 p.m.

Sunday, July 22: 7:00 a.m.–8:00 a.m.

Monday, July 23: 7:00 a.m.–8:00 a.m.

Sheraton: Grand Ballroom Prefunction, Second Floor

Feeling frustrated about the dwindling appreciation for research and STEM education on Capitol Hill? Make your voice heard with #RxInnovation. Postcards will be available at the Sheraton registration desk for you to write to your representative and share your views on the pivotal role that research and education at colleges and schools of pharmacy plays in moving the health enterprise forward.



CE Instructions

The deadline to submit activity session evaluations for obtaining CE credit is Friday, August 24.

AACP is pleased to offer continuing education credits directly to members for select program sessions at the 2018 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://aaccp.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 four weeks to complete evaluations for continuing education credit. Access to session activity evaluations in LECE will be denied after Friday, August 24, 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@aaccp.org, or John Ressler, Director of Academic Programs, at jressler@aaccp.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 17.75 hours of continuing education credits by attending the Annual Meeting (and an additional 4.75 hours for the Teachers Seminar and 3.00 hours for the Joseph T. DiPiro workshop) following the completion of the CE activities and corresponding CE session evaluation. 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 (CEUs), learning objectives and speaker info can be found throughout the program. No conflicts of interest or financial support were identified for any component of the continuing education activities at the AACP 2018 Annual Meeting. Speakers must disclose to learners, the presence or absence of relevant financial relationships with a commercial interest, prior to the start of their presentation.



How to access/manage Learning Express CE:

1. Login at: <https://aaccp.learningexpressce.com/index.cfm?fa=login> (use the QR code below) 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 2018 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 2018 Annual Meeting.”
9. A “certificate of completion” may be printed for your CE credits by clicking on the words “View/Print CE Credit” on the Menu bar. Note, 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.



Scan to login to
Learning Express CE

Meeting Space

Annual meeting programs, events and the exhibition hall will be hosted at the Sheraton Boston Hotel and Hynes Convention Center. 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. Those who need to re-print their name badge will be subject to the onsite conference registration rate of \$775.00. AACP will have two Registration and Help Desks this year, located at the Sheraton Boston Hotel, Grand Ballroom Prefunction space, second floor, and at the Hynes Convention Center in the Boylston Hallway, third level.

Poster Sessions and Abstracts

School Posters

Posters are scheduled on Saturday, July 21, from 1:00 p.m.–7:00 p.m. in the Sheraton Boston Hotel, Independence Ballroom, second floor. School poster presenters will be at their poster to discuss their work from 6:00 p.m.–7:00 p.m. Pages 54–56 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–1:00 p.m. on Saturday. Full abstracts can be printed from the *American Journal of Pharmaceutical Education* website at www.ajpe.org.

Research and Education Posters

Posters are scheduled in three sessions on Sunday, July 22, and Monday, July 23 in the Hynes Convention Center, Exhibit Hall D, Second Level:

- Session 1: Sunday, July 22, 4:30 p.m.–7:30 p.m.
- Session 2: Monday, July 23, 9:00 a.m.–10:30 a.m.
- Session 3: Monday, July 23, Noon–1:30 p.m.

Authors will be available from 4:30 p.m. to 5:30 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 57–76 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 82, Issue 5, by visiting its website at www.ajpe.org.

A new student poster competition featuring presentations by student pharmacists, graduate students, residents, fellows and post-docs will take place during Poster Session 1. Multidisciplinary teams will judge the posters and presentations from 4:30 p.m. to 5:30 p.m., and winners will be announced during the Tuesday General Session. Additional posters being presented by a student pharmacist, graduate student, resident or fellow but not participating in the poster competition will be highlighted in the program and in the exhibit hall with a ribbon.

Continental Breakfast

Continental breakfast will only be available for Teachers Seminar attendees on Saturday and for full conference attendees beginning on Sunday. Admissions Workshop and Navigating Toward Major Gifts 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 21 (for Teachers Seminar attendees only) . . . 7:00 a.m.–8:00 a.m.
Sunday, July 22 . . . 6:30 a.m.–8:00 a.m.
Monday, July 23 . . . 6:30 a.m.–8:00 a.m.
Tuesday, July 24 . . . 6:30 a.m.–8:00 a.m.
Wednesday, July 25 . . . 7:00 a.m.–8:00 a.m.

Registration and Help Desk Hours

The AACP Registration and Help Desk is located in the **Sheraton Boston Hotel**, Grand Ballroom Prefunction space, on the second floor. This registration desk will be open during the following times: *(hours subject to change)*

Friday, July 20 . . . 4:00 p.m.–7:00 p.m.
Saturday, July 21 . . . 7:00 a.m.–6:30 p.m.
Sunday, July 22 . . . 7:00 a.m.–6:00 p.m.
Monday, July 23 . . . 7:00 a.m.–3:00 p.m.
Tuesday, July 24 . . . 7:00 a.m.–3:00 p.m.
Wednesday, July 25 . . . 7:30 a.m.–8:30 a.m.

There will be a second registration and help desk located in the **Hynes Convention Center** in the Boylston Hallway, on the third level. This registration desk will be open during the following times: *(hours subject to change)*

Friday, July 20 . . . 4:00 p.m.–7:00 p.m.
Saturday, July 21 . . . 7:00 a.m.–6:30 p.m.
Sunday, July 22 . . . 7:00 a.m.–6:00 p.m.
Monday, July 23 . . . 8:00 a.m.–1:00 p.m.

Spouse and Guest Hospitality Room

Located in the Sheraton Boston Hotel, Beacon G, on the third floor, 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.

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—designed to offer attendees a brief but much-needed respite from crowds, noise and other common meeting stresses, while keeping you fresh for the business of learning and networking. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. There will be four laptop kiosks available on a first-come, first-served basis. 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, the lounge services are complimentary so make time to stop by for a little R&R! AACP would like to thank Liaison for their sponsorship to support the R&R Lounge and the University of Florida for staffing it.



Sheraton Boston Hotel, Fairfax Room, Third Floor

Saturday, July 21 . . . Noon–6:00 p.m.
Sunday, July 22 . . . 8:00 a.m.–5:00 p.m.
Monday, July 23 . . . 8:00 a.m.–5:00 p.m.
Tuesday, July 24 . . . 8:00 a.m.–4:00 p.m.

Download the Pharmacy Education 2018 App!

Schedule, network and view session materials from the convenience of your mobile device with the **Pharmacy Education 2018 App**. Download the app through the App Store or Google Play, or visit our mobile site at <https://pharmed18.pathable.com/>.

Follow us!

Facebook: facebook.com/AACPharmacy
 Twitter: @AACPharmacy
 Instagram: @AACPharmacy
 Use the Annual Meeting hashtag #PharmEd18



See page 2 for wifi information.

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 **Tuesday, July 31**. Applications are due by 5:00 p.m. ET on **Wednesday, Sept. 5**.

The 2019 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>.

A Call to Community Service

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. Applications are due **Monday, Sept. 17**, at 11:59 p.m. PT.

For more information, visit <http://bit.ly/WeaverAward>. Please contact Candelaria Moralez at cmoralez@aacp.org with any questions.

Opening Soon: Scholarship of Teaching and Learning (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 2019. 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 2018.
To learn more visit <http://bit.ly/SOTLGrant>.

Help Us Recognize Your Preceptors of the Year

AACP is launching a search for 2018 Preceptors of the Year with the goal of providing programming, resources and tools that will enhance the professional development of adjunct/affiliate preceptors. Recipients are given a two-year complimentary AACP individual affiliate membership beginning January 2019.

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 in order to reduce multiple submissions from an institution.

Submit your Preceptor of the Year here:
<http://bit.ly/PreceptorsOfTheYear>.
Questions? Email membership@aacp.org.

Tell Us How You're Fighting the Opioid Crisis

AACP is launching an environmental scan to collect and share successful practices that academic pharmacy is involved with to combat the ongoing and evolving opioid epidemic. The information collected will not only inform the Academy and other stakeholders of the level and type of activities being conducted by academic pharmacy but it will also serve to determine further actions that AACP and the Academy can pursue in this area.

To access the **Collection of Activities to Combat the Opioid Epidemic Survey** please visit <http://bit.ly/AACPOpioidSurvey>. An activity is broadly defined—it can be a collaboration, initiative, lecture, partnership, or program. It can be in the area of advocacy, education, teaching, practice, research and/or service.

You can find more information about the survey by visiting the AACP website at www.aacp.org/opioid. The deadline to submit activities is **Sept. 22, 2018**.

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Experience the Cuban Healthcare Delivery System with AACP

Join AACP and your academic pharmacy colleagues on a special delegation to Cuba. Take advantage of this outstanding professional development opportunity to network with AACP leadership and your peers while gaining a holistic view of the Cuban healthcare delivery system and pharmaceutical industry.

You can view more details on the AACP delegation website here: <http://bit.ly/AACPtoCuba>. Questions? Contact us at mail@aacp.org or complete a preliminary interest form here: <http://bit.ly/AACPtoCubaForm>.

Dates: January 21–26, 2019; 6 days and 5 nights.

Itinerary: View a preliminary itinerary here: <http://bit.ly/AACPtoCubaItinerary>.

Fee: The \$4,750 fee includes group transportation within Cuba, meetings, accommodations in double-occupancy rooms, entry fees for cultural visits, the service of a national guide, and most meals.



Upcoming Meetings

Register Now for the 2018 Fall Institute

Student Affairs: Mental Health and Well-being

October 15–17 | Hyatt Regency Dulles | Herndon, Va.

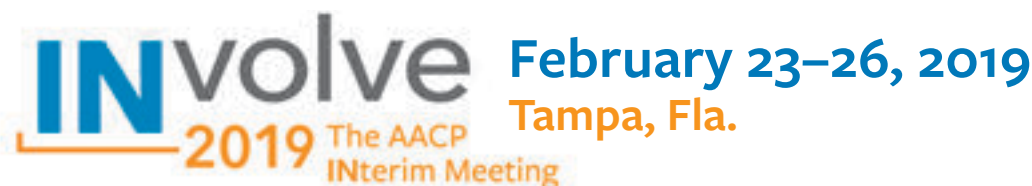
Stress, anxiety and tragedy are disruptive to student learning. Colleges and schools of pharmacy should provide mindful programs to support an environment of well-being for students, and faculty, which will help minimize the impact of these pressures. Plan to attend the 2018 Fall Institute where expert speakers will address student mental health and programs that contribute to dealing with stress in order to facilitate learning.

Register now: <http://bit.ly/2018FallInstitute>

Who Should Attend:

- Student affairs professionals at the college or university level
- Chief wellness officers
- Faculty/student advisors
- Human resource professionals
- Faculty and administrators in academia

Save the Date



Microsessions at INvolve 2019

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 **INvolve 2019** meeting. The topics are:

- Student leadership
- Preparing students to work in corporate structures
- Regional campuses

Interested in submitting a topic?

Visit <http://bit.ly/IN19Microsessions>.

Proposals in the form of a 250 word abstract will be accepted Sept. 10–Nov. 12.

Engaging the Next-Gen Research Workforce: 2019 Research Symposium

February 23, 2019 | Tampa, Fla.

The 2019 Research Symposium is a chance for researchers and research leaders at colleges and schools of pharmacy to come together and discuss opportunities and challenges in research training, and identify points of potential collaboration. The Symposium will be held prior to **INvolve 2019**.

Symposium topics will include engaging pharmacy students in research, the value of research training for building professional competencies, bridging basic science and clinical departments to enhance research and training at pharmacy schools and more. Deans, department chairs and faculty currently involved in research training or interested in expanding research training are encouraged to attend.

Attend the Research Symposium as a stand-alone workshop or add it to your INvolve 2019 registration. Registration for the Research Symposium is \$135 and includes a networking reception on the evening of February 22.

Join Us Next Year!



AACP Annual Meeting July 13–17 Chicago

Plan Ahead

INterim Meeting 2020: February 8–11, 2020, Rio Grande, Puerto Rico

Pharmacy Education 2020: July 18–22, 2020, Long Beach, Calif.

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

Pharmacy Education 2022: July 23–27, 2022, Grapevine, Tex.

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 20–22, 2018

Hyatt Capitol Hill, Washington, D.C.

District 3

August 12–14, 2018

The Renaissance, Asheville, N.C.

District 4

November 7–9, 2018

JW Marriott, Grand Rapids, Mich.

District 5

August 1–3, 2018

Sheraton Cavalier, Saskatoon, Saskatchewan, Canada

Districts 6, 7 and 8 Joint Meeting

October 14–17, 2018

Westin Kansas City at Crown Center, Kansas City, Mo.

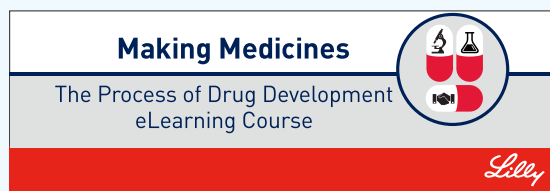
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AACP greatly appreciates the support from our meeting sponsors, whose contributions make this event possible:

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.



Making Medicines: The Process of Drug Development is an innovative and interactive online course designed to examine fundamental concepts and techniques of the drug development process.

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. Our educational initiatives include the NACDS Foundation Faculty Scholars and Executive Fellowship programs, providing faculty and Pharm.D. graduates with the opportunity to focus on meaningful patient-centered research in community pharmacy settings.

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.



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.



Rite Aid is a Retail Healthcare Company offering a unique consumer experience by providing access to and coordination of health services, products and expert advice.

Silver Sponsors



CORE Higher Education Group, an education technology company, provides software solutions for experiential education, competency assessment, and electronic portfolios to over 100 colleges and universities.



The University of Maryland School of Pharmacy leads pharmacy education, scientific discovery, patient care, and community engagement in the state of Maryland and beyond.



With over 5,000 Walmart & Sam's Club Pharmacies nationwide, we offer affordable access to crucial medications, supply immunization services and provide patients with one-on-one consultations.

Bronze Sponsors



Award Sponsor



Special Thanks



Workplace Personality Inventory™-II for Pharmacy Students

Tools to develop your pharmacy students' soft skills

Industry leaders agree that a pharmacy student's education goes well beyond general academic ability and scientific knowledge. Their inter- and intrapersonal skills are crucial to their success both in school and later in the workplace while interacting with patients and other members of their team.

Pharmacy schools have identified a need to not only measure these skills, but to develop them over time while benchmarking student progress.

Stop by **booth #300 at AACP**
or visit **TalentLens.com/WPIPharm**
to learn more

We have the solution

With the **Workplace Personality Inventory™-II (WPI™-II) for Pharmacy Students**, your program now has the ability to evaluate a students' soft skills while providing development and benchmarking for these skills throughout their pharmaceutical education.

The WPI-II for Pharmacy Students:

- Goes beyond intellectual acuity to also measure intra- and interpersonal skills
- Supports development for inter- and intrapersonal skills both in the pharmacy program and in professional practice
- Benchmarks student progress

800.622.3231 | TalentLens.com/WPIPharm

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Fine-tune Your Mind and Body

Join your colleagues at one of the many fitness opportunities at **Pharmacy Education 2018**.

Monday, July 23: 6:30 a.m.–7:30 a.m.

Sunrise Yoga

Sheraton: Republic Ballroom, Second Floor

Fitness enthusiasts are welcome to enjoy a sunrise yoga class on Monday at 6:30 a.m. that allows all fitness levels to participate. The class will be held in a carpeted room so mats are not required.

Monday, July 23: 3:30 p.m.–4:30 p.m.

Zumba Fitness Session

Sheraton: Republic Ballroom, Second Floor

Feeling energetic? Join us Monday afternoon at 3:30 p.m. for a Latin-inspired Zumba class. The routines feature aerobic/fitness interval training with a combination of fast and slow rhythms that tone and sculpt. Open to all levels.

Tuesday, July 24: 6:30 a.m.–7:30 a.m.

High Energy Circuit Workout

Sheraton: Republic Ballroom, Second Floor

Jump start your Tuesday morning and join your colleagues in a high energy circuit workout. This aerobic workout puts the emphasis as much on having fun as breaking a sweat. All levels welcome.



Sponsored by:

Pearson

Walking Challenge

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

The AACP Challenge starts on **Saturday, July 21 at 8:00 a.m.** and ends **Tuesday, July 24 at 11:59 p.m.** 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 Walking Challenge goals, visit the following locations and scan-in for a step boost:

- Pearson Booth, #300 in Exhibit Hall:
Sunday July 22: 4:30 p.m.–7:30 p.m.
Exhibitors' Opening Reception
400-step boost available
Monday, July 23: 9:00 a.m.–1:30 p.m.
400-step boost available
- Sunrise Yoga: see above for information
200-step boost available
- Zumba Fitness: see above for information
200-step boost available
- High Energy Circuit Workout: see above for information
200-step boost available

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.
3. Launch the Heka Walk app and complete the registration process.
 - a. The non-case sensitive activation code is: aacp1
 - b. Pair your supported step tracker
4. **Start Walking!** To sync your step data to the app, select "Tap to sync steps" at the top of the dashboard.

Sunday, July 22: 7:00 a.m.–6:00 p.m.

Monday, July 23: 7:00 a.m.–6:00 p.m.

Tuesday, July 24: 7:00 a.m.–6:00 p.m.

Meditation Room

Sheraton: Beacon A, Third Floor

Wellness is a concept and a state of being that everyone must embrace. Make your well-being a priority at **Pharmacy Education 2018** 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.



House of Delegates & AACP Headshot Café

House of Delegates Information

Delegate Credentialing

Delegates for the 2018 AACP House of Delegates (HOD) must sign in with the AACP Credentials Committee at the Boylston Hallway in the Hynes Convention Center, Third Level, 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 22, for the first session of the HOD, and from 7:00 a.m. to 8:00 a.m. on Wednesday, July 25, for the final session. The First House of Delegates session will begin promptly at 10:00 a.m. on Sunday, July 22, and the Final House of Delegates session will begin promptly at 9:30 a.m. on Wednesday, July 25. 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 23. Resolutions should be submitted to the AACP Registration and Help Desk at the Sheraton: Grand Ballroom Prefunction, Second Floor, and directed to the attention of Dr. Lucinda L. Maine (American Association of Colleges of Pharmacy), secretary of the House of Delegates. The Open Hearing of the Bylaws and Policy Development Committee will be held from Noon to 1:30 p.m. on Tuesday, July 24, in the Sheraton: Grand Ballroom, Second Floor, at which time the proposed business, including policies, Bylaws amendment 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, the Argus Commission, Professional Affairs, Strategic Engagement, Student Affairs, and Research and Graduate Affairs to discuss the proposed policy statements and recommendations from their efforts this past year. This special session will be held in the Sheraton: Grand Ballroom, Second Floor, on Monday, July 23, from 8:00 a.m. to 9:30 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 22, from 11:30 a.m. to Noon, Tuesday, July 24, from 8:00 a.m. to 8:30 a.m. and by appointment.

Schedule

Sunday, July 22

7:00 a.m.–8:00 a.m.

First House of Delegates Sign-In

Hynes Convention Center: Boylston Hallway, Third Level

10:00 a.m.–11:30 a.m.

First House of Delegates Session

Hynes Convention Center: Ballroom ABC, Third Level

Monday, July 23

8:00 a.m.–9:30 a.m.

Reports of the 2017–2018 Standing Committees

Sheraton: Grand Ballroom, Second Floor

6:00 p.m.

Deadline for Resolutions

AACP Registration and Help Desk

Sheraton: Grand Ballroom Prefunction, Second Floor

Formal submissions required on or before 6:00 p.m.

Tuesday, July 24

Noon–1:30 p.m.

Open Hearing of the Bylaws and Policy Development Committee

Sheraton: Grand Ballroom, Second Floor

Wednesday, July 25

7:00 a.m.–8:00 a.m.

Final House of Delegates Sign-In

Hynes Convention Center: Boylston Hallway, Third Level

9:30 a.m.–11:00 a.m.

Final House of Delegates Session

Hynes Convention Center: Ballroom A, Third Level

AACP Headshot Café

sponsored
by Rite Aid



Sunday, July 22

9:30 a.m.–4:00 p.m.

Hynes Convention Center: Boylston Hallway, Third Level

Monday, July 23

9:30 a.m.–4:00 p.m.

Hynes Convention Center: Boylston Hallway, Third Level

Enhance your LinkedIn and other social media profiles!

Stop by the AACP Headshot Café, sponsored by Rite Aid, for a makeup session and professional headshot taken by expert photographers.





Wellness is our priority.

Make it Personal by discovering a career with Rite Aid.



The Rite Aid Team provides a higher level of care that goes beyond simply filling prescriptions.

Our team of friendly, caring and dedicated associates work hard each and every day to show our customers that, "With Us, It's Personal."

Visit our career site at
www.RiteAid.com/careers
to learn more about current opportunities.

Rite Aid is an Equal Opportunity Employer, dedicated to a policy of non-discrimination in employment on any basis including race, color, age, sex, religion, national origin, the presence of mental, physical, or sensory disability, sexual orientation, or any other basis prohibited by federal, state, or provincial law.

AACP Walmart Scholars

Welcome Future Leaders in Academic Pharmacy

AACP and Walmart share the commitment to help colleges and schools of pharmacy ensure there is an adequate number of well-prepared individuals who aspire to join the faculties at our expanding number of institutions across the country.

The goal of the AACP Walmart Scholars Program is to strengthen the recipient's skills and commitment to a career in academic pharmacy through their participation at the AACP Annual Meeting. Eighty-five students receive \$1,000 scholarships to help defray registration and travel costs to attend the conference.

Do you know a future Walmart Scholar? The application opens in December. Visit <http://bit.ly/AACPWalmartScholars> to learn more.

A comprehensive list of suggested and required Annual Meeting programming for Walmart Scholars and their Mentors can be found in the **Pharmacy Education 2018 App**. Download the app through the App Store or Google Play, or visit our mobile site at <https://pharmed18.pathable.com/>.



AACP appreciates Walmart's support for faculty recruitment activities.

A promotional advertisement for Walmart Pharmacy. On the left, a white background contains the text "A better kind of health and wellness" in a mix of black and orange script and sans-serif fonts. Below this, two paragraphs of text describe Walmart's commitment to quality health care and its long history in the industry. On the right, a photograph shows a smiling female pharmacist in a white lab coat standing behind a pharmacy counter with a computer monitor and a barcode scanner. The bottom of the ad is a dark blue banner with white text providing a website for career opportunities, the Walmart and Sam's Club logos, and an Equal Opportunity Employer statement.

A better kind of health and wellness

At Walmart, we believe that quality health care is the foundation of a better life. That's why we provide our Pharmacists with the tools and resources needed to deliver quality health care every day.

For over 27 years, we've continually been at the forefront of technology in our industry. From our wide range of locations, to the training and advancement opportunities we offer, this is a place for Pharmacists like no other. At the end of the day, we're simply a team dedicated to helping others save money, so that they can live better, healthier lives.

For more information about career opportunities with Walmart, visit walmart.com/rxcareers

Walmart Sam's Club

Wal-Mart Stores, Inc. is an Equal Opportunity Employer - by choice.



CREATE

and benefit from on-brand,
targeted cross-media campaigns



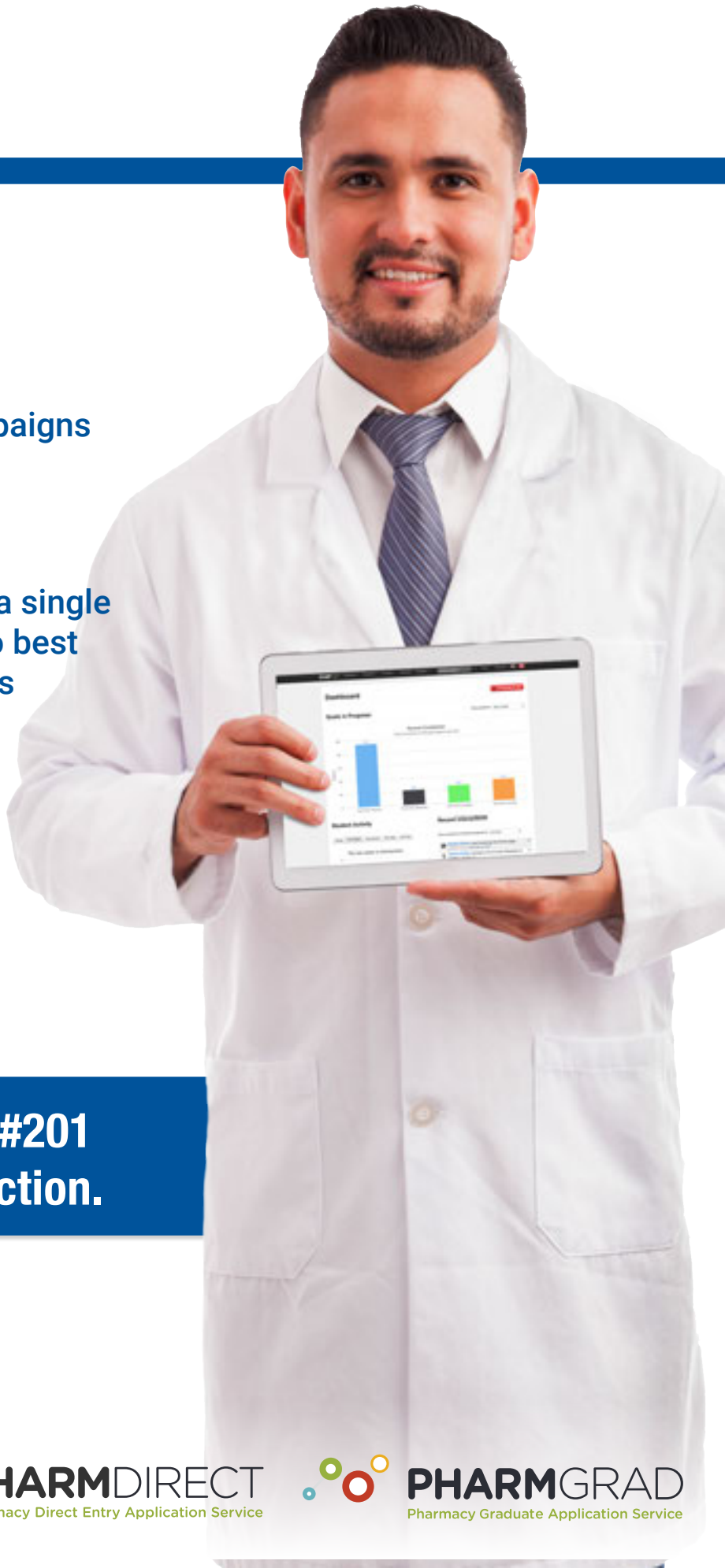
CAPTURE

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 #201
to see EMP in action.**



PHARMCAS
Pharmacy College Application Service



PHARMDIRECT
Pharmacy Direct Entry Application Service



PHARMGRAD
Pharmacy Graduate Application Service

Pre-Sessions: Admissions Workshop

Admissions Workshop

Fee: \$350. Pre-registration is recommended, space is limited. Registration includes morning coffee, two lunches, and beverage breaks.

Friday, July 20

7:00 a.m.–9:00 a.m.

Registration Desk

Hynes Convention Center: Room 304, Third Level

8:00 a.m.–9:30 a.m.

PharmCAS Cycle Updates, Policy Review, and Future Plans

Hynes Convention Center: Rooms 304 & 306, Third Level

AACP and PharmCAS staff will share preliminary cycle data, an overview of PharmCAS policies and updates for the 2018–2019 application cycle and beyond.

(Speaker) Melissa Keaveney, Liaison International; (Speaker) Mike Margitich, Liaison International; (Speaker) Katie Owings Bruce, American Association of Colleges of Pharmacy; (Speaker) Libby J. Ross, American Association of Colleges of Pharmacy

9:30 a.m.–9:45 a.m.

Beverage Break

Hynes Convention Center: Boylston Hallway, Third Level

9:45 a.m.–Noon

WebAdMIT Best Practices

Hynes Convention Center: Rooms 304 & 306, Third Level

Advanced

Group discussions on best practices in WebAdMIT will be facilitated by members of the PharmCAS Advisory Committee. Discussions will cover an array of topics including tracking course prerequisite completion, nurturing applicants in WebAdMIT, custom fields, requirements, and reports and exports.

(Speakers) Members of the PharmCAS Advisory Committee

9:45 a.m.–Noon

WebAdMIT Training for New Users

Hynes Convention Center: Room 305, Third Level

Introductory

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) Jennifer L. Clutter, West Virginia University; (Speaker) Katie Owings Bruce, American Association of Colleges of Pharmacy

Noon–1:00 p.m.

Lunch

Hynes Convention Center: Room 302, Third Level

Private lunch for Admissions Workshop participants only.

1:00 p.m.–2:30 p.m.

Making the Case for Holistic Admissions: Perspectives From Dentistry (ADEA), Medicine (AAMC), and Nursing (AACN)

Hynes Convention Center: Rooms 304 & 306, Third Level

Holistic admissions refers to a process of considering the capabilities and attributes of applicants beyond grade point averages and standardized test scores to better assess their readiness to engage in graduate or professional education. This session is designed to describe the value of a holistic admissions and promote the adoption of the concept, practice and utilization of a holistic admissions review framework. Germane to this process is a review of the considerations related to institutional willingness to consider alternate admissions processes, the legal foundation for diversity considerations in admissions, impact of unconscious bias, race-neutral alternatives and activities designed to facilitate program adoption of holistic admissions review. Representatives from the American Dental Education Association

(ADEA), Association of American Medical Colleges (AAMC), and American Association of Colleges of Nursing (AACN) will share their association's experience in facilitating holistic admissions with their respective member institutions.

(Moderator) Rosie Walker, American Association of Colleges of Pharmacy; (Speaker) Carolyn Booker, American Dental Education Association; (Speaker) Sarah S. Conrad, Association of American of Medical Colleges; (Speaker) Vernell DeWitty, American Association of Colleges of Nursing

2:30 p.m.–2:45 p.m.

Beverage Break

Hynes Convention Center: Boylston Hallway, Third Level

2:45 p.m.–3:35 p.m.

Multiple Mini-Interview (MMI): Point/Counterpoint

Hynes Convention Center: Rooms 304 & 306, Third Level

The Multiple Mini Interview has been used for several years in health sciences schools' admissions processes. It is intended to measure non-academic constructs and typically consists of six to ten short interviews focusing on a scenario and lasting five to ten minutes each. The session presenters will outline the pros and cons of MMIs, the available evidence around their use, and whether they should be adopted by all colleges and schools of pharmacy to better inform admission decisions and predict student success.

(Speaker) Wendy C. Cox, University of North Carolina at Chapel Hill; (Speaker) Seth D. Heldenbrand, University of Arkansas for Medical Sciences

3:40 p.m.–4:30 p.m.

Student-Focused Transition From Admissions to Academic and Student Affairs

Hynes Convention Center: Rooms 304 & 306, Third Level

Ensuring a successful transition from applicant to enrolled student is a critical component of both the admission and onboarding process into a new pharmacy program. Often times, the onboarding process is overlooked as a strategy for continuous recruitment and retention, is hindered by lack of technology, lack of resources or a gap between admission and student and academic affairs units. Creighton University has spent years growing both technological and collaborative efforts and have identified several useful strategies to successfully engage incoming students.

(Speaker) Shawn M. Cook, Creighton University; (Speaker) Mackenzie Stick, Creighton University

4:30 p.m.–5:15 p.m.

Cooperative Admissions Guidelines Update and Open Forum

Hynes Convention Center: Rooms 304 & 306, Third Level

The session will provide an update on the Cooperative Admissions Guidelines (CAG) during the 2017–2018 admissions cycle and related survey results. Speakers will share their institutional perspectives and the latest on environmental factors that may impact the CAG in the future. Attendees will have an opportunity to share their experiences and provide feedback on the CAG.

(Speaker) Jordana S. Berry, Mercer University; (Speaker) Thomas TenHoeve III, University of Illinois at Chicago; (Speaker) Andrea L. Wall, University of Cincinnati

6:00 p.m.–7:30 p.m.

PharmCAS Advisory Committee Meeting

Hilton Boston Back Bay: Maverick A, Second Floor

Closed Meeting

(Chair) Jonathan M. Parker, Samford University

6:00 p.m.–7:30 p.m.

PharmGrad Advisory Committee Meeting

Hilton Boston Back Bay: Copley, Second Floor

Closed Meeting

(Chair) Kimberly J. Dunn, Campbell University

7:30 p.m.–9:00 p.m.

PharmCAS & PharmGrad Advisory Committee Dinner

Hilton Boston Back Bay: Fenway, First Floor

Closed Meeting

Pre-Sessions: Admissions Workshop

Saturday, July 21

8:00 a.m.–9:30 a.m.

PCAT Update

Hynes Convention Center: Rooms 304 & 306, Third Level

Members of the PCAT Advisory Committee will discuss ongoing changes to the PCAT, describe the development of test items and review recent test results including a discussion of potential implications.

(Speaker) Andrew S. Bzowickyy, University of Missouri—Kansas City; (Speaker) Renee M. DeHart, Samford University; (Speaker) Mary L. Euler, West Virginia University; (Speaker) Paul W. Jungnickel, Auburn University

9:30 a.m.–9:45 a.m.

Beverage Break

Hynes Convention Center: Boylston Hallway, Third Level

9:45 a.m.–Noon

Leveraging National Campaigns and Champions in Pharmacy School Recruitment

Hynes Convention Center: Rooms 304 & 306, Third Level

This session will feature updates on the status of the AACP recruitment and branding campaigns, innovation challenge, opportunities for schools to tap into resources, pharmacy champion speakers, videos, what's ahead, etc.

(Speaker) Jeffrey A. Bates, Cedarville University; (Speaker) Chelsea W. Bennett, The University of Mississippi; (Speaker) Joanna DiGloria, Youth Marketing Connection; (Speaker) David F. Gregory, Belmont University; (Speaker) Lisa Rothwell, Youth Marketing Connection; (Speaker) Libby J. Ross, American Association of Colleges of Pharmacy; (Speaker) Rosie Walker, American Association of Colleges of Pharmacy

Noon–1:00 p.m.

Lunch

Hynes Convention Center: Room 302, Third Level

Private lunch for Admissions Workshop participants only.

1:00 p.m.–1:50 p.m.

Pharmacy Camps

Hynes Convention Center: Rooms 304 & 306, Third Level

This session will describe the process of designing and promoting a successful pharmacy camp and enrichment program for middle, secondary and college-aged students.

(Speaker) Lakesha M. Butler, Southern Illinois University Edwardsville; (Speaker) Christine L. Cadiz, Keck Graduate Institute; (Speaker) Philip M. Hritcko, University of Connecticut; (Speaker) Mark S. Luer, Southern Illinois University Edwardsville

2:00 p.m.–2:50 p.m.

Minority Student Recruitment

Hynes Convention Center: Rooms 304 & 306, Third Level

Presenters will share innovative strategies to promote pharmacy education and careers to students from underrepresented racial/ethnic groups and disadvantaged backgrounds.

(Moderator) Rosie Walker, American Association of Colleges of Pharmacy; (Speaker) Angela Finerson, The University of Tennessee; (Speaker) Toyin S. Tofade, Howard University (Speaker) Jennifer S. Williams, The University of Tennessee

2:50 p.m.–3:10 p.m.

Beverage Break

Hynes Convention Center: Boylston Hallway, Third Level

3:10 p.m.–4:00 p.m.

Feeding Your Pipeline the Right Fuel for the Right Students: A Story of Three Early Assurance Programs

Hynes Convention Center: Rooms 304 & 306, Third Level

How can your school address the challenges of a declining national, regional and local applicant pool? Three schools will share perspectives on how their Early Assurance Programs have impacted the admissions pipeline. Admissions and matriculation requirements will be discussed, and retention and early assessment data will be shared. A discussion of the successes and challenges of these programs and their potential for addressing a declining applicant pool will be shared through an open Q&A format following three mini-presentations in this valuable session.

(Speaker) Lawrence M. Brown, Chapman University; (Speaker) Jennifer L. Clutter, West Virginia University; (Speaker) Amy Diepenbrock, University of the Incarnate Word; (Speaker) Candace M. Gonzalez, University of the Incarnate Word; (Speaker) Mary L. Euler, West Virginia University

4:10 p.m.–5:00 p.m.

Achieving Diversity Goals: Use of Parental Education and Occupation as an Indicator of Socioeconomic Status

Hynes Convention Center: Rooms 304 & 306, Third Level

Would you like more standardized information when evaluating diversity characteristics during the admission process? Join us, as researchers share their analyses of PharmCAS data, and describe a tool developed for measuring socioeconomic status (SES) of PharmCAS applicants. This tool has potential for use in evaluating SES as a diversity characteristic in admission processes.

(Speaker) Jennifer L. Adams, Idaho State University; (Speaker) Rahul Nohria, West Coast University

Promote pharmacy education and careers using #Pharm4me campaign and recruitment materials

Contact AACP student affairs staff for more information at pharm4me@aacp.org.



Pre-Sessions: Teachers Seminar

Teachers Seminar: Personalized Learning: Striving for Greater Self-Awareness and Adaptability

Fee: Member \$225; Non-member \$325; Student: \$125. Pre-registration recommended; includes breakfast, beverage breaks and lunch.

Saturday, July 21

7:00 a.m.–8:00 a.m.

Breakfast

Hynes Convention Center: Ballroom C, Third Level

8:00 a.m.–8:45 a.m.

Keynote: Personalized Learning for All: Oxymoron, Groundhog Day, or Opportunity?

Hynes Convention Center: Ballroom B, Third Level

Introductory

The goals of providing learning environments and opportunities to facilitate individual student success are not new in education. Over the past several decades, pharmacy educators have discussed the importance of preparing students for the realities of contemporary practice, the need to change the educational paradigm from one that is teacher-centered to one that is student-centered, and strategies to assess student development of competencies deemed foundational to pharmacy practice across a variety of professional roles and settings. The contemporary personalized learning movement builds on elements of each of these and leverages technology and other tools to scale personalization to accommodate student diversity, optimize individual strengths and preferences, and foster varied professional interests.

(Moderator) Stuart T. Haines, The University of Mississippi; (Speaker) Susan M. Meyer, University of Pittsburgh

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

1. Examine the concept of personalized learning in relation to student-centered learning and competency-based education.
2. Describe current applications of personalized learning in higher education.
3. Analyze the advantages and challenges associated with personalized learning in contemporary pharmacy education.

Knowledge-based (0581-0000-18-032-Lo4-P, 0.75 Contact Hour)

8:55 a.m.–9:25 a.m.

Grit, Resilience, Motivation, and Mindset: What Are We Talking About, Why Should We Care, and Can We Cultivate It?

Hynes Convention Center: Ballroom B, Third Level

Introductory

Grit as a concept has become wildly popular recently and with this popularity has come both proponents and detractors of the psychological measurement itself, but are there practical applications of grit that pharmacy educators can use? In this short session, attendees are invited to explore the invisible “it” factor, discuss underlying psychological theory behind motivation and grit, and develop concrete ways to move this concept from theory to practice both in themselves and their students.

(Speaker) Adam Pate, The University of Mississippi

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

1. Discuss the psychological construct of motivation and its relation to grit, resilience, mindset, etc.
2. Explain ways to cultivate and develop motivation.
3. Develop an implementation plan for applying concepts to personal experience.

Knowledge-based (0581-0000-18-033-Lo4-P, 0.50 Contact Hour)

8:55 a.m.–9:25 a.m.

Utilizing a Strengths-Based Approach in Personalized Instruction

Hynes Convention Center: Ballroom A, Third Level

Introductory

Learners will explore how the results of and philosophy behind Gallup's StrengthsFinder® tool can be utilized in the development, implementation and evaluation of personalized instruction. In the process, participants will learn more about the strengths movement, identify the flexibility to personalize learning toward a learner's strengths, and assess the learning experiences while considering their own strengths and the strengths discovery of their learners.

(Speaker) Andrew P. Traynor, Concordia University Wisconsin

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

1. Identify concepts of the strengths movement that are applicable to personalized learning.

2. Outline learning activities in one's learning environment(s) that have the flexibility to personalize learning with a strengths focus.
3. Implement actions to personalize learning with a strengths focus based on the assessment of the teacher and learner baseline strengths.

Knowledge-based (0581-0000-18-034-Lo4-P, 0.50 Contact Hour)

9:35 a.m.–10:05 a.m.

Enhancing Teaching and Learning With Adaptive Courseware

Hynes Convention Center: Ballroom B, Third Level

Introductory

In this session, faculty will learn how adaptive courseware and adaptive learning teaching strategies can help them manage large classes, personalize learning for students, and track student outcomes across the curriculum in the same digital platform. The presenter will share student feedback data on their experience of adaptive courseware as well as strategies and outcomes based on case studies from The University of Mississippi.

(Speaker) Patricia O'Sullivan, The University of Mississippi

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

1. Articulate three key measures of adaptivity in digital learning platforms.
2. Summarize the benefits of adaptive courseware and adaptive learning teaching strategies to teaching and learning.
3. Locate tools for comparing and choosing adaptive courseware.

Knowledge-based (0581-0000-18-035-Lo4-P, 0.50 Contact Hour)

9:35 a.m.–10:05 a.m.

Using Learning Styles Theory to Improve Your Teaching

Hynes Convention Center: Ballroom A, Third Level

Introductory

Learning styles theory provides educators with a unique perspective into what motivates learners to truly learn. This session will focus on practical methods for applying learning styles theory to the design and delivery of educational programs in diverse classroom and clinical settings, to enhance the quality of the learning (and teaching) experience.

(Speaker) Zubin H. Austin, University of Toronto

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

1. Discuss relevance of learning styles theory to curriculum design and teaching.
2. Apply learning styles theory to the design and delivery of educational sessions.
3. Reflect upon personal learning style as a facilitator to improve teaching.

Knowledge-based (0581-0000-18-036-Lo4-P, 0.50 Contact Hour)

10:05 a.m.–10:20 a.m.

Beverage Break

Hynes Convention Center: Ballroom Prefunction, Third Level

10:20 a.m.–10:50 a.m.

Grit, Resilience, Motivation, and Mindset: What Are We

Talking About, Why Should We Care, and Can We Cultivate It?

Hynes Convention Center: Ballroom B, Third Level

Introductory

Grit as a concept has become wildly popular recently and with this popularity has come both proponents and detractors of the psychological measurement itself, but are there practical applications of grit that pharmacy educators can use? In this short session, attendees are invited to explore the invisible “it” factor, discuss underlying psychological theory behind motivation and grit, and develop concrete ways to move this concept from theory to practice both in themselves and their students.

(Speaker) Adam Pate, The University of Mississippi

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

1. Discuss the psychological construct of motivation and its relation to grit, resilience, mindset, etc.
2. Explain ways to cultivate and develop motivation.
3. Develop an implementation plan for applying concepts to personal experience.

Knowledge-based (0581-0000-18-037-Lo4-P, 0.50 Contact Hour)

10:20 a.m.–10:50 a.m.

Utilizing Personalized COACHing as a Means to Enhance

Learner Development Across Multiple Pharmacy Settings

Hynes Convention Center: Ballroom A, Third Level

Introductory

In this session, attendees will gain exposure to the C.O.A.C.H. framework which serves as model for building strong relationships and advance learner development and progress in practice, research, teaching and more! The session will highlight concepts such as the optimistic

Pre-Sessions: Teachers Seminar

stance, the ask-tell spectrum which attendees can use during their own personal coaching situations. Students, residents and seasoned faculty members will find new concepts, techniques and ideas to enhance their abilities and become optimal coaches regardless of practice or research area.

(Speaker) Kyle M. Turner, The University of Utah

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

1. Explore the C.O.A.C.H. framework as a means to engage learners in their own personal and professional development.
2. Determine one's own coaching tendency based on the ask-tell spectrum.
3. Apply coaching principles to a current professional situation.

Knowledge-based (0581-0000-18-038-Lo4-P, 0.50 Contact Hour)

11:00 a.m.–11:45 a.m.

Creating Your Personal Development Plan—It's All About You

Hynes Convention Center: Ballroom B, Third Level

While professionals often plan for their first job after school or training, many struggle with preparing for the changing needs of what is hopefully a dynamic career. Learn how to lead your own career maturation, rather than simply managing a career change, by using the continuous professional development framework.

(Speaker) Kelly M. Smith, University of Georgia

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

1. Construct a time-sensitive plan that stimulates intentional career self-reflection and personal value assessment.
2. Develop an accountability measure for at least one component of your personal development plan.
3. Propose a group of colleagues to serve as a personal board of directors.

Knowledge-based (0581-0000-18-049-Lo4-P, 0.75 Contact Hour)

11:45 a.m.–12:45 p.m.

Lunch and Sharing Activity

Hynes Convention Center: Ballroom C, Third Level

1:00 p.m.–1:30 p.m.

Looking in the Mirror: The Importance of Critical Self-Reflection

Hynes Convention Center: Ballroom B, Third Level

Introductory

Critical self-reflection is a conscious exploration of an individual's past experiences to identify new ways of learning or approaching future tasks. Learner self-reflection is a component of the life-long learning process and should complement other forms of feedback from both peers and faculty. No single self-reflection process will apply to all learners; instead it should be personalized based on individual learning preferences and tendencies. Faculty should integrate a diversity of self-reflection activities into their teaching in both the classroom and experiential environments. Effective self-reflection can increase student self-awareness and positively contribute to individual and group learning experiences.

(Speaker) Craig D. Cox, Texas Tech University Health Sciences Center

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

1. Define the concept of critical self-reflection and how it can benefit a student's learning experience.
2. Describe teaching strategies to effectively utilize critical self-reflection in both the classroom and experiential settings.
3. Participate in a self-reflection exercise focused on examining your ability to teach others to critically self-reflect.

Knowledge-based (0581-0000-18-039-Lo4-P, 0.50 Contact Hour)

1:00 p.m.–1:30 p.m.

Utilizing Personalized COACHing as a Means to Enhance Learner Development Across Multiple Pharmacy Settings

Hynes Convention Center: Ballroom A, Third Level

Introductory

In this session, attendees will gain exposure to the C.O.A.C.H. framework which serves as model for building strong relationships and advance learner development and progress in practice, research, teaching and more! The session will highlight concepts such as the optimistic stance, the ask-tell spectrum which attendees can use during their own personal coaching situations. Students, residents and seasoned faculty members will find new concepts, techniques and ideas to enhance their abilities and become optimal coaches regardless of practice or research area.

(Speaker) Kyle M. Turner, The University of Utah

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

1. Explore the C.O.A.C.H. framework as a means to engage learners in their own personal and professional development.

2. Determine one's own coaching tendency based on the ask-tell spectrum.

3. Apply coaching principles to a current professional situation.

Knowledge-based (0581-0000-18-040-Lo4-P, 0.50 Contact Hour)

1:40 p.m.–2:10 p.m.

Mindlessness to Mindfulness

Hynes Convention Center: Ballroom B, Third Level

Introductory

When you perform multiple tasks at once, your brain tends to shift into auto-pilot. Multi-tasking denies essential pauses in our mental space and contributes to increased levels of faculty and student burnout. Mindfulness is defined as a mental state achieved by focusing one's present awareness on thoughts, emotions or experiences. This session will focus on identifying personalized areas to incorporate mindfulness techniques into your everyday activities, developing mindfulness skills to manage stress, relieve anxiety and irritability, as well as cultivating positive relationships within your classroom.

(Speaker) Emily R. Esposito, Sullivan University

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

1. Define mindfulness and identify areas which might benefit from integration.
2. Provide tools to develop a personalized plan of mindfulness to manage stress and minimize anxiety.
3. Incorporate aspects of mindfulness into the classroom for the benefit of both faculty and students.

Knowledge-based (0581-0000-18-042-Lo4-P, 0.50 Contact Hour)

1:40 p.m.–2:10 p.m.

Using Teams in Learning—Better Teams; Better Function

Hynes Convention Center: Ballroom A, Third Level

Advanced

This session will discuss how to create teams of students so that they function at a high level. Different strategies will be provided to bring teams together, and the audience will share their experiences in creating high-functioning teams.

(Speaker) Steven J. Martin, Ohio Northern University

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

1. Identify learning outcomes from team-based experiences and describe three measurable metrics for assessing if the team-based exercise learning objectives were met.
2. Differentiate students based on one key characteristic (academic performance, Strengths Finders Talents, etc.), and identify how you would build a team based on that metric.
3. Construct a team-based project or experience that has team-based and individual-based learning objectives and assessment metrics.

Knowledge-based (0581-0000-18-043-Lo4-P, 0.50 Contact Hour)

2:10 p.m.–2:30 p.m.

Beverage Break

Hynes Convention Center: Ballroom Prefunction, Third Level

2:30 p.m.–3:15 p.m.

The Competency-Based Curriculum: Dismantling Time-Based Curricula in Favor of Personalized Learning

Hynes Convention Center: Ballroom B, Third Level

Advanced

Competency-based education (CBE) is a framework for defining the outcomes and processes of education that has been adopted by many health professions associations and schools. CBE has many implications for learning methods, assessment, curricular design and implementation, administration and leadership. Of particular significance is the shift from current fixed time-variable outcome educational models to fixed outcomes-time variable models. Implementation of time variable, competency-based education requires a new emphasis on individualized learning rather than group teaching. This session will examine the underlying principles of CBE and some of the logistics of individualized learning with opportunity for problem solving and discussion by the audience.

(Speaker) Larry D. Gruppen, University of Michigan Medical School

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

1. Describe the key principles of competency-based education.
2. Evaluate the extent to which these principles are present in their own curricular domains.
3. Consider the possibilities of individualized, time-variable education as an option to traditional curricular designs.

Knowledge-based (0581-0000-18-044-Lo4-P, 0.75 Contact Hour)

Pre-Sessions

Navigating Toward Major Gifts: A Development Program for Deans and Development Officers

Fee: \$395. Pre-registration recommended; includes beverage break and lunch.

Saturday, July 21

8:30 a.m.–3:00 p.m.

Sheraton: Gardner, Third Floor

Intended Audience: Development Directors Special Interest Group; Administrative Services Section

Higher education is one of the larger beneficiaries of charitable dollars, and the greatest beneficiary of seven, eight and even nine figure gifts. Today's deans shoulder responsibility for fundraising that in the past only a president might have assumed. To be successful, it is important to understand the sector and the competitive nature of philanthropy.

CCS is a strategic fundraising firm that partners with nonprofits for transformational change. They plan, manage, and implement programs that achieve fundraising goals and mission impact. This includes exceeding billion dollar goals for university campaigns as recently as 2017. The session is designed for deans, development personnel and other leaders interested in cultivating support for your programs and institutions. The session will conclude with a panel presentation with successful case studies in pharmacy college philanthropic activities.

(Speaker) Brian Nevins, CCS Principal and Managing Director

10:00 a.m.–10:15 a.m.

Beverage Break

Sheraton: Gardner, Third Floor

Noon–1:00 p.m.

Lunch

Sheraton: Gardner, Third Floor

Private lunch for Development Program participants only.

Joseph T. DiPiro Excellence in Publishing Workshop: Editorial Pearls and Insights Into Successful Academic Publishing in AJPE

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

Saturday, July 21

1:00 p.m.–4:00 p.m.

Sheraton: Hampton, Third Floor

Introductory

Writing and reviewing manuscripts for educational journals are essential skills for a pharmacy educator. Participants will learn useful guidance (pearls) and hands-on experience in the manuscript preparation and review process by the AJPE editorial team based on their experiences with authors and reviewers. During the small group exercises, participants will have the chance to discuss their manuscript with AJPE editors.

(Speaker) Gayle A. Brazeau, Marshall University; (Speaker) Nancy Fjortoft, Midwestern University/Downers Grove; (Speaker) Daniel R. Malcom, Sullivan University; (Speaker) Adam M. Persky, University of North Carolina at Chapel Hill; (Speaker) Frank Romanelli, University of Kentucky; (Speaker) Lauren S. Schlesselman, University of Connecticut

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

1. Describe the elements of a successfully submitted manuscript to AJPE.
2. Familiarize themselves with the fundamentals of AJPE style.
3. Review the elements of an outstanding peer review for AJPE.
4. Discuss their manuscript with the AJPE editorial team.

Knowledge-based (0581-0000-18-041-Lo4-P, 3.00 Contact Hours)

Early Career Faculty Program: Preparing a Successful Grant Proposal

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

Saturday, July 21

1:00 p.m.–4:00 p.m.

Sheraton: Riverway, Fifth Floor

Introductory

A winning grant proposal begins with planning. In this workshop, researchers and program officers will share tools and insights to heighten the impact of your proposals. Learn how to identify funding sources, survey the landscape of funded research, set an objective that resonates with funders and develop a compelling research plan. Participants are encouraged to come prepared to present their ideas and discuss proposals they're developing.

At the completion of this activity, the participant will be able to: develop a strategy to search RePORTER or similar grants database to inform preparation of future grant proposals; identify one funder or support mechanism for their research that aligns with their research interests but that they have not previously pursued; and analyze the strengths and weaknesses of their previous proposals and formulate ways to leverage these strengths and mitigate these weaknesses using tools and tips from the workshop.

(Moderator) Dorothy F. Farrell, American Association of Colleges of Pharmacy; (Speaker) Rajender Aparasu, University of Houston; (Speaker) Grace Kuo, University of California, San Diego

Administrative and Financial Officers SIG Program

Fee: \$350 (\$75 with a full conference registration). Pre-registration recommended; registration includes lunch and Sunday morning's sessions.

Sunday, July 22

10:00 a.m.–11:45 a.m.

Catalyzing Workplace Diversity Through Equity and Inclusion

Sheraton: Riverway, Fifth Floor

This session will explore the impact of unconscious bias on diversity, equity and inclusion efforts within colleges of pharmacy. This interactive session is designed for staff and managers to define unconscious bias, become more aware of individual biases and perceptual filters, explore the impact of bias in the workplace and to discuss strategies for addressing bias within the colleges. Participants will engage in a safe activity to discover their unconscious biases and explore their origins and impact.

(Speaker) John V. Armendariz, Northeastern University

11:45 a.m.–1:00 p.m.

Lunch and Panel Discussion: Building Relationships With IT and Addressing Information Security Requirements

Sheraton: Riverway, Fifth Floor

Designed to engage participants in collectively sharing information, ideas, and concerns related to recent IT regulations affecting health science colleges. Our panel of experts will cover topics such as IT audit findings, HIPAA compliance, IT risk assessments, and maintaining IT infrastructure. This session will include an open-dialogue with the AFO-SIG participants.

(Speaker) Anthony E. Airhart, University of Colorado

1:30 p.m.–2:30 p.m.

Panel Discussion: Breaking Down the "NO" Mentality

Sheraton: Riverway, Fifth Floor

Explore realms of relationship building across your college. Learn how to break down preconceptions such as: Administrative and Finance Officers always saying "NO." This fun and interactive panel will consist of department heads, development officers, student affairs personnel and faculty.

(Speaker) Khaled A. Elsaid, Chapman University; (Speaker) Chereilyn Espina, University of Washington; (Speaker) Kevin O. Rynn, University of Illinois at Chicago; (Speaker) Kelly Sylvester, Washington State University; (Speaker) Marcia M. Worley, The Ohio State University

2:45 p.m.–4:15 p.m.

Rapid Fire/Business Items

Sheraton: Riverway, Fifth Floor

Moderated group discussion of current hot topics, as well as future meeting programming areas. Current topics (tuition, state or budget fiscal climate, changeover in college leadership, etc.) SIG business items and Interim Meeting topics.

(Chair) Chelsea "Beth" Walker, The University of New Mexico



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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.



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Friday, July 20 & Saturday, July 21

Download the Pharmacy Education 2018 App!

Use the **Pharmacy Education 2018 app** for the most up-to-date programming information.

Schedule, network and view session materials from the convenience of your mobile device. Download the app through the App Store or Google Play, or visit our mobile site at <https://pharmed18.pathable.com/>.

Session Levels:

Introductory: content appropriate for new faculty/staff or a faculty member with new responsibilities

Advanced: content appropriate for an experienced faculty member

Intended Audience:

Sessions are open to all registered attendees; however, intended audience serves as a guide to help identify sessions that may be interesting to particular groups, Sections and/or SIGs whose members may find the session most valuable.

Friday, July 20

4:00 p.m.–7:00 p.m.

AACP Registration and Help Desk

Hynes Convention Center: Boylston Hallway, Third Level

Sheraton: Grand Ballroom Prefunction, Second Floor

Please check in and pick up your name badge for **Pharmacy Education 2018** here. Staff will be available to answer your general meeting questions, assist with the AACP meeting app and ensure you're plugged into AACP Connect, the online, private community exclusively for member collaboration.

Saturday, July 21

7:00 a.m.–8:00 a.m.

AACP Walmart Scholars Orientation

Hynes Convention Center: Ballroom A, Third Level

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

(Moderator) Lucinda L. Maine, American Association of Colleges of Pharmacy;
(President) Steven A. Scott, Purdue University; (Immediate Past President) Joseph T. DiPiro, Virginia Commonwealth University

7:00 a.m.–6:30 p.m.

AACP Registration and Help Desk

Hynes Convention Center: Boylston Hallway, Third Level

Sheraton: Grand Ballroom Prefunction, Second Floor

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Noon–6:00 p.m.

PharmCAS R&R Lounge: Recharge and Reconnect

Sheraton: Fairfax, Third Floor

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge—designed to offer attendees a brief but much-needed respite from crowds, noise and other common meeting stresses, while keeping you fresh for the business of learning and networking. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. There will be four laptop kiosks available on a first-come, first-served basis. 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, the lounge services are complimentary so make time to stop by for a little R&R!



AACP would like to thank Liaison for their sponsorship to support the R&R Lounge and the University of Florida for staffing it.

1:00 p.m.–7:00 p.m.

School Poster Session

Sheraton: Independence Ballroom, Second Floor

Annual Meeting Registration & Name Badge Required

This year's theme is "Complementary Approaches With a Common Mission: Connecting the Pharmaceutical Sciences and Pharmacy Practice." Presenter attendance recommended from 6:00 p.m. to 7:00 p.m.

3:00 p.m.–4:30 p.m.

Council of Deans Administrative Board Meeting

Sheraton: Boardroom, Third Floor

Closed business meeting of the elected leaders of the Council of Deans.

(Chair) Anne Y. Lin, Notre Dame of Maryland University

3:30 p.m.–4:30 p.m.

Council of Faculties Administrative Board Meeting

Sheraton: Beacon E, Third Floor

Closed business meeting of the elected leaders of the Council of Faculties.

(Chair) Stuart T. Haines, The University of Mississippi

3:30 p.m.–5:00 p.m.

Development Directors SIG: Business Meeting

Sheraton: Gardner, Third Floor

Intended Audience: Development Directors Special Interest Group; Administrative Services Section

Annual Business Meeting for the Development Directors SIG.

(Chair) Kori Caldwell, Auburn University

3:30 p.m.–5:00 p.m.

Junior Faculty and First Timers Annual Meeting Orientation and Networking Session

Hynes Convention Center: Room 312, Third Level

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

(President) Steven A. Scott, Purdue University; (Chair) Stuart T. Haines, The University of Mississippi; (Speaker) Matt Cipriani, American Association of Colleges of Pharmacy; (Speaker) Lucinda L. Maine, American Association of Colleges of Pharmacy; (Speaker) Terry J. Ryan, American Association of Colleges of Pharmacy; (Speaker) Jamie L. Wagner, The University of Mississippi

3:30 p.m.–5:00 p.m.

Rho Chi Meeting

Sheraton: Commonwealth, Third Floor

By Invitation Only

3:30 p.m.–5:30 p.m.

Council of Sections Business Meeting

Sheraton: Beacon D, Third Floor

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

3:45 p.m.–5:45 p.m.

Art of the Schmooze: Strategic, Effective, and Inclusive Networking
Hynes Convention Center: Room 302, Third Level

Introductory

Career progression often depends on fostering a strong and supportive professional network, but do you feel awkward at networking events and uncomfortable making new connections? Students, residents, fellows and faculty are invited to attend this engaging workshop that will offer tips and tricks to help extroverts and introverts learn how to work a room, from having the right tools to knowing the best approach to engage prospective

colleagues and collaborators. No matter your role, you will benefit from learning how to be more strategic, effective and inclusive while building great relationships.

(Speaker) Robbie Samuels, Author, *Croissants vs. Bagels*

4:00 p.m.–5:00 p.m.

Catholic Pharmacists Mass

St. Francis Chapel

Everyone is welcome!

AACP members interested in attending the Catholic Mass should plan on meeting at the Chapel. St. Francis Chapel is located in the Prudential Center, outside the Sheraton Boston Hotel.

(Moderator) Edward M. DeSimone II, Creighton University

5:00 p.m.–6:00 p.m.

Highlighting #RxInnovation: Postcards to Your Legislators

Sheraton: Grand Ballroom Prefunction, Second Floor

Feeling frustrated about inconsistent support for research and STEM education on Capitol Hill? Want to make your voice heard but don't know where to start? Join the conversation on the pivotal role that research, practice and education at colleges and schools of pharmacy plays in moving the health enterprise forward. AACP staff will be on hand to help you craft your message, and you'll be able to write a postcard to your legislator that shares your story of pharmacy research improving lives.

5:00 p.m.–6:00 p.m.

Rho Chi Reception

Sheraton: Commonwealth, Third Floor

By Invitation Only

5:30 p.m.–6:30 p.m.

Library and Information Science Section Welcome

Sheraton: Hampton, Third Floor

Introductory

Intended Audience: Library and Information Science Section

All interested librarians and information 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 overview of the section mentorship program will also be provided.

(Moderator) Leslie A. Bowman, University of the Sciences; (Chair) Robert D. Beckett, Manchester University; (Speaker) Melissa L. Hunter, University of Wyoming

6:00 p.m.–7:00 p.m.

AACP Welcome Reception

Sheraton: Grand Ballroom Complex, Second Floor

Kick off **Pharmacy Education 2018** at the AACP Welcome Reception. Enjoy hors d'oeuvres and beverages while getting to network with your peers. Don't miss the opportunity to preview School Posters with the authors too!

7:30 p.m.

Library and Information Science Section Welcome Dinner

Off-Site: Fogo de Chão Boston

Introductory

Intended Audience: Library and Information Science Section

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

(Chair) Robert D. Beckett, Manchester University

7:30 p.m.–9:30 p.m.

ALFP Cohort 14 Commencement Celebration

Sheraton: Republic Ballroom, Second Floor

Dinner and graduation ceremony for ALFP Cohort 14.

Sunday, July 22

All day

Highlighting #RxInnovation: Postcards to Your Legislators

Sheraton: Grand Ballroom Prefunction, Second Floor

Feeling frustrated about inconsistent support for research and STEM education on Capitol Hill? Want to make your voice heard but don't know where to start? Join the conversation on the role that research, practice and education plays in moving the health enterprise forward. Stop by during the day to mail a postcard to your legislator, or AACP staff will be on hand before the Opening General Session, from 7:00 a.m.–8:00 a.m., to help you craft your message.

All day

Meet the Editor

Sheraton: Grand Ballroom Prefunction, Second Floor

Are you thinking of submitting a manuscript to the *American Journal of Pharmaceutical Education*? 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!

(Editor) Gayle A. Brazeau, Marshall University

6:30 a.m.–8:00 a.m.

Continental Breakfast

Hynes Convention Center: Ballroom Foyer, Third Level

6:45 a.m.–7:45 a.m.

ALFP Alumni Breakfast

Hynes Convention Center: Room 302, Third Level

Breakfast for alumni to network with one another.

6:45 a.m.–7:45 a.m.

Prayer Breakfast

Hynes Convention Center: Rooms 304 & 306, Third Level

Limited Seating.

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

(Speaker) Jeffrey T. Copeland, University of the Incarnate Word

7:00 a.m.–7:45 a.m.

Insights Into the Academy

Hynes Convention Center: Room 307, Third Level

By Invitation Only

An opportunity for AACP members to share industry feedback about their professional roles, responsibilities and needs with the sales team supporting exhibit and sponsorship efforts for the Annual Meeting. Participants, please feel free to bring in your coffee and continental breakfast.

7:00 a.m.–8:00 a.m.

First House of Delegates Sign-In

Hynes Convention Center: Boylston Hallway, Third Level

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

7:00 a.m.–4:00 p.m.

Networking Rooms 1, 2 and 3

Sheraton: Beacon D, E & F, Third Floor

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 and Help Desk

Hynes Convention Center: Boylston Hallway, Third Level

Sheraton: Grand Ballroom Prefunction, Second Floor

Please check in and pick up your name badge for **Pharmacy Education 2018** here. Staff will be available to answer your general meeting questions, assist with the AACP meeting app and ensure you're plugged into AACP Connect, the online, private community exclusively for member collaboration.

STOP BY OUR MEET AND GREET!

Want to know more about the NACDS Foundation mission and vision and how you can get involved?
Visit with Foundation staff and many friends. We'll be answering questions about the
Faculty Scholar & Executive Fellowship programs, our research agenda, and other initiatives.

Date, Location: Sunday, July 22
Hynes Convention Center, Boylston Hallway, 3rd Level
Meet & Greet: 9:00 – 10:00 a.m.
Info Desk: 12:00 – 3:00 p.m.



NACDS FOUNDATION

Proud **Education Sponsor** of the
AACP 2018 Annual Meeting

7:00 a.m.–6:00 p.m.

Meditation Room

Sheraton: Beacon A, Third Floor

Wellness is a concept and a state of being that everyone must embrace. Make your well-being a priority at **Pharmacy Education 2018** 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.

8:00 a.m.–9:30 a.m.

Opening General Session: How to Be Happy at Work: The Power of Purpose, Hope and Friendship

Hynes Convention Center: Ballroom ABC, Third Level

Introductory

Dr. Annie McKee has developed a model for individual and organizational success that starts with a belief that is shared by the hundreds of leaders she has counseled over the years: happiness at work is the key to excellence. What, then, makes people happy and engaged at work? First, we need to start by escaping “happiness traps”—beliefs and ways of engaging with work that leave us burned up, burned out, and miserable. Then, we need to seek purpose on the job and find ways to live our values and have a positive impact. We need a personally compelling vision of the future that is tied to our organization's as well as our own personal hopes and dreams. Finally, we need friends at work with whom we share trust, generosity, and goals. We need to feel that we belong to a group of like-minded, yet wonderfully diverse people. Annie McKee shows us that when we are happy, when purpose, hope and friendships are part of our work life, we can aspire to greatness individually and together.

AACP President Steven A. Scott 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 Awards.



Keynote Speaker:

Annie McKee, Ph.D.

Best-Selling Author and Senior Fellow, University of Pennsylvania



Moderator:

Steven A. Scott, Pharm.D.

AACP President

Associate Professor of Clinical Pharmacy

Purdue University College of Pharmacy

Awards:

Robert K. Chalmers Distinguished Pharmacy Educator Award

Melissa S. Medina, Ed.D., The University of Oklahoma

Lifetime Achievement Award

Milap C. Nahata, Pharm.D., The Ohio State University

Distinguished Teaching Scholars

Kristin K. Janke, Ph.D., University of Minnesota

Frank Romanelli, Pharm.D., University of Kentucky

8:00 a.m.–5:00 p.m.

PharmCAS R&R Lounge: Recharge and Reconnect

Sheraton: Fairfax, Third Floor

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge—designed to offer attendees a brief but much-needed respite from crowds, noise and other common meeting stresses, while keeping you fresh for the business of learning and networking. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. There will be four laptop kiosks available on a first-come, first-served basis. 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, the lounge services are complimentary so make time to stop by for a little R&R!



AACP would like to thank Liaison for their sponsorship to support the R&R Lounge and the University of Florida for staffing it.

9:00 a.m.–Noon

Spouse/Guests Hospitality Room

Sheraton: Beacon G, Third Floor

9:00 a.m.–10:00 a.m.

(Info Desk: Noon–3:00 p.m.)

NACDS Foundation Meet & Greet



Hynes Convention Center: Boylston Hallway, Third Level

Stop by and see us! Want to know more about the NACDS mission and vision and how you can get involved? Visit with NACDS Foundation staff, scholars and many friends at our “Meet & Greet.” We'll be answering questions about our education programs, research agenda and other initiatives.

9:30 a.m.–10:00 a.m.

Beverage Break

Hynes Convention Center: Ballroom Prefunction, Third Level

9:30 a.m.–4:00 p.m.

AACP Headshot Café



sponsored by RiteAid

Hynes Convention Center: Boylston Hallway, Third Level

9:45 a.m.–10:45 a.m.

Annie McKee Book Signing

Hynes Convention Center: Boylston Hallway, Third Level

Join keynote speaker Annie McKee, Ph.D., as she signs copies of her book, *How to Be Happy at Work: The Power of Purpose, Hope and Friendship*. Based on extensive research and decades of experience with leaders, this book reveals that people must have three essential elements in order to be happy at work: A sense of purpose and the chance to contribute to something bigger than themselves; a vision that is powerful and personal, creating a real sense of hope; and resonant, friendly relationships. *How to Be Happy at Work* deepens our understanding of what it means to be truly fulfilled and effective at work and provides clear, practical advice and instruction for how to get there—no matter what job you have. Books will be available onsite for purchase.

10:00 a.m.–10:30 a.m.

Mini Session: Combining Your Teaching & Research Efforts: Integrating Student Learning Experiences Into Your Practice-Based Research

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Experiential Education Section; Pharmacy Practice Section; Social and Administrative Sciences Section

Accreditation Council for Pharmacy Education (ACPE) Standards 2016 acknowledge and encourage the inclusion of research-related experiences within the curriculum to better prepare student pharmacists to approach the complex demands of the healthcare system. Session participants will identify ways to combine their teaching and research efforts by integrating student pharmacists into their practice-based research programs.

(Speaker) Stefanie P. Ferreri, University of North Carolina at Chapel Hill; (Speaker)

Chelsea E. Renfro, The University of Tennessee Health Science Center

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

1. Describe approaches taken to integrate student practice-based research experiences throughout a curriculum.
2. Recognize methods that effectively transform faculty research efforts into learning experiences for students.
3. Identify ways to incorporate student learning experiences into your research.

Knowledge-based (0581-0000-18-045-Lo4-P, 0.50 Contact Hour)

10:00 a.m.–10:30 a.m.

Mini Session: Using the Pharmacy Curriculum Outcomes Assessment to Remediate Students at Risk for Poor NAPLEX Performance

Sheraton: Back Bay Ballroom CD, Second Floor

Introductory

Intended Audience: Assessment Special Interest Group; Curriculum Special Interest Group

The Pharmacy Curriculum Outcomes Assessment (PCOA) can be an effective early measure of student readiness for the NAPLEX. The presenters will discuss how the PCOA is used at the University of Colorado to identify students in need of early intervention and the subsequent remediation program. Steps for developing benchmarks, the remediation process, and stakes will be discussed. Four years of data demonstrating improvement in PCOA performance and improved performance on the NAPLEX will be presented.

(Speaker) Jason Brunner, University of Colorado; (Speaker) Kari L. Franson, University of Colorado

10:00 a.m.–11:00 a.m.

Topical Roundtable Session 1

Sheraton: Constitution Ballroom, Second Floor

The list of roundtables and facilitators can be found on page 52.

(Moderator) Schwanda K. Flowers, University of Arkansas for Medical Sciences

10:00 a.m.–11:30 a.m.

First House of Delegates Session

Hynes Convention Center: Ballroom ABC, Third Level

All Annual Meeting attendees are welcome to come and hear reports from AACP leaders and guests, including incoming President David D. Allen's remarks. Candidates for the office of President-elect and Speaker-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:

Michael L. Manolakis, Pharm.D., Ph.D.

Associate Professor

Wingate University School of Pharmacy



AACP President-elect:

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

10:00 a.m.–11:30 a.m.

Self-Care Therapeutics/ Nonprescription Medicine SIG:

Interprofessional Approaches to Self-Care Education in Oral Health

Hynes Convention Center: Room 309, Third Level

Introductory

Intended Audience: Self-Care Therapeutics/ Nonprescription Medicine Special Interest Group; Experiential Education Section; Laboratory Instructors Special Interest Group

This program is intended for faculty members of the Self-Care Therapeutics/ Nonprescription Medicine SIG and the Interprofessional Education (IPE) Community as it will discuss a variety of interprofessional approaches to provide pharmacy students exposure to oral health management. Collaborative teaching and learning experiences will be discussed, including an overview and demonstration of active learning tools that can be incorporated into both the classroom and/or experiential settings. The session will also discuss development of interprofessional relationships with dental medicine practitioners and dental hygienists.

(Moderator) Kristy L. Brittain, Medical University of South Carolina; (Speaker) Lisa Palmisano, Midwestern University/Downers Grove; (Speaker) Jennifer Mazan, Midwestern University/Downers Grove; (Speaker) Kaelen Dunican, MCPHS University-Worcester/Manchester; (Speaker) Stephanie L. Conway, MCPHS University-Worcester/Manchester; (Speaker) Lucio Volino, Rutgers, The State University of New Jersey

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

1. Discuss the importance of collaborative care between dentistry and pharmacy and how educational experiences in self-care can provide exposure to interprofessional oral health practices.
2. Describe the development and implementation of interprofessional, community-based experiences involving pharmacy students, dental students, and dental hygiene students.
3. Discuss didactic, active-learning, and small-group methods utilized in teaching oral healthcare within a self-care course.
4. Utilize active learning teaching tools to teach self-care oral health principles to pharmacy students in both the didactic and experiential settings.
5. Assess the impact of interprofessional education activities on students' knowledge of oral health and over-the-counter oral health products.

Knowledge-based (0581-0000-18-047-Lo4-P, 1.50 Contact Hours)

10:00 a.m.–4:15 p.m.

Administrative and Financial Officers SIG Program

Sheraton: Riverway, Fifth Floor

Intended Audience: Administrative and Finance Officers Special Interest Group

Fee: \$350 (\$75 with a full conference registration). Pre-registration recommended; registration includes lunch and Sunday morning's sessions.

See Pre-session listing on page 22 for detailed information.

The Administrative and Financial Officers (AFO) SIG programs are designed for administrative and financial officers as well as other AACP participants interested in key administrative issues influencing the operations of colleges of pharmacy. Building relationships is essential to working collectively and establishing team environments. At the annual meeting, the SIG will host several sessions including operationalizing diversity, equity and inclusion

initiatives as well as other aspects of building relationships across the operational centers of a college.

11:00 a.m.–11:30 a.m.

Mini Session: Students Teaching Students: Tackling Public Health Issues in Adolescents Through Pharm.D. Student-Driven Education Initiatives

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Pharmacy Practice Section; Experiential Education Section; Public Health Special Interest Group

Presenters will discuss incorporation of Pharm.D. student developed and led, teen-centered, public health presentations into an elective advanced pharmacy practice experience. Public health topics include dangers of electronic cigarettes and prescription medication abuse in the setting of an opioid crisis. The audience will participate in the interactive games utilized in the teen presentations. Presenters will also describe challenges faced in development of teen appropriate content, supporting Pharm.D. student as independent presenters, and opportunities for scholarship.

(Speaker) Cheryl Abel, MCPHS University-Worcester/Manchester; (Speaker)

Amanda Morrill, MCPHS University-Worcester/Manchester

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

1. Discuss the incorporation of public health centered pharmacy student-led presentations to teens into an elective APPE rotation in the context of Domain 3 of the CAPE outcomes.
2. Describe the benefits of presentations led by pharmacy students to a teen audience for both the pharmacy and high school students.
3. Demonstrate the use of an interactive platform utilized to increase teen engagement.

Knowledge-based (0581-0000-18-048-Lo4-P, 0.50 Contact Hour)

11:00 a.m.–11:30 a.m.

Mini Session: Taking your SoTL to the Next Level: Design-Based Research

Sheraton: Back Bay Ballroom CD, Second Floor

Introductory

Intended Audience: Assessment Special Interest Group; Curriculum Special Interest Group; Technology in Pharmacy Education and Learning Special Interest Group

How can schools produce innovative educational research that meets emerging practice needs? Design-based research offers an iterative problem-solving technique intended to address ill-defined problems while providing strategies to develop, test, and refine novel education solutions. This workshop will describe the design-based research process, connect concepts to health professions education, and allow participants to engage in the first steps through a rapid design sample.

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

Michael D. Wolcott, University of North Carolina at Chapel Hill

11:30 a.m.–12:45 p.m.

Teacher of the Year Luncheon

Sheraton: Independence Ballroom, Second Floor

sponsored by Walmart 
By Invitation Only

(President) Steven A. Scott, Purdue University

11:30 a.m.–12:45 p.m.

Women Faculty SIG: Luncheon and Business Meeting

Sheraton: Republic Ballroom, Second Floor

Intended Audience: Women Faculty Special Interest Group

Fee: \$50; limited availability. Ticket and Name Badge Required

The 2018 Women Faculty SIG programming will focus on a facilitated discussion of the book club disseminated at the 2017 annual luncheon: *Daring Greatly* by Brené Brown. Two faculty will co-lead this facilitated discussion sharing principles from the book as it relates to personal and professional application in work life integration.

(Chair) Tonja M. Woods, University of Wyoming; (Speaker) Gayle A. Brazeau, Marshall University; (Speaker) Amy L. Pittenger, University of Minnesota

11:30 a.m.–1:00 p.m.

PCAT Prep Advisory Committee Meeting

Sheraton: The Fens, Fifth Floor

Closed Meeting

(Chair) Mary L. Euler, West Virginia University

1:00 p.m.–2:30 p.m.

Administrative Services Section: Implementing Staff Development on a Limited (or Non-Existent) Budget

Hynes Convention Center: Room 305, Third Level

Introductory

Intended Audience: Administrative and Finance Officers Special Interest Group; Student Services Personnel Special Interest Group; Administrative Services Section

Staff play a central role in the daily operations at schools of pharmacy (SOP). However, the current economic climate has negatively affected campus budgets, leaving many SOPs financially stressed to provide staff with additional training and support. Yet professional development is crucial for staff engagement, productivity, and retention. This session will discuss budget-friendly resources to provide staff with career and professional development opportunities that enhance their role-related skills (Standard 19: Faculty and Staff—Qualitative Factors).

(Speaker) Karen J. Kopacek, University of Wisconsin-Madison; (Speaker) Joel P. Spiess, Medical College of Wisconsin; (Speaker) Myrah Stockdale, Campbell University

1:00 p.m.–2:30 p.m.

Biological Sciences Section: Curricular Smoothie: Putting Clinical and Basic Science in a Blender

Hynes Convention Center: Room 302, Third Level

Introductory

Intended Audience: Biological Sciences Section; Chemistry Section; Pharmacy Practice Section

Pharmacy educators strive to construct courses and assessments that preserve clinical and scientific content while developing the students' ability to holistically utilize the information. Educators who have effectively integrated clinical and basic science will discuss their experiences in combining individual components of a course into an entirely blended course. Attendees will gain a sense of approaches that they can apply in courses and assessments, and discuss variations that they can consider for their unique situations.

(Speaker) Carolyn Friel, MCPHS University-Boston; (Speaker) Clark Kebodeaux, University of Kentucky; (Speaker) Vincent J. Venditto, University of Kentucky

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

1. Identify three potential approaches to integration that could be applied within a current course.
2. Explain common hurdles that may need to be addressed in course integration, as well as approaches to managing those hurdles.
3. Describe approaches to crafting integrated exam questions.
4. Identify at least one "lesson learned" and one new strategy.

Application-based (0581-0000-18-050-Lo4-P, 1.50 Contact Hours)

1:00 p.m.–2:30 p.m.

Chemistry Section & COF Junior Faculty Learning Community: Making Connections: Career Success Through Partnership, Team and Community Building

Hynes Convention Center: Room 311, Third Level

Introductory

Intended Audience: Leadership Development Special Interest Group; Continuing Professional Development Section; Curriculum Special Interest Group

Professional relationship development can be accomplished in many ways. The AACP Junior Faculty Learning Community has invited three experienced faculty members to share how the teams, partnerships and learning communities in which they have participated have contributed to their success. Current evidence-based models for partnership, team and community building will be reviewed and applied to experiences in pharmacy education. Speakers will present practical strategies for the audience to implement in their own professional relationship building.

(Moderator) Kathryn J. Smith, University of Florida; (Speaker) Stuart T. Haines, The University of Mississippi; (Speaker) Kristin K. Janke, University of Minnesota; (Speaker) Robin M. Zavod, Midwestern University/Downers Grove

1:00 p.m.–2:30 p.m.

Continuing Professional Development Section: CPE Comprehensive Overview and Training: Standards and Application

Hynes Convention Center: Room 310, Third Level

Introductory

Intended Audience: Continuing Professional Development Section; Experiential Education Section

Sixty-five percent of all Colleges of Pharmacies are CPE Providers as well.

College-based CPE programs serve as a significant source of pharmacy continuing education after the Pharm.D. for all pharmacists in the U.S. and beyond. This session will include a summary of the ACPE CPE Standards along with panel discussions involving CPE directors from around the country providing real-life CPE activity examples, and information on how to design, manage, and implement quality CPE programming.

(Speaker) Glen E. Baumgart, The University of Texas at Austin; (Speaker) Jennifer L. Baumgartner, Accreditation Council for Pharmacy Education (ACPE); (Speaker) Peter J. Hughes, Samford University; (Speaker) Dimitra V. Travlos, Accreditation Council for Pharmacy Education (ACPE); (Speaker) James Wheeler, The University of Tennessee Health Science Center

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

1. Recall the CPE Standards for CPE Providers.
2. Discuss how to implement the Standards into CPE programming.
3. Discuss and share examples of CPE programming.

Application-based (0581-0000-18-052-Lo4-P, 1.50 Contact Hours)

1:00 p.m.–2:30 p.m.

Experiential Education Section: Entrustable Professional Activities (EPAs)—A Discussion of Incorporation Into Experiential Education & Assessment Tools

Sheraton: Back Bay Ballroom AB, Second Floor

Advanced

Intended Audience: Experiential Education Section; Assessment Special Interest Group; Curriculum Special Interest Group

AACP adopted Entrustable Professional Activities (EPAs) for pharmacy schools to use as a tool to ensure students are practice ready upon graduation from a school or college of pharmacy. Experiential education programs are charged with incorporating EPAs into Introductory and Advanced Pharmacy Practice Experiences. This program will discuss the mapping of EPAs, the development and implementation of activities and evaluation tools, as well as details about how to train preceptors to utilize the assessment tools.

(Moderator) Maryann Z. Skrabal, Creighton University; (Speaker) Jennie B. Jarrett, University of Illinois at Chicago; (Speaker) Tamara McCants, Howard University; (Speaker) Tina J. Kanmaz, St. John's University

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

1. Summarize the work of the "Mapping EPAs Task Force"—which mapped the EPAs to the essential elements for core APPEs, ACPE Standards, CAPE Outcomes, PPCP, and NAPLEX.
2. Describe the development and implementation of EPA activities and evaluation tools, as well as the challenges faced and lessons learned during the process.
3. Outline steps colleges may take to incorporate EPAs as an evaluation tool into IPPE & APPE, including preceptor training and development to properly use the tool.

Knowledge-based (0581-0000-18-053-Lo4-P, 1.50 Contact Hours)

1:00 p.m.–2:30 p.m.

Library and Information Science Section: Winner Takes All: Debating the Merits of Quantitative and Qualitative Research

Sheraton: Commonwealth, Third Floor

Introductory

Intended Audience: Assessment Special Interest Group; Social and Administrative Sciences Section; Curriculum Special Interest Group

Selecting an approach to studying education can be challenging. Which is better: quantitative research or qualitative research? Session participants will hear researchers trained in each approach debate the merits of these methodologies in a series of point-counterpoint arguments. Presenters will provide strategies for the development of rigorous and systematic research using each methodology. Participants will gain insight into the advantages and limitations of each approach and practice drafting quantitative, qualitative, and mixed methods studies.

(Speaker) Antonio A. Bush, University of North Carolina at Chapel Hill; (Speaker) Jacqueline McLaughlin, University of North Carolina at Chapel Hill; (Speaker) Adam M. Persky, University of North Carolina at Chapel Hill; (Speaker) Frank Romanelli, University of Kentucky

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

1. Describe the advantages and limitations of quantitative research in pharmacy education.
2. Describe the advantages and limitations of qualitative research in pharmacy education.
3. Identify potential opportunities to utilize each approach independently or for mixed methods research.
4. Design studies using quantitative, qualitative, and mixed methods designs.

Application-based (0581-0000-18-054-Lo4-P, 1.50 Contact Hours)

1:00 p.m.–2:30 p.m.

Pharmaceutics Section: Challenges of the Middle Years of the Academic Professor

Hynes Convention Center: Room 312, Third Level

Advanced

Intended Audience: Pharmaceutics Section; Biological Sciences Section; Chemistry Section

Typically mid-career faculty includes those who have achieved tenure status and have been at rank for at least five years post-tenure. A 2013 report from the Faculty Career Development Services, The Wallace Center at the Rochester Institute of Technology showed faculty need different kinds of support and opportunities at different career stages and that many associate professors across the country are now struggling through the long years of mid-career, which can be marked by exhaustion, doubt and even depression. The study found that mid-career faculty can easily reach a plateau where professional goals are less clear, even while an array of attractive personal and professional options may be available. This session will focus on starting the discussion towards the development of a model for mid-career faculty development in pharmacy schools. It will present promising practices in mid-career faculty development highlighting exemplar models and promising practices in mid-career faculty development from institutions across the country.

(Moderator) Melgardt M. de Villiers, University of Wisconsin-Madison; (Speaker) Nicholas G. Popovich, University of Illinois at Chicago

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

1. Define mid-career malaise, the rank-specific issues for mid-career faculty that are fundamentally different than they are for pre-tenure faculty.
2. Discuss how faculty vitality and institutional productivity are co-dependent and enrich each other exponentially.
3. Identify exemplar models and promising practices of mid-career faculty development.

Application-based (0581-0000-18-055-Lo4-P, 1.50 Contact Hours)

1:00 p.m.–2:30 p.m.

Pharmacy Practice Section: What's the Balancing Act of Academia?—Application of the Layered Learning Practice Model

Sheraton: Grand Ballroom, Second Floor

Introductory

Intended Audience: Pharmacy Practice Section

Pharmacy practice faculty are often faced with the challenge of balancing the numerous responsibilities of didactic and experiential teaching, service/practice and scholarship. A panel of pharmacy faculty will discuss examples of successful application of the Layered Learning Practice Model as a strategic framework to allow for a more effective balancing of responsibilities and to minimize burnout. Attendees will learn and develop their own personal plan of work balance using aspects of the model discussed.

(Moderator) Lakesha M. Butler, Southern Illinois University Edwardsville; (Speaker) Sarah L. Anderson, University of Colorado; (Speaker) Andrea S. Franks, The University of Tennessee; (Speaker) Milena M. McLaughlin, Midwestern University/Downers Grove; (Speaker) Nicole P. Reitter, University of North Carolina at Chapel Hill

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

1. Discuss successful techniques for integrating multiple levels of learner (student and resident) into one's practice site.
2. Describe tools for successful incorporation of students into faculty research projects.
3. Discuss challenges and opportunities to strengthen delivery of the Layered Learning Practice Model using a validated educational framework.
4. Describe techniques for pharmacy faculty juggling multiple roles and responsibilities to prevent or minimize burnout and enhance well-being.

Application-based (0581-0000-18-056-Lo4-P, 1.50 Contact Hours)

1:00 p.m.–2:30 p.m.

Social and Administrative Sciences Section: Transforming Practice Through Research

Hynes Convention Center: Room 309, Third Level

Advanced

Intended Audience: Social and Administrative Sciences Section; Pharmacy Practice Section; Experiential Education Section

This session will describe research approaches that have led to innovations in pharmacy practice. Specifically, the program will identify effective strategies to assess the impact of academic partnerships on advancing practice-based research at professional practice sites. This session will utilize a round table format to foster discussion and engagement among participants.

(Moderator) Pamela Heaton, University of Cincinnati; (Speaker) Omolola A. Adeoye, Purdue University; (Speaker) Jill M. Augustine, Mercer University; (Speaker) Duska M. Franic, The University of Georgia; (Speaker) Nicholas E. Hagemier, East Tennessee State University; (Speaker) Ana L. Hincapie, University of Cincinnati; (Speaker)

Sally A. Huston, Keck Graduate Institute; (Speaker) Abby A. Kahaleh, Roosevelt University; (Speaker) Lourdes G. Planas, The University of Oklahoma; (Speaker) Marie A. Smith, University of Connecticut; (Speaker) Margie E. Snyder, Purdue University; (Speaker) Terri L. Warholak, The University of Arizona; (Speaker) Salisa C. Westrick, Auburn University

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

1. Discuss theories and study designs to assess practice-based innovations.
2. Illustrate the use of academic and community partnerships to advance innovative practice research.
3. Compare the impact of various innovative practice-based research projects.
4. Explain the use of research to support (inter)professional practice.

Application-based (0581-0000-18-057-Lo4-P, 1.50 Contact Hours)

2:45 p.m.–4:15 p.m.

Administrative Services Section: Business Meeting

Hynes Convention Center: Room 305, Third Level

Introductory

Intended Audience: Administrative Services Section; Administrative and Finance Officers Special Interest Group; Student Services Personnel Special Interest Group

The Administrative Services Section will conduct the business of the section including chair and committee reports, membership updates and planning for the Section for the next year.

(Chair) Bernadette K. Brown, Butler University; (Speaker) Jill A. Morgan, University of Maryland; (Speaker) Heather MW Petrelli, University of South Florida

2:45 p.m.–4:15 p.m.

Award for Excellence in Assessment

Sheraton: Independence Ballroom, Second Floor

Advanced

Intended Audience: Assessment Special Interest Group; Curriculum Special Interest Group; Social and Administrative Sciences Section

Recipients of the 2018 Award for Excellence in Assessment will present their award-winning submissions.

(Moderator) Therese I. Poirier, Southern Illinois University Edwardsville; (Speakers) Eric H. Gilliam, Jason M. Brunner, Toral C. Patel, University of Colorado, presenting *Unique Assessments for Unique Experiences: Content Validation of Three Assessment Tools for Advanced Pharmacy Practice Experience Rotations*; (Speakers) Maria Miller Thurston, Jill Augustine, Lea Bonner, Mercer University, presenting *Multimodal assessment of a co-curricular professional engagement program*

2:45 p.m.–4:15 p.m.

Biological Sciences Section: Business Meeting

Hynes Convention Center: Room 302, Third Level

Introductory

Intended Audience: Biological Sciences Section; Chemistry Section; Pharmaceutics Section

A meeting of the section that will update members on activities of the past year and planned activities for the coming year. Committee reports will be presented and items relevant to the business of the section will be discussed and voted on, depending upon whether attendance reaches quorum.

(Chair) Daniel T. Kennedy, Western New England University; (Speaker) Timothy Bloom, Shenandoah University

2:45 p.m.–4:15 p.m.

Chemistry Section: Business Meeting

Hynes Convention Center: Room 311, Third Level

Intended Audience: Chemistry Section

Annual business meeting for the Chemistry Section.

(Chair) Andrew Coop, University of Maryland

2:45 p.m.–4:15 p.m.

Continuing Professional Development Section: Business Meeting

Hynes Convention Center: Room 310, Third Level

Intended Audience: Continuing Professional Development Section

Annual business meeting for the Continuing Professional Development Section.

(Chair) Glen E. Baumgart, The University of Texas at Austin

2:45 p.m.–4:15 p.m.

Experiential Education Section: Business Meeting

Sheraton: Back Bay Ballroom AB, Second Floor

Intended Audience: Experiential Education Section

Annual business meeting for the Experiential Education Section.

(Chair) Patricia L. Darbishire, Purdue University

2:45 p.m.–4:15 p.m.

Library and Information Science Section: Business Meeting

Sheraton: Commonwealth, Third Floor

Introductory

Intended Audience: Library and Information Science Section

Annual business meeting for the Library and Information Science Section.

(Chair) Robert D. Beckett, Manchester University; (Speaker) Vern Duba, The University of Iowa

2:45 p.m.–4:15 p.m.

Pharmaceutics Section: Business Meeting

Hynes Convention Center: Room 312, Third Level

Introductory

Intended Audience: Pharmaceutics Section

Annual business meeting for the Pharmaceutics Section.

(Chair) Charles S. Asbill, Campbell University

2:45 p.m.–4:15 p.m.

Pharmacy Practice Section: Business Meeting

Sheraton: Grand Ballroom, Second Floor

Intended Audience: Pharmacy Practice Section

Annual business meeting for the Pharmacy Practice Section.

(Chair) Paul O. Gubbins, University of Missouri-Kansas City; (Speaker) Lakesha M. Butler, Southern Illinois University Edwardsville; (Speaker) Michael Neville, Wingate School of Pharmacy; (Speaker) Kristi Kelley, Auburn University

2:45 p.m.–4:15 p.m.

Social and Administrative Sciences Section: Business Meeting

Hynes Convention Center: Room 309, Third Level

Introductory

Intended Audience: Social and Administrative Sciences Section

This session will be used to conduct the business of the Social and Administrative Sciences Section. Updates on recent section activities and initiatives will be provided. Introductions of graduate students, Pharm.D. students, fellows and residents in attendance will be made. Future directions of the section will be discussed. New section officers will be installed.

(Chair) Ana C. Quiñones-Boex, Midwestern University/Downers Grove

2:45 p.m.–4:15 p.m.

Special Session: Better, Cheaper, Faster, Easier: The Story of Four Educational Technology Innovations in Pharmacy Education

Sheraton: Constitution Ballroom, Second Floor

Introductory

Intended Audience: Technology in Pharmacy Education and Learning Special Interest Group; Curriculum Special Interest Group; Assessment Special Interest Group

This session is for the curious, the disruptors and the skeptics. An emerging trend in pharmacy education is the creation of advanced technology-based educational technologies. Four investigators of pharmacy education technology will discuss their challenges and lessons learned in funding, designing, implementing and promoting their systems. These technologies range from narrated slides to artificial intelligence-based patient modeling. In a crowdsourced activity, attendees will have the chance to pose problems in pharmacy education and receive feedback from other participants. Attendees will also get their burning questions answered in a directed panel discussion.

(Moderator and Speaker) Kayley M. Lyons, University of North Carolina at Chapel Hill; (Speaker) Tina Brock, Monash University; (Speaker) Robert Hubal, University of North Carolina at Chapel Hill; (Speaker) Conan MacDougall, University of California, San Francisco

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

1. Discuss funding, design, technology, development and implementation pathways for faculty-created educational technology.
2. Identify an area or activity in pharmacy education that is too inadequate, expensive, slow, or difficult (i.e. the problem) and has potential for technology-based solution.
3. Explore whether your self-identified problem is relevant to other program participants.

Application-Based (0581-0000-18-058-Lo4-P, 1.50 Contact Hours)

4:30 p.m.–7:30 p.m.

Student Poster Competition

Hynes Convention Center: Exhibit Hall D, Second Level

Visit the posters of student pharmacists, graduate students, residents, fellows and postdocs. From 4:30 p.m.–5:30 p.m., they'll be at their posters to present their research and scholarship.

4:30 p.m.–7:30 p.m.

New Investigator Award Poster Session

Hynes Convention Center: Exhibit Hall D, Second Level

Interested in learning about research funded by the AACP New Investigator Award? Join the 2016–2017 NIA recipients from 4:30 p.m.–5:30 p.m. as they talk about their NIA experiences and present the results of their research.

4:30 p.m.–7:30 p.m.

Exhibitors' Opening Reception and Research/Education Poster Session 1

Hynes Convention Center: Exhibit Hall D, Second Level

Name Badge Required

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 4:30 p.m.–5:30 p.m., chat with peers about their posters.

6:00 p.m.–9:00 p.m.

Past Presidents Dinner

Off-site: Prudential Tower, Top of the Hub

By Invitation Only

AACP past presidents dinner hosted by Immediate Past President Dr. Joseph T. DiPiro of Virginia Commonwealth University. Past presidents attending should plan to meet in the Republic Ballroom, Second Floor of the Sheraton Boston Hotel at 5:30 p.m. for a group photo.

AACPconnect

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.



Member	Engagement Score
Lourdes Planas	5497
Mary Worthington	5182
David Gettman	4326
William Cooper	2898
Marc Harrold	2703
Whitney Maxwell	2550
Chelsea Walker	2498
David Baker	2315
Rebecca Ceraul	2312
Trina Von Waldner	2037
Emily Dornblaser	1863
Jordan Covvey	1858
Abby Kahaleh	1755
Bernadette Brown	1636
Deanna Tran	1625
Renee DeHart	1496
Seena Haines	1490
Anne Lin	1487
Anandi Law	1480
Stuart Haines	1415

Monday, July 23

Educational Day Sponsor:



All Day

Meet the Editor

Sheraton: Grand Ballroom Prefunction, Second Floor

Are you thinking of submitting a manuscript to the *American Journal of Pharmaceutical Education*? 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!

(Editor) Gayle A. Brazeau, Marshall University

All Day

Highlighting #RxInnovation: Postcards to Your Legislators

Sheraton: Grand Ballroom Prefunction, Second Floor

Feeling frustrated about inconsistent support for research and STEM education on Capitol Hill? Want to make your voice heard but don't know where to start? Join the conversation on the role that research, practice and education at colleges and schools of pharmacy plays in moving the health enterprise forward. Stop by at any point in the day to mail a postcard to your legislator, or AACP staff will be on hand from 7:00 a.m.–8:00 a.m. to help you craft your message.

6:30 a.m.–7:30 a.m.

Sunrise Yoga

Sheraton: Republic Ballroom, Second Floor

sponsored by Pearson 

Fitness enthusiasts are welcome to enjoy a sunrise yoga class on Monday at 6:30 a.m. 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

Hynes Convention Center: Boylston Hallway, Third Level

Sheraton: Grand Ballroom Prefunction, Second Floor

6:45 a.m.–7:45 a.m.

Naplex Study Tools on AccessPharmacy—Hosted by McGraw Hill

Sheraton: Gardner, Third Floor

By Invitation Only

McGraw Hill's Naplex Author, Scott Sutton will be demonstrating AccessPharmacy's Naplex Resources. Feel free to attend and see why Dr. Sutton's Review Course around the country is so successful! Sutton's explanations, types of questions and interactive exercises, all have contributed to students' schools test scores improving after attending his course review! Attend the session and if your school doesn't have a subscription to AccessPharmacy, we will be happy to get you set-up on a trial!

6:45 a.m.–7:45 a.m.

New & Current Leadership AACP Connect Training Session

Hynes Convention Center: Room 310, Third Level

By Invitation Only

Join Matt Cipriani, AACP Connect system administrator, for an in-depth training session on AACP Connect. The training will allow users to understand the functionality and capabilities of AACP Connect and have any questions answered. All current and new Section, SIG and Council leaders are invited. Please bring your computers fully charged. You are welcome to bring your coffee and breakfast.

(Speaker) Matt Cipriani, American Association of Colleges of Pharmacy

6:45 a.m.–7:45 a.m.

Lilly Focus Group

Hynes Convention Center: Room 305, Third Level

By Invitation Only

6:45 a.m.–7:45 a.m.

Increasing Pharmacy Student Enrollment in a Challenging Market

Hynes Convention Center: Room 307, Third Level

As national trends demonstrate an overall decrease in applications for pharmacy programs, recruiters now must re-write their prescriptions to

effectively recruit from a shrinking pool. This session will share how some pharmacy schools have deployed a new marketing platform and services. The result? An immediate, relevant, automated and trackable communication and engagement strategy to increase response and yield. Learn the keys to a successful marketing strategy, from first interest to first day, to help you build a better class.

6:45 a.m.–7:45 a.m.

Private School Breakfast

Sheraton: Independence Ballroom, Second Floor

(Moderator) Michael A. Crouch, Samford University

6:45 a.m.–7:45 a.m.

Special Interest Group (SIG) Cabinet Meeting

Sheraton: Hampton, Third Floor

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.

Topical Roundtable Session 2

Sheraton: Constitution Ballroom, Second Floor

The list of roundtables and facilitators can be found on page 52.

(Moderator) Schwanda K. Flowers, University of Arkansas for Medical Sciences

7:00 a.m.–8:30 a.m.

Caffeine & Connect: Council of Faculties and Department Chairs

Welcome the AACP Walmart Scholars

Hynes Convention Center: Room 309, Third Level

By Invitation Only

Invited guests, please grab your continental breakfast from the main foyer and enjoy this great opportunity to network with fellow members of the AACP Council of Faculties and school department chairs. This will be a lively, casual flow including live music performed by a special guest solo guitarist.

7:00 a.m.–3:00 p.m.

AACP Registration and Help Desk: Sheraton

Sheraton: Grand Ballroom Prefunction, Second Floor

Please check in and pick up your name badge for **Pharmacy Education 2018** here. Staff will be available to answer your general meeting questions, assist with the AACP meeting app and ensure you're plugged into AACP Connect, the online, private community exclusively for member collaboration.

7:00 a.m.–4:00 p.m.

Networking Rooms 1, 2 and 3

Sheraton: Beacon D, E & F, Third Floor

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.

Meditation Room

Sheraton: Beacon A, Third Floor

Wellness is a concept and a state of being that everyone must embrace. Make your well-being a priority at **Pharmacy Education 2018** 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.

8:00 a.m.–1:00 p.m.

AACP Registration and Help Desk: Hynes

Hynes Convention Center: Boylston Hallway, Third Level

Please check in and pick up your name badge for **Pharmacy Education 2018** here. Staff will be available to answer your general meeting questions, assist with the AACP meeting app and ensure you're plugged into AACP Connect, the online, private community exclusively for member collaboration.

8:00 a.m.–8:30 a.m.**Mini Session: An Innovative Model for Using a Co-Curricular Program to Enhance Students' Personal and Professional Development****Sheraton: Back Bay Ballroom AB, Second Floor***Advanced**Intended Audience: Curriculum Special Interest Group; Leadership Development Special Interest Group; Assessment Special Interest Group*

Pharmacy educators will learn how one college created and implemented a co-curricular program that was deliberately designed to enhance students' personal and professional development. This presentation outlines the overall design of the co-curricular program and emphasizes the use of technology in capturing participation and assessments of co-curricular activities followed by documentation in the student portfolio. A mobile device based application developed for this process will be demonstrated.

(Moderator) Robert McGory, Nova Southeastern University; (Speaker) Graciela M. Armayor, Nova Southeastern University; (Speaker) Rochelle Nappi, Nova Southeastern University

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

1. Describe how to develop and implement a co-curricular program that addresses the affective domain.
2. Categorize co-curricular activities that guide student personal and professional growth.
3. Describe how technology can be used to document student participation and outcomes of co-curriculum experiences.
4. Demonstrate the use of a mobile device based application to capture co-curricular activities.

Knowledge-based (0581-0000-18-059-Lo4-P, 0.50 Contact Hour)

8:00 a.m.–8:30 a.m.**Mini Session: Emergency Preparedness and Response to a Natural Disaster: Lessons Learned****Sheraton: Back Bay Ballroom CD, Second Floor***Advanced*

This session will describe how the University of Puerto Rico School of Pharmacy prepared for and responded to the landfall of category four Hurricane Maria. This atmospheric phenomenon resulted in a significant disruption of basic services like power and water supply, communications and transportation, among others. Preparedness efforts, as well as contingency plans implemented to preserve the integrity of the academic programs, will be described.

(Speaker) Wanda T. Maldonado, University of Puerto Rico; (Speaker) Frances M. Rodriguez, University of Puerto Rico

8:00 a.m.–9:30 a.m.**Continuing Professional Development Section: Continuing Professional Development & Hot Topics in Healthcare****Hynes Convention Center: Room 310, Third Level***Advanced**Intended Audience: Continuing Professional Development Section; Pharmacy Practice Section; Curriculum Special Interest Group*

The purpose of this session is to provide an opportunity for AACP members to discuss timely issues in healthcare that represent practice or educational gaps. Looking through the lens of the continuing professional development cycle, roundtables will address individual issues and propose a framework for pharmacy education activity development. Frameworks (i.e., toolkits) could be shared on the AACP Connect site for future use by member schools and offices of continuing pharmacy education.

(Moderator) Oluwaranti R. Akiyode, Howard University; (Moderator) Glen E. Baumgart, The University of Texas at Austin; (Moderator) Barbara L. Jolly, Sullivan University; (Moderator) Cynthia P. Koh-Knox, Purdue University; (Moderator) Anne Misher, The University of Georgia; (Speaker) Jennifer L. Baumgartner, Accreditation Council for Pharmacy Education (ACPE)

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

1. Summarize the main steps of the ACPE Continuing Professional Development cycle.
2. Provide examples of suitable professional development activities for a pharmacist.
3. Analyze an assigned practice gap and outline desired learning outcomes for pharmacists.
4. Generate an instructional design plan for overcoming an assigned practice gap.

Application-based (0581-0000-18-060-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.**Council of Deans (COD) Networking Session #1: Mission Wellness: For Faculty, Administrators & Staff****Sheraton: Constitution Ballroom, Second Floor***Advanced**Intended Audience: Administrative Services Section; Experiential Education Section; Student Services SIG*

This session will focus on strategies for the promotion of wellness among faculty, administrators and staff at schools and colleges of pharmacy. This session will run twice: once from 8:00 a.m. to 8:45 a.m. and then again from 8:45 a.m. to 9:30 a.m. in order for attendees to be able to participate in both networking sessions.

(Facilitator) Michael J. Rush, Ohio Northern University; (Facilitator) Michael Smith, The University of Oklahoma

8:00 a.m.–9:30 a.m.**Council of Deans (COD) Networking Session #2: Managing Student Accommodations for Student Success****Sheraton: Independence Ballroom, Second Floor***Advanced**Intended Audience: Administrative Services Section; Experiential Education Section; Student Services Personnel SIG*

This session will focus on issues related to student accommodations and strategies for supporting our students to achieve success. This session will run twice: once from 8:00 a.m. to 8:45 a.m. and then again from 8:45 a.m. to 9:30 a.m. in order for attendees to be able to participate in both networking sessions.

(Facilitator) Jennifer A. Henriksen, Manchester University; (Facilitator) Paul Price, Creighton University

8:00 a.m.–9:30 a.m.**Minority Faculty SIG: We Don't Just Survive, We Thrive: Key Strategies for the Success and Mentorship of Junior Faculty****Sheraton: Commonwealth, Third Floor***Introductory**Intended Audience: Minority Faculty Special Interest Group; Health Disparities and Cultural Competence Special Interest Group; Leadership Development Special Interest Group*

Transitioning into a junior faculty role, though exciting, can be daunting. Led by junior faculty with diverse experiences and a senior faculty member with experience mentoring minority faculty, this interactive session will engage current junior faculty and those considering a faculty position in developing a strategic plan, navigating academic politics, devising intentional and actionable self-care strategies. This session is also appropriate for faculty and administrators who would like to learn skills to mentor minority faculty.

(Moderator) Ashley M. Taylor, Xavier University of Louisiana; (Speaker) Antonio A. Bush, University of North Carolina at Chapel Hill; (Speaker) Kendrea M. Jones, University of Arkansas for Medical Sciences; (Speaker) Kimberly A. Sanders, University of North Carolina at Chapel Hill

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

1. Develop a strategic plan around an area of scholarship, teaching, or service for the approaching semester.
2. Develop networking skills to form potential collaborative relationships and navigate academic culture.
3. Define self-care and devise practices to intentionally integrate into their work life.
4. Understand the significance of mentoring minority faculty.

Application-based (0581-0000-18-061-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.**Pharmacogenomics SIG and Health Care Ethics SIG Joint Session: Ethical, Legal, and Social Issues in the Era of Genomic Medicine: How Do We Best Educate Pharmacy Students?****Sheraton: Public Garden, Fifth Floor***Advanced**Intended Audience: Pharmacogenomics Special Interest Group; Health Care Ethics Special Interest Group; Curriculum Special Interest Group*

We are currently in an era of genomic medicine, which brings with it many ethical, legal and social issues (ELSI). This program will provide an overview of ELSI as it relates to pharmacogenomics. Presenters will discuss strategies to incorporate ELSI education into pharmacogenomics education in college/school of pharmacy curricula. This program will be jointly administered by the Pharmacogenomics SIG and the Health Care Ethics SIG.

(Chair) Christina L. Aquilante, University of Colorado; (Moderator) James W. Torr, Lipscomb University; (Speaker) Roseann Gammal, MCPHS University-Boston; (Speaker) Gabriella Douglass, Harding University; (Speaker) Philip Empey, University of Pittsburgh; (Speaker) James Ruble, The University of Utah

8:00 a.m.–9:30 a.m.

Public Health SIG: Healthcare Reform: Training Pharmacy Students to Empower Patients to Navigate the Changing Healthcare Environment

Sheraton: Riverway, Fifth Floor

Introductory

Intended Audience: Public Health Special Interest Group; Health Disparities and Cultural Competence Special Interest Group; Curriculum Special Interest Group

This session will discuss different approaches to teaching students about the organization, delivery and financing of the U.S. healthcare system. Speakers will (1) present different models of didactic education regarding the U.S. healthcare system, with discussion on the challenges of confronting political ideologies, (2) discuss community partnerships for students to engage in service learning related to healthcare access and disparities, and (3) present an example of inter-professional work integrating pharmacy into public health programs.

(Moderator) Leslie Ochs, University of New England; (Speaker) Vibhuti Arya, St. John's University; (Speaker) Sharon E. Connor, University of Pittsburgh; (Speaker) Christine Chim, St. John's University; (Speaker) Jordan R. Covey, Duquesne University; (Speaker) Jonathan Thigpen, Notre Dame of Maryland University

8:00 a.m.–9:30 a.m.

Social and Administrative Sciences Section: The Academy's Scholarly Responsibilities in an Era of Value-Based Practice Transformation

Hynes Convention Center: Room 311, Third Level

Advanced

Intended Audience: Pharmacy Practice Section; Social and Administrative Sciences Section; Experiential Education Section

The target audience for this seminar is deans, associate/assistant deans, department chairs, experiential directors, social and administrative pharmacy faculty, and pharmacy practice faculty. This program will focus on describing and updating participants on value-based reimbursement practice transformation. Implications for the Academy and possible models for responding to value-based systems will be presented, including examples of colleges of pharmacy who are collaborating to advance practice transformation.

(Speaker) Brian J. Isetts, University of Minnesota; (Speaker) Todd D. Sorensen, University of Minnesota; (Speaker) Andrew P. Traynor, Concordia University Wisconsin; (Speaker) Timothy E. Welty, Drake University

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

1. Compare and contrast value-based practice with fee-for-service reimbursement.
2. Identify the implications of value-based practice transformation on the academy in terms of faculty activities, student learning, and administrative policies.
3. Develop new models for the academy to respond to and lead in value-based practice transformation.
4. Describe emerging scholarly opportunities related to bold national aims for improving quality of care and reducing total cost of care.

Application-based (0581-0000-18-062-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.

Special Session: Reports of the 2017–2018 Standing Committees

Sheraton: Grand Ballroom, Second Floor

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.

(Chair) J. Lyle Bootman, The University of Arizona; (Chair) Michael J. Fulford, The University of Georgia; (Chair) Monica L. Miller, Purdue University; (Chair) Gina D. Moore, University of Colorado; (Chair) Samuel M. Poloyac, University of Pittsburgh; (Chair) Susan S. Vos, The University of Iowa

8:00 a.m.–9:30 a.m.

Special Session: Uniquely You: Developing Your Approach to Becoming an Education Scholar

Hynes Convention Center: Room 312, Third Level

Introductory

Intended Audience: Assessment Special Interest Group; Minority Faculty Special Interest Group; Women Faculty Special Interest Group

Led by a panel of AACP Distinguished Teaching Scholars, this interactive session will focus on helping new and future faculty develop their personal

plan and process for maximizing scholarly output. Panelists will share their approaches to identifying a research focus, generating ideas, developing plans, and being efficient. Attendees will share their writing successes and struggles in group discussions, learn about creating good teaching portfolios, and engage panelists in a Q&A discussion.

(Speaker) Jeff J. Cain, University of Kentucky; (Speaker) David A. Holdford, Virginia Commonwealth University; (Speaker) Melissa S. Medina, The University of Oklahoma; (Speaker) Adam M. Persky, University of North Carolina at Chapel Hill

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

1. List the area(s) of your scholarly focus.
2. Reflect on your personal strategy for generating manuscript/research ideas.
3. State the steps to consider when planning a writing/research project.
4. Describe your personal plan for when, where, and how often to write.
5. Identify key aspects of developing a teaching portfolio.

Application-based (0581-0000-18-077-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–5:00 p.m.

PharmCAS R&R Lounge: Recharge and Reconnect

Sheraton: Fairfax, Third Floor

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge—designed to offer attendees a brief but much-needed respite from crowds, noise and other common meeting stresses, while keeping you fresh for the business of learning and networking. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. There will be four laptop kiosks available on a first-come, first-served basis. 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, the lounge services are complimentary so make time to stop by for a little R&R!



AACP would like to thank Liaison for their sponsorship to support the R&R Lounge and the University of Florida for staffing it.

9:00 a.m.–9:30 a.m.

Mini Session: Overcoming Barriers to Integrating Ethics Into a Pharm.D. Curriculum

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Social and Administrative Sciences Section; Experiential Education Section; Health Care Ethics Special Interest Group

Integrating the teaching of ethics into co-curricular activities and experiential learning can better equip students to discuss and evaluate ethical decisions in advanced practice pharmacy experiences and beyond. Yet barriers to integrating ethics education into experiential learning continue to exist in pharmacy schools. By drawing upon medical and nursing literature, this mini session will focus on facilitating a collaborative environment where educators can discuss and map novel ways to integrate ethics content into pharmacy curriculum.

(Moderator) Marcus Ferrone, University of California, San Francisco; (Speaker) Kelsey Japs, University of California, San Francisco

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

1. Delineate the potential areas in a Pharm.D. curriculum in which ethics can be integrated.
2. Discuss methodologies for the implementation of ethics curricular integration.
3. Share participant feedback regarding their views on integration feasibility and scalability.
4. Identify common ethical dilemmas that students could face within co-curricular and experiential learning activities.

Knowledge-based (0581-0000-18-064-Lo4-P, 0.50 Contact Hour)

9:00 a.m.–9:30 a.m.

Mini Session: Unifying Political Advocacy Efforts: Collaboration Among Three Schools for Pharmacists' Day at the Legislature

Sheraton: Back Bay Ballroom CD, Second Floor

Introductory

Intended Audience: Public Health Special Interest Group; Leadership Development Special Interest Group; Pharmacy Practice Section

Many pharmacy schools participate in legislative days, although it is not known how many schools collaborate on these efforts. For the past five years, all state and private pharmacy schools in West Virginia have collaborated on Pharmacists' Day at the Legislature. Major components include creating teams of student constituents to meet with legislators; tracking bills and lob-

bying efforts; and providing health screenings. This session will explore how a unified effort can potentially magnify advocacy efforts.

(Speaker) Krista D. Capehart, West Virginia University; (Speaker) Susan Gardner Bissett, University of Charleston

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

1. Describe current collaborative efforts among state and private pharmacy schools and organizations for legislative days.
2. Demonstrate how a unified approach could potentially impact advocacy efforts.
3. Compare and contrast your state's experiences regarding legislative efforts.
4. Identify specific strategies to collaborate with other pharmacy schools and organizations in your state.

Knowledge-based (0581-0000-18-065-Lo4-P, 0.50 Contact Hour)

9:00 a.m.–10:30 a.m.

Research/Education Poster Session 2

Hynes Convention Center: Exhibit Hall D, Second Level

Name Badge Required

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

9:00 a.m.–Noon

Spouse/Guests Hospitality Room

Sheraton: Beacon G, Third Floor

9:00 a.m.–1:30 p.m.

Exhibition Hall Open

Hynes Convention Center: Exhibit Hall D, Second Level

9:30 a.m.–10:00 a.m.

Beverage Break

Sheraton: Grand Ballroom Prefunction, Second Floor

Hynes Convention Center: Boylston Hallway, Third Level

9:30 a.m.–4:00 p.m.

AACP Headshot Café

sponsored by RiteAid



Hynes Convention Center: Boylston Hallway, Third Level

10:30 a.m.–Noon

History of Pharmacy SIG: Incorporating History of Pharmacy Into a Variety of Pharm.D. Courses

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: History of Pharmacy Special Interest Group; Pharmacy Practice Section; Social and Administrative Sciences Section

Pharmacy history is a required component of the Pharm.D. curriculum and all courses can play a role in fulfilling this requirement. The presenters will discuss history of pharmacy topics relevant for seamless inclusion into therapeutics, pharmaceuticals and pharmacy practice courses. They will also discuss how they have squeezed these into their already packed lecture time. Come learn more about our great profession's heritage and participate in a history of pharmacy trivia game!

(Moderator) Michael A. Hegener, University of Cincinnati; (Speaker) David M. Baker, Western New England University; (Speaker) Catherine Taglieri, MCPHS University–Boston

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

1. Incorporate content relevant to the history of the pharmacy into their current Pharm.D. courses.
2. Explain the evolution of select therapeutic agents in the United States.
3. Discuss historical practices in compounding that have shaped current pharmaceuticals practices.
4. Discuss historical milestones in pharmacy that have shaped the current practice of pharmacy, including pharmacy education and pharmacy laws.

Knowledge-based (0581-0000-18-066-Lo4-P, 1.50 Contact Hours)

10:30 a.m.–Noon

Science Plenary: Sex as a Biological Variable in Drug Approval: Translation to Pharmacy Education

Sheraton: Grand Ballroom, Second Floor

Introductory

Intended Audience: Biological Sciences Section; Curriculum Special Interest Group; Pharmacy Practice Section

The purpose of this plenary is to educate academic pharmacy administrators,

faculty and staff, about current FDA practice regarding the consideration of sex differences in preclinical and clinical review of drug applications. Dr. Marjorie Jenkins will begin the session with a brief overview of the regulatory history of the inclusion of women in research activities and clinical trials. She will also discuss the evaluation of potential sex differences in pre-clinical review throughout drug development, and the evaluation of potential sex differences in clinical review of investigational new drugs (INDs) and new drug applications (NDAs). Dr. Jenkins will then address the importance of expanding women's health education beyond reproductive health and through working across the health professions. The session will conclude with a practical discussion of educational resources and models available to integrate clinically relevant sex and gender evidence into pharmacy school curricula.

Attendees will be able to watch as a graphic facilitator brings the speakers' concepts to life beside the stage.

AACP President-elect David D. Allen 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:



Marjorie Jenkins, M.D., MEDHP, FACP

Director, Medical Initiatives and Scientific Engagement
Office of Women's Health, U.S. Food and Drug Administration



Rebecca B. Sleeper, Pharm.D., FCCP, FASCP, BCPS

Professor of Pharmacy Practice, Geriatrics
Associate Dean for Curriculum
Texas Tech University Health Sciences Center School of Pharmacy

Moderator:



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

AACP President-elect
Dean and Professor
Executive Director of the Research Institute of Pharmaceutical Sciences
The University of Mississippi School of Pharmacy

Awards:

Paul R. Dawson Award for Excellence in Patient Care Research

S. Suresh Madhavan, Ph.D., West Virginia University

Volwiler Research Achievement Award

Kathy Giacomini, Ph.D., University of California, San Francisco

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

1. Recognize the impact of regulatory and health research policy on the inclusion of women in clinical trials.
2. State the requirements for the use of male and female animals in preclinical toxicity studies.
3. Identify when and how sex is considered in the FDA drug review and approval process.
4. Utilize available resources to expand Women's Health Education through a sex and gender lens.

Knowledge-based (0581-0000-18-030-Lo4-P, 0.75 Contact Hour)

10:30 a.m.–Noon

Special Session: Evidence-Based Admissions: The Search for the Best Applicants

Hynes Convention Center: Room 312, Third Level

Introductory

Intended Audience: Assessment Special Interest Group; Administrative Services Section; Curriculum Special Interest Group

Schools are interested in maximizing admissions processes to select the best candidates. Not all programs are looking for the same candidate qualities, but all are interested in evidence-based admissions practices that assist them in selecting high quality candidates. This session will focus on evidence-based admissions processes used at three schools. A review of the data gathered, the methodology used to interpret the data, and the process created to use data in candidate selection.

(Speaker) Christopher Adkins, South University; (Speaker) Gregory L. Alston, South University; (Speaker) Wendy C. Cox, University of North Carolina at Chapel Hill; (Speaker) Jacqueline McLaughlin, University of North Carolina at Chapel Hill; (Speaker) Megan Nguyen, Western University of Health Sciences

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

1. Identify key admissions variables to collect for their program.
2. Discuss one or more analysis techniques they can use to produce usable admissions evidence.
3. Identify two to three next steps in improving their School's admissions process.

Application-based (0581-0000-18-067-Lo4-P, 1.50 Contact Hours)

Noon–1:30 p.m.

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

Hynes Convention Center: Exhibit Hall D, Second Level

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.–3:00 p.m.

Council of Deans Business Meeting

Sheraton: Grand Ballroom, Second Floor

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

(Chair) Anne Y. Lin, Notre Dame of Maryland University

1:30 p.m.–3:00 p.m.

Council of Faculties Business Meeting

Sheraton: Constitution Ballroom, Second Floor

Annual business meeting for the Council of Faculties.

(Chair) Stuart T. Haines, The University of Mississippi

1:30 p.m.–3:00 p.m.

Special Session: Co-Curricular Interprofessional Activities Foster Team-Readiness, Professionalism, and Development of Self-Awareness

Hynes Convention Center: Room 310, Third Level

Introductory

Intended Audience: Assessment Special Interest Group; Administrative Services Section; Curriculum Special Interest Group

Prior to clinical internships, students have limited exposure to interprofessional collaboration. Co-curricular activities allow students to have real-world experiences interacting with other professions. Interprofessional, team-oriented co-curricular activities facilitate development of soft-skills such as leadership, problem-solving, advocacy and professionalism as students communicate, learn from one another and resolve team conflicts. Examples of interprofessional co-curricular collaborations at two Pharm.D. programs will be discussed. The target audience includes student services and assessment personnel, and faculty on curricular/co-curricular committees.

(Speaker) Danielle Backus, Pacific University Oregon; (Speaker) John Begert, Pacific University Oregon; (Speaker) David G. Fuentes, California Health Sciences University; (Speaker) Christopher Foley, California Health Sciences University; (Speaker) Anne E. Hogan, Pacific University Oregon; (Speaker) Jeremy Hughes, California Health Sciences University; (Speaker) Erin Suchsland, Pacific University Oregon

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

1. Describe the impact of co-curricular interprofessional collaboration on student learning and the student experience.
2. Discuss the connection between the implementation of co-curricular interprofessional collaboration with improved student profession awareness and communication.
3. Compare and contrast implementation and assessment strategies for co-curricular interprofessional collaboration at two Pharm.D. programs.
4. Discuss barriers to establishing a co-curricular interprofessional activities in a professional degree program.

Knowledge-based (0581-0000-18-068-Lo4-P, 1.50 Contact Hours)

1:30 p.m.–3:00 p.m.

Special Session: Critical Thinking: We All Want to Teach It But How Do We Measure It?

Hynes Convention Center: Room 311, Third Level

Advanced

Intended Audience: Assessment Special Interest Group; Curriculum Special Interest Group; Pharmaceutics Section

This program will describe strategies and expose participants to examples of ways to measure critical thinking in pharmacy students, since critical thinking is an important educational outcome. While teaching critical thinking is challenging, finding ways to reliably assess critical thinking is vital to closing the teaching and assessment loop. This interactive session will explore validated assessment tools and example assignments to evaluate critical thinking in the classroom and experiential settings.

(Speaker) Ashley Castleberry, University of Arkansas for Medical Sciences; (Speaker)

Melissa S. Medina, The University of Oklahoma; (Speaker) Adam M. Persky, University of North Carolina at Chapel Hill

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

1. Define critical thinking and how it compares to other thinking skills.
2. Contrast critical thinking assessment tools.
3. Evaluate examples of critical thinking activities.

Application-based (0581-0000-18-069-Lo4-P, 1.50 Contact Hours)

1:30 p.m.–3:00 p.m.

Special Session: Emphasizing the ‘LAB’ in Collaboration—Demonstrating How to Work Together Scientifically Across Cultures

Hynes Convention Center: Room 312, Third Level

Advanced

Intended Audience: Global Pharmacy Education Special Interest Group; Leadership Development Special Interest Group; Curriculum Special Interest Group

Working together is critical for pharmacy education, yet academics often struggle to inform potential collaborations with science. For those interested in working more collaboratively, we will discuss the experimentation behind PharmAlliance, the strategic partnership between the University of North Carolina at Chapel Hill, Monash University and University College London. We will open our “lab notebooks” to illustrate what we’ve learned and changed via case studies of collaborative work in teaching, practice, research, and student service.

(Speaker) Tina Brock, Monash University; (Speaker) Vivienne Mak, Monash University; (Speaker) David R. Steeb, University of North Carolina at Chapel Hill; (Speaker) Cate Whittlesea, University College London

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

1. Describe a process for evaluating and selecting international partners as part of an alliance.
2. Identify effective implementation strategies for establishing an alliance as well as overcoming implementation barriers.
3. Compare different international education projects and their associated impact on partnership development.
4. Develop a plan for determining how to create a global pharmacy alliance.

Application-based (0581-0000-18-070-Lo4-P, 1.50 Contact Hours)

1:30 p.m.–3:00 p.m.

Special Session: The Struggle is Real: Help Students Develop Resilience and Coping Skills

Hynes Convention Center: Rooms 304 & 306, Third Level

Introductory

Intended Audience: Pharmacy Practice Section; Experiential Education Section; Self-Care Therapeutics/Nonprescription Medicine Special Interest Group

With the recognized mental health crisis in professional programs and the research connecting student well-being to effective learning strategies and professional development, this session aims to arm faculty and preceptors with ways to help students increase resilience and coping skills. This hands-on, activity based workshop will explore tools, techniques and resources to help build resiliency for students. Participants will leave the sessions with a toolbox of resources and skills to help address this urgent need.

(Speaker) Michael W. Neville, Wingate University; (Speaker) Elizabeth T. Skoy, North Dakota State University; (Speaker) Eleanor M. Vogt, University of California, San Francisco

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

1. Demonstrate easy-to-use techniques, insights and perspectives to improve wellbeing.
2. Summarize the rapidly emerging resiliency resources and references in the professional and consumer literature.
3. Identify learning assessment resources.

Application-based (0581-0000-18-071-Lo4-P, 1.50 Contact Hours)

3:00 p.m.–3:30 p.m.

Beverage Break

Sheraton: Grand Ballroom Prefunction, Second Floor

Hynes Convention Center: Boylston Hallway, Third Level

3:30 p.m.–4:00 p.m.

Mini Session: Pearls of Wisdom: Making the Most of Your Mentoring Relationship

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Leadership Development Special Interest Group; Pharmacy Prac-

Practice Section; Social and Administrative Sciences Section

Navigating academia as a junior faculty member can be intimidating. Just as daunting is providing strong guidance that is meaningful as a seasoned faculty mentor. New and senior faculty alike will learn key strategies for maximizing success in the faculty mentoring relationship, including identifying appropriate mentors and mentees, effectively utilizing mentorship time, and making the mentoring relationship beneficial to both parties.

(Speaker) Lisa Hong, Loma Linda University; (Speaker) Jennie B. Jarrett, University of Illinois at Chicago

At the end of the presentation, the attendee will be able to:

1. Describe the process for identifying mentors and mentees both intra- and inter-institutionally.
2. Analyze traits necessary to be an effective mentor or mentee.
3. Apply the 10/20/60 rule to mentoring relationships to enhance the time spent together.
4. Explain how to structure the mentoring relationship to be mutually beneficial to the mentor and mentee.

Knowledge-based (0581-0000-18-072-Lo4-P, 0.50 Contact Hour)

3:30 p.m.–4:00 p.m.

Mini Session: Using EPAs in Curricular Design: Planning Skills Training and Experiential Education to Produce Pharmacist Providers

Sheraton: Back Bay Ballroom CD, Second Floor

Advanced

Intended Audience: Curriculum Special Interest Group; Experiential Education Section; Laboratory Instructors Special Interest Group

This session will discuss the use of Entrustable Professional Activities (EPAs) to guide an outcomes-driven curricular design process for skills training and experiential education at the University of Washington School of Pharmacy. The process of adapting EPAs to fit the programmatic needs of the school and regional practice needs will be outlined. Participants will have an opportunity to discuss best practices for use of EPAs in curricular design.

(Speaker) Rachel A. Allen, University of Washington; (Speaker) Leigh Ann Mike, University of Washington

3:30 p.m.–4:30 p.m.

Zumba Fitness Session

Sheraton: Republic Ballroom, Second Floor

sponsored by Pearson  Pearson

Feeling energetic? Join us for a Latin-inspired Zumba class. The routines feature aerobic/fitness interval training with a combination of fast and slow rhythms that tone and sculpt. Open to all levels.

3:30 p.m.–5:00 p.m.

Assessment SIG: Expanding Your Assessment Toolkit: Selection, Identification, and Evaluation of Social, Behavioral, and Professional Competency Assessment

Hynes Convention Center: Room 310, Third Level

Advanced

Intended Audience: Assessment Special Interest Group; Curriculum Special Interest Group

Increased emphasis has been placed on the role of social, behavioral, and professional competencies in developing practice-ready and team-ready graduates. Session participants will learn how multiple institutions select which social, behavioral, and professional competencies to assess; identify opportunities for meaningful evaluation of these competencies; and implement assessment strategies to measure student development in these competencies. Participants will gain practical strategies to adapt and apply to their own programs' evaluation of students' practice-readiness and team-readiness.

(Speaker) Ashley Castleberry, University of Arkansas for Medical Sciences; (Speaker) Andrea S. Franks, The University of Tennessee; (Speaker) Jacqueline McLaughlin, University of North Carolina at Chapel Hill; (Speaker) Melissa S. Medina, The University of Oklahoma; (Speaker) Jacqueline M. Zeeman, University of North Carolina at Chapel Hill

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

1. Articulate why social, behavioral, and professional competencies are important in developing practice-ready and team-ready pharmacy graduates.
2. Strategize techniques in selecting and prioritizing what social, behavioral, and professional competencies to assess.
3. Identify opportunities for meaningful evaluation of social, behavioral, and professional competencies.

4. Describe various assessment strategies to measure student development in social, behavioral, and professional competencies.

Application-based (0581-0000-18-073-Lo4-P, 1.50 Contact Hours)

3:30 p.m.–5:00 p.m.

Chemistry Section: Beyond Formulations: How Basic Scientists Aim to Solve the Opioid Crisis

Hynes Convention Center: Room 311, Third Level

Introductory

Intended Audience: Substance Abuse Education and Assistance Special Interest Group; Chemistry Section; Biological Sciences Section

Pharmacists are on the front line of the opioid crisis and need a deep understanding of the issues for counseling patients. This session will delve into how the crisis developed, the pharmacological properties that lead to abuse liability (including the critical difference between dependence and reinforcing effects), what new drugs are under development that lack both dependence and reinforcement, and how to educate student pharmacists on the issues and solutions for the future.

(Chair) Andrew Coop, University of Maryland; (Speaker) Susan L. Mercer, Lipscomb University

3:30 p.m.–5:00 p.m.

Council of Deans Special Session: What Are We Doing With PCOA?

Sheraton: Grand Ballroom, Second Floor

Introductory

Intended Audience: Curriculum Special Interest Group; Administrative Services Section; Assessment Special Interest Group

The results of a national survey regarding the use of the Pharmacy Curriculum Outcomes Assessment® (PCOA®) in schools and colleges of pharmacy will be discussed. Examples of how schools have utilized PCOA® data for continuous quality improvement will be shared.

(Moderator) Anne Y. Lin, Notre Dame of Maryland University; (Speaker) Elizabeth Coyle, University of Houston; (Speaker) Justine Gortney, Wayne State University; (Speaker) Marianne McCollum, Regis University; (Speaker) Cindy Stowe, Sullivan University

3:30 p.m.–5:00 p.m.

Laboratory Instructors SIG: Evaluating Performance-Based Learning and Assessment Tools in Pharmacy Skills Laboratories

Hynes Convention Center: Rooms 304 & 306, Third Level

Introductory

Intended Audience: Laboratory Instructors Special Interest Group; Assessment Special Interest Group; Pharmacy Practice Section

Performance-based assessments (PBAs) are used in pharmacy skills laboratories to assess students' knowledge, skills and abilities learned and developed and to evaluate student preparedness for Advanced Pharmacy Practice Experiences. Evaluating PBAs and PBA tools is important to help faculty assess student learning and their classroom pedagogies. This session for laboratory instructors will present various methods for evaluating PBAs and PBA tools and provide participants the opportunity to assess their own PBAs using the methods discussed.

(Chair) Karen Sando, Nova Southeastern University; (Moderator) Andrea L. Porter, University of Wisconsin-Madison; (Speaker) Lauren M. Caldas, Virginia Commonwealth University; (Speaker) Jeanne E. Frenzel, North Dakota State University; (Speaker) Kali VanLangen, Ferris State University

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

1. Define the concept of prescription wrappers and identify how they can be adapted to various skills lab activities.
2. Describe the process of creating a rubric to evaluate common pharmacist skills.
3. Describe the process of and participate in establishing inter-rater reliability for laboratory course rubrics.
4. Describe the process used to evaluate the effectiveness of a skills-based assessment in a laboratory-based course and strategies to improve the quality of the assessment.
5. Identify performance-based activities where modifications are needed to meet expected student performance goals.

Application-based (0581-0000-18-074-Lo4-P, 1.50 Contact Hours)

3:30 p.m.–5:00 p.m.

National Awareness Campaign

Hynes Convention Center: Room 302, Third Level

Join leaders from RP3, AACP's communications agency of record, to learn about the new national pharmacy awareness campaign. They will present the research that shaped the campaign, the strategic communications plan,

and creative ideas and messages. You will learn strategies to extend the campaign reach, and will develop an understanding of key messages.

3:30 p.m.–5:00 p.m.

Special Session: Action! Adding Impact to Your Social and Behavioral Science Instruction

Hynes Convention Center: Room 312, Third Level

Introductory

Intended Audience: Social and Administrative Sciences Section; Health Disparities and Cultural Competence Special Interest Group; Curriculum Special Interest Group

This session will describe simulated and active learning exercises targeting the pharmacist approach to care. Can learners achieve understanding of cultural sensitivity, socioeconomic awareness and the importance of teamwork simply through hearing the words of a lecture or reading words on a page? This session will illustrate instructional methods used in an interprofessional environment that can impact learners' appreciation and understanding of social determinants of health and the importance of teamwork.

(Speaker) Kaelen C. Dunican, MCPHS University–Worcester/Manchester; (Speaker) Melissa Mattison, Western New England University; (Speaker) Beth E. Welch, Western New England University

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

1. Identify three social and behavioral science topics which require the development of the affective domain.
2. Describe your current instructional methods used to teach cultural sensitivity, socioeconomic awareness, and teamwork.
3. Explain how active learning and simulation can impact the pharmacist approach to care.
4. Discuss one example of how you could incorporate active learning and simulation in the instruction of social and behavioral sciences.
5. Identify other health professions which you could partner with for instruction of a social and behavioral science topic.

Application-based (0581-0000-18-075-Lo4-P, 1.50 Contact Hours)

3:30 p.m.–5:00 p.m.

Special Session: Assessing Pre-APPE Readiness: Three Different Models and Lessons Learned From the Field

Sheraton: Constitution Ballroom, Second Floor

Advanced

Intended Audience: Assessment Special Interest Group; Curriculum Special Interest Group

Three different assessments of pre-APPE readiness models to address ACPE Standard 25.8 are presented. Models include a focused four-week block of formative and summative assessments; a statistical model to predict pre-APPE readiness based on past student performance; and a longitudinal experiential curriculum coupled with mid-year P4 assessment of progress toward graduation. These models provide attendees an array of assessment methods to consider and will stimulate their capacity to envision novel strategies to assess student readiness.

(Speaker) Donald K. Blumenthal, The University of Utah; (Speaker) Nicholas Bookman, Oregon State University; (Speaker) Jason Brunner, University of Colorado; (Speaker) Gary E. DeLander, Oregon State University; (Speaker) Tanya L. Ostrogorsky, Oregon State University; (Speaker) Mark A. Munger, The University of Utah

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

1. Articulate three unique models of Pre-APPE readiness assessment techniques.
2. Evaluate at least one component from models presented that might be integrated into attendees' Pre-APPE readiness plans.
3. Envision how perspectives shared by presenters and attendees can refine existing Pre-APPE assessment plans.

Knowledge-based (0581-0000-18-063-Lo4-P, 1.50 Contact Hours)

3:30 p.m.–5:00 p.m.

Special Session: Assess Yourself to Success: Building a Better Team

Hynes Convention Center: Room 309, Third Level

Introductory

Limited seating. Pre-registration required.

Learn how to build and sustain successful teams in research and practice by understanding and addressing your weaknesses and strengths. This session and a companion webinar, "Leadership and Emotional Intelligence: A Foundation for Innovation," focus on understanding your emotional intelligence and developing greater self-awareness and self-direction. A self-assessment will be used to formulate strategies to adapt your behavior and develop a plan to enhance your team leadership to create an environment where innovation thrives.

(Moderator) Erik Burns, American Association of Pharmaceutical Scientists; (Speaker) Steve Manderscheid, Concordia University

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

1. Identify how to leverage the major strength in their personal profile to enhance their communication style.
2. Integrate lifelong learning into their team interactions and management style.
3. Relate their leadership style to the environment it creates for their team and the team's success.
4. Develop a plan for adapting their behavior to improve their communications with team members.

Application-based (0581-0000-18-076-Lo4-P, 1.50 Contact Hours)

3:30 p.m.–5:00 p.m.

Special Session: Fostering Innovation Through Hacking: How Hackathons and Innovation Labs Can Create Novel Ideas Amongst Pharmacy Students

Sheraton: Independence Ballroom, Second Floor

Advanced

Intended Audience: Pharmacy Practice Section; Technology in Pharmacy Education and Learning Special Interest Group; Curriculum Special Interest Group

This program aims to introduce pharmacy educators to the growth of hackathons in the medical landscape to create and implement new ideas. Hackathons are a new process of having multiple people across different professional backgrounds working together to solve a problem (i.e., "hacking") in a short time period. Alongside "hacking," innovation labs will be discussed as lasting centers of creativity. This workshop will allow educators to learn how they can become involved in or build out their own hackathon or innovation lab. The use of these programs in fulfilling IPE activities and CAPE outcomes will also be discussed.

(Speaker) Timothy D. Aungst, MCPHS University–Worcester/Manchester; (Speaker) Robert S. Pugliese, Thomas Jefferson University; (Speaker) Ravi Patel, University of Pittsburgh

4:30 p.m.–5:00 p.m.

Mini Session: To Journal Club or Not: Interprofessional Clinical Debates as an Alternative Method of Literature Evaluation

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Experiential Education Section; Pharmacy Practice Section; Geriatric Pharmacy Special Interest Group

Interprofessional education and literature evaluation are emphasized in both medical and pharmacy education, although these concepts are seldom intertwined. Journal clubs have served as a mainstay of literature evaluation; however, current reports support the idea of debates as an alternative to journal clubs in pharmacy and medical training. This session presents a novel approach to address these areas using interprofessional clinical debates for APPE pharmacy students working with PG3 family medicine residents.

(Moderator) Miranda R. Andrus, Auburn University; (Speaker) Bradley M. Wright, Auburn University; (Speaker) Taylor D. Steuber, Auburn University

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

1. Discuss the advantages of using interprofessional debates to enhance interprofessional education and literature evaluation skills.
2. Describe the steps for the development of an interprofessional debate topic and case as well as the barriers to implementation.
3. Identify specific clinical scenarios that would serve as robust interprofessional debate topics.

Knowledge-based (0581-0000-18-078-Lo4-P, 0.50 Contact Hour)

4:30 p.m.–5:00 p.m.

Mini Session: Pediatric Pharmacy SIG: An Innovative Approach to Pediatric Self-Care Education: Pharmacy Student-Directed Elementary School Health Fair

Sheraton: Back Bay Ballroom CD, Second Floor

Introductory

Intended Audience: Pediatric Pharmacy Special Interest Group; Self-Care Therapeutics/Nonprescription Medicine Special Interest Group

This program is intended for faculty members of the Pediatric Pharmacy and Self-Care Therapeutics/Nonprescription Medicine SIGs as it will discuss a co-curricular approach to provide pharmacy students an active learning experience to develop and implement a health fair for elementary-school children in pediatric self-care related topics. Participants will consider learning processes of pediatric communication skills by way of case method through immersion to evaluation of ACPE Standards 3 and 4 elements by meta-cognitive reflection assignment.

(Speaker) Kelly L. Matson, The University of Rhode Island; (Speaker) Katherine K. Orr, The University of Rhode Island

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

1. Describe a co-curricular teaching strategy for pharmacy students to develop and implement a health fair for elementary-school children in pediatric self-care related topics.
2. Assess evaluation of a teaching strategy through study objectives of CAPE outcomes of health and wellness, education, communication, professionalism and self-awareness.
3. Assess and identify co-curricular opportunities in pediatric populations for medication-related information within pharmacy schools.

Knowledge-based (0581-0000-18-046-Lo4-P, 0.50 Contact Hour)

5:15 p.m.–6:15 p.m.

Accelerated Pharmacy Programs Group

Sheraton: Commonwealth, Third Floor

Faculty and administrators from accelerated pharmacy programs are invited to discuss topics including PCOA, NAPLEX, interprofessional education, research and teaching strategies within accelerated pharmacy programs.

5:15 p.m.–6:15 p.m.

Assessment SIG: Business Meeting

Sheraton: Constitution Ballroom, Second Floor

Intended Audience: Assessment Special Interest Group

Annual business meeting for the Assessment SIG.

(Chair) Tara L. Jenkins, Touro University California

5:15 p.m.–6:15 p.m.

Geriatric Pharmacy SIG: Business Meeting

Sheraton: Riverway, Fifth Floor

Introductory

Intended Audience: Geriatric Pharmacy Special Interest Group

This business meeting will be conducted for the members of the Geriatric Pharmacy Special Interest Group. Organization plans and ideas for the SIG will be discussed.

(Speaker) Teresa M. DeLellis, Manchester University; (Speaker) Rebecca Mahan, Texas Tech University Health Sciences Center; (Speaker) Elizabeth K. Pogge, Midwestern University/Glendale; (Speaker) Kelechi C. Unegbu-Ogbonna, Virginia Commonwealth University

5:15 p.m.–6:15 p.m.

Graduate Education SIG: Annual Business Meeting & Networking Event

Sheraton: The Fens, Fifth Floor

Intended Audience: Graduate Education Special Interest Group; Biological Sciences Section; Chemistry Section

This session will serve as the annual business meeting and networking event for the Graduate Education SIG. The purpose of this year's business session will be to 1) review the SIG's rolling two-year objectives; 2) discuss future programming topics; and 3) provide networking among members. The discussion will explore the challenges of funding graduate education, identify areas of interest and needs of our SIG membership.

(Chair) Angela K. Birnbaum, University of Minnesota; (Moderator) Hai-An Zheng, Albany College of Pharmacy and Health Sciences

5:15 p.m.–6:15 p.m.

History of Pharmacy SIG: Business Meeting

Sheraton: Public Garden, Fifth Floor

Intended Audience: History of Pharmacy Special Interest Group

This business meeting will be conducted for the members of the History of Pharmacy SIG. Organizational plans and ideas for the SIG will be discussed, as well as planning for the SIG's standing and ad hoc committees' activities.

(Chair) Ettie Rosenberg, West Coast University

5:15 p.m.–6:15 p.m.

Leadership Development SIG: Business Meeting

Sheraton: Back Bay Ballroom AB, Second Floor

Intended Audience: Leadership Development Special Interest Group

Annual business meeting for the Leadership Development SIG.

(Chair) Andrew S. Bzowickij, University of Missouri–Kansas City

5:15 p.m.–6:15 p.m.

Library and Information Science Section: Professional Resources Committee Meeting

Sheraton: Hampton, Third Floor

Introductory

Intended Audience: Library and Information Science Section

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) Sharon Giovenale, University of Connecticut

5:15 p.m.–6:15 p.m.

Minority Faculty SIG: Business Meeting

Sheraton: Gardner, Third Floor

Intended Audience: Minority Faculty Special Interest Group

Annual business meeting for the Minority Faculty SIG.

(Chair) Ashley M. Taylor, Xavier University of Louisiana

5:15 p.m.–6:15 p.m.

Pharmacogenomics SIG: Business Meeting

Sheraton: Back Bay Ballroom CD, Second Floor

Intended Audience: Pharmacogenomics Special Interest Group

Annual business meeting for the Pharmacogenomics SIG.

(Chair) Christina L. Aquilante, University of Colorado

6:00 p.m.–7:30 p.m.

AACP President's Reception

Sheraton: Republic Ballroom, Second Floor

By Invitation Only

Passing the gavel, honoring AACP President Dr. Steven A. Scott and AACP President-elect Dr. David D. Allen for their exceptional dedication to the pharmacy academy.

7:00 p.m.–8:00 p.m.

University of Maryland Reception

Sheraton: Independence East, Second Floor

By Invitation Only

Celebration for Dean, Dr. Natalie Eddington and her services to AACP.

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Use the Annual Meeting hashtag #PharmEd18

Tuesday, July 24

All Day

Meet the Editor

Sheraton: Grand Ballroom Prefunction, Second Floor

Are you thinking of submitting a manuscript to the *American Journal of Pharmaceutical Education*? 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!

(Editor) Gayle A. Brazeau, Marshall University

6:30 a.m.–7:30 a.m.

High Energy Circuit Workout

Sheraton: Republic Ballroom, Second Floor

sponsored by Pearson 

Jump start your Tuesday morning and join your colleagues in a high energy circuit workout. This aerobic workout puts the emphasis as much on having fun as breaking a sweat. All levels welcome.

6:30 a.m.–8:00 a.m.

Continental Breakfast

Hynes Convention Center: Boylston Hallway, Third Level

Sheraton: Grand Ballroom Prefunction, Second Floor

6:45 a.m.–7:45 a.m.

Global Pharmacy Education SIG: Business Meeting

Sheraton: Public Garden, Fifth Floor

Intended Audience: Global Pharmacy Education Special Interest Group

This meeting will discuss the business needs and strategic direction of the Global Pharmacy Education SIG, as well as introduce the newly elected officers.

(Chair) Toyin S. Tofade, Howard University; (Speaker) Jeanine P. Abrons, The University of Iowa; (Speaker) Shaun E. Gleason, University of Colorado; (Speaker) David R. Steeb, University of North Carolina at Chapel Hill

6:45 a.m.–7:45 a.m.

Health Care Ethics SIG: Business Meeting

Sheraton: Hampton, Third Floor

Intended Audience: Health Care Ethics Special Interest Group

This meeting will review Health Care SIG activities over the last year, plan for the coming year and conduct any other business of the SIG. We hope you will attend this SIG meeting and help us move our SIG forward!

(Chair) James Ruble, The University of Utah

6:45 a.m.–7:45 a.m.

Health Disparities and Cultural Competence SIG: Business Meeting

Sheraton: Commonwealth, Third Floor

Intended Audience: Health Disparities and Cultural Competence Special Interest Group

This business meeting will discuss important orders of business for the SIG and include introduction of new officers. Members will be able to sign up for committees during the meeting.

(Chair) Naser Z. Alsharif, Creighton University

6:45 a.m.–7:45 a.m.

Laboratory Instructors SIG: Business Meeting

Sheraton: Back Bay Ballroom AB, Second Floor

Intended Audience: Laboratory Instructors Special Interest Group

This session will serve as the annual business meeting and networking session for the Laboratory Instructors SIG.

(Speaker) Krista L. Donohoe, Virginia Commonwealth University; (Speaker) Andrea L. Porter, University of Wisconsin-Madison; (Chair) Karen Sando, Nova Southeastern University; (Speaker) Deanna Tran, University of Maryland

6:45 a.m.–7:45 a.m.

Pediatric Pharmacy SIG: Business Meeting

Sheraton: The Fens, Fifth Floor

Intended Audience: Pediatric Pharmacy Special Interest Group

This program is the annual business meeting and networking session for the Pediatric Pharmacy Special Interest Group. New officers will be introduced and members will be able to sign up for committees during the meeting.

(Chair) William A. Prescott, University at Buffalo, The State University of New York

6:45 a.m.–7:45 a.m.

Public Health SIG: Business Meeting

Sheraton: Riverway, Fifth Floor

Intended Audience: Public Health Special Interest Group

Annual business meeting for the Public Health SIG.

(Chair) Jordan R. Covey, Duquesne University

6:45 a.m.–7:45 a.m.

Self-Care Therapeutics/ Nonprescription Medicine SIG: Business Meeting

Sheraton: Independence Ballroom, Second Floor

Intended Audience: Self-Care Therapeutics/ Nonprescription Medicine Special Interest Group

Annual business meeting for the Self-Care Therapeutics/Nonprescription Medicine SIG.

(Chair) Emily M. Ambizas, St. John's University

6:45 a.m.–7:45 a.m.

Student Services Personnel SIG: Business Meeting

Sheraton: Back Bay Ballroom CD

Intended Audience: Student Services Personnel Special Interest Group

Annual business meeting for the Student Services Personnel SIG.

(Chair) Renee M. DeHart, Samford University

6:45 a.m.–7:45 a.m.

Substance Abuse Education and Assistance SIG: Business Meeting

Sheraton: Constitution Ballroom, Second Floor

Intended Audience: Student Services Personnel Special Interest Group

Annual business meeting for the Substance Abuse Education and Assistance SIG.

(Chair) Cynthia P. Koh-Knox, Purdue University

7:00 a.m.–8:00 a.m.

COREadiness Focus Group

Sheraton: Gardner, Third Floor

By Invitation Only

During this interactive session we will be discussing co-curricular support, preceptor support and MTM/patient consulting preparation and specific ways to enhance these initiatives! Contribute your expertise and insight.

7:00 a.m.–3:00 p.m.

AACP Registration and Help Desk

Sheraton: Grand Ballroom Prefunction, Second Floor

Please check in and pick up your name badge for **Pharmacy Education 2018** here. Staff will be available to answer your general meeting questions, assist with the AACP meeting app and ensure you're plugged into AACP Connect, the online, private community exclusively for member collaboration.

7:00 a.m.–4:00 p.m.

Networking Rooms 1, 2 and 3

Sheraton: Beacon D, E & F, Third Floor

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.

Meditation Room

Sheraton: Beacon A, Third Floor

Wellness is a concept and a state of being that everyone must embrace. Make your well-being a priority at **Pharmacy Education 2018** 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.

8:00 a.m.–8:30 a.m.

Mini Session: Implementing the Pharmacists' Patient Care Process in a Medicinal Chemistry Course

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Curriculum Special Interest Group; Assessment Special Interest Group; Chemistry Section

The Pharmacists' Patient Care Process was introduced to establish a thought process and a framework for how pharmacists consistently approach their patient care. Pharmacy programs are being asked to introduce the PPCP at both the didactic and experiential experience level. Emphasis on the didactic level is to implement this thought process in all the sciences. This presentation will describe the implementation of the PPCP in a medicinal chemistry course as a collaborative effort with a clinical faculty member.

(Speaker) Naser Z. Alsharif, Creighton University; (Speaker) Michelle A. Poepping-Faulkner, Creighton University

8:00 a.m.–9:30 a.m.

Administrative Services Section: Quantifying Faculty Workload: How Much is Enough? & Teamwork Makes the Dream Work: Development and Implementation of A School of Pharmacy Diversity and Inclusion Plan

Hynes Convention Center: Room 302, Third Level

Advanced / Advanced

Intended Audience: Leadership Development Special Interest Group; Pharmacy Practice Section; Assessment Special Interest Group Health Disparities and Cultural Competence Special Interest Group; Global Pharmacy Education Special Interest Group; Administrative Services Section

The target audience for this session is department chairs, division directors and faculty within colleges of pharmacy. Many are drawn to faculty roles, in part, because of the diversity in responsibilities. This diversity, however, makes it challenging to assess the quantity of an individual faculty member's workload. Though the quantity of work is difficult to determine, doing so is desirable in order to allow fair distribution of responsibilities, allow workload customization, avoid burnout and justify additional resource needs. We developed a workload quantification tool to be used across departments within our school of pharmacy.

This session will discuss how a school of pharmacy three-year diversity and inclusion plan, approved by pharmacy faculty and staff, was developed and is being implemented as a school-wide effort. Diversity efforts can often be isolated and not as effective if all constituents are not involved in implementation. Specific strategies developed to improve diversity and create an inclusive environment will be discussed and described. Participants will create a draft diversity plan for their institutions.

(Speaker) Amie D. Brooks, St. Louis College of Pharmacy; (Speaker) Lakesha M. Butler, Southern Illinois University Edwardsville; (Speaker) Patrick M. Finnegan, St. Louis College of Pharmacy; (Speaker) Janice R. Frueh, Southern Illinois University Edwardsville

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

1. Describe potential benefits of accurately quantifying faculty workload.
2. Discuss advantages and disadvantages of different methods of data collection and input when quantifying faculty workload.
3. Identify opportunities for implementation of faculty workload quantification within your institution.

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

1. Discuss how school of pharmacy diversity and inclusion plan was developed.
2. Discuss specific goals developed to create an inclusive pharmacy environment.
3. Describe strategies being implemented to meet diversity plan goals.
4. Develop a draft diversity plan for one's own pharmacy institution.

Knowledge-based (0581-0000-18-080-Lo4-P, 0.75 Contact Hour)

Knowledge-based (0581-0000-18-081-Lo4-P, 0.75 Contact Hour)

8:00 a.m.–9:30 a.m.

Experiential Education Section: Ready or Not? Assessment of Student Readiness to Enter Advanced Pharmacy Practice Experiences (APPE)

Hynes Convention Center: Rooms 304 & 306, Third Level

Advanced

Intended Audience: Assessment Special Interest Group; Curriculum Special Interest Group; Experiential Education Section

Standards 2016 require programs to ensure that students are prepared with knowledge, skills, and attitudes to enter APPEs and to provide evidence of student achievement of these competencies. There is no agreed upon consensus or best practice regarding the design and assessment of APPE-readiness. Presenters from three programs will offer examples of assessment strategies employed to measure APPE-readiness of students. Audience will be engaged in the discussion of what it means to be APPE-ready.

(Moderator) Margarita V. DiVall, Northeastern University; (Speaker) Ashok E. Philip, Union University; (Speaker) Roopali Sharma, Touro College of Pharmacy—New

York; (Speaker) Kali VanLangen, Ferris State University

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

1. Discuss how schools/colleges ensure student readiness to enter Advanced Pharmacy Practice Experiences (APPEs).
2. Describe successful examples and lessons-learned for designing, implementing and assessing APPE-readiness.
3. Identify challenges and brainstorm solutions to assessing APPE-readiness.

Application-based (0581-0000-18-082-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.

Geriatric Pharmacy SIG: Educational Scholarship: Strategies for Enhancing Publication Productivity

Sheraton: Independence Ballroom, Second Floor

Introductory

Intended Audience: Pharmacy Practice Section; Assessment Special Interest Group; Curriculum Special Interest Group

High volume, high impact academic publication involves: 1) producing quality text, 2) managing writing projects and 3) employing various writing formats to develop "lines of inquiry." Using writing productivity literature and personal experience, strategies for building writing volume and strong writing practices will be presented, with examples from aging research and Scholarships Committee work. To help ensure that scholarly initiatives come to fruition, a process for managing the publication pipeline and a continuum of writing formats, matched with phases of inquiry, will be provided.

(Speaker) Jeff J. Cain, University of Kentucky; (Speaker) Kristin K. Janke, University of Minnesota; (Speaker) Jeannie Lee, University of Arizona

8:00 a.m.–9:30 a.m.

Global Pharmacy Education SIG: Integrating Global Health Into the Pharm.D. Curriculum

Hynes Convention Center: Room 310, Third Level

Advanced

Intended Audience: Global Pharmacy Education Special Interest Group; Curriculum Special Interest Group; Public Health Special Interest Group

Pharmacists have the opportunity to play a significant role within global health. As graduates continue to explore non-traditional career pathways and opportunities, it is important to understand how global health can best be integrated within the pharmacy curriculum, and prepare our graduates to be leaders in this field. This session targets faculty who seek to integrate global health principles and approaches within both the didactic and experiential components of the curriculum.

(Speaker) Helen D. Berlie, Wayne State University; (Speaker) Paul E. Kilgore, Wayne State University; (Speaker) Karen Kopacek, University of Wisconsin-Madison; (Speaker) Gina M. Prescott, University at Buffalo, The State University of New York; (Speaker) David R. Steeb, University of North Carolina at Chapel Hill

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

1. Identify relevant guidance documents related to global health and the Pharm.D. curriculum.
2. Describe key resources and strategies for implementing global health into the Pharm.D. curriculum.
3. Construct a framework for incorporating global health education at your institution.
4. Discuss tools to monitor and track outcome-based global health experiences.

Application-based (0581-0000-18-083-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.

Graduate Education SIG: Getting From My Burning Question to Specific Research Questions: Applying Mixed Methods to Educational Research

Hynes Convention Center: Room 312, Third Level

Advanced

Intended Audience: Graduate Education Special Interest Group; Technology in Pharmacy Education and Learning Special Interest Group; Women Faculty Special Interest Group

Turning scholarly interests into specific, feasible research questions can be challenging given the numerous variables that affect educational outcomes at various levels. This session provides hands-on experience with how to transform a 'burning question' into one or more specific research questions that can be addressed with mixed methods designs, including those appropriate for accreditation needs, pilot internally-funded projects, and larger externally-funded projects. Pharmacy faculty participants will leave with a personal plan for pursuing scholarly interests.

(Moderator) Aimee F. Strang, Albany College of Pharmacy and Health Sciences; (Speaker) Roger A. Edwards, MGH Institute of Health Professions

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

1. Describe one's scholarly interest in terms of one or more research questions.
2. Identify an appropriate mixed methods study design for one research question.
3. Compare the feasibility of different research questions and mixed methods study designs.

Application-based (0581-0000-18-090-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–4:00 p.m.

PharmCAS R&R Lounge: Recharge and Reconnect

Sheraton: Fairfax, Third Floor

Taking care of business sometimes requires taking care of yourself in the process. AACP is making it easy with the PharmCAS R&R Lounge—designed to offer attendees a brief but much-needed respite from crowds, noise and other common meeting stresses, while keeping you fresh for the business of learning and networking. Kick up your feet, check your e-mail, charge your phone, tablet or laptop and unwind. There will be four laptop kiosks available on a first-come, first-served basis. 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, the lounge services are complimentary so make time to stop by for a little R&R!



AACP would like to thank Liaison for their sponsorship to support the R&R Lounge and the University of Florida for staffing it.

8:00 a.m.–9:30 a.m.

Innovations in Teaching Award

Sheraton: Hampton, Third Floor

Introductory

Intended Audience: Curriculum Special Interest Group; Assessment Special Interest Group

Recipients of the 2018 Innovations in Teaching Award will present their winning submissions.

(Moderator) Melissa S. Medina, The University of Oklahoma; (Speakers) Heidi N. Eukel, Jeanne E. Frenzel, Dan Cernusca, North Dakota State University, presenting *Use of an Escape Room as a Disruptive Instructional Strategy to Enhance Pharmacy Students' Learning about Diabetes*; (Speakers) Kathryn J. Smith, University of Florida, presenting *Second Year Capstone Assessing the Pharmacists' Patient Care Process*

8:00 a.m.–9:30 a.m.

Special Session: Drawing Castles in the Sand: Fostering Collegiality and Civility

Hynes Convention Center: Room 311, Third Level

Introductory

Intended Audience: Assessment Special Interest Group; Leadership Development Special Interest Group; Continuing Professional Development Section

Academic culture is described as behavioral norms that are influenced by cooperative relationship of colleagues. Collegiality, an integral component of an organization's culture, is considered an extra-role behavior that represents individuals' conduct that is discretionary and often not recognized by the formal reward systems. This session will engage faculty, administrators and staff through content and activities to foster collegiality and civility through collective responsibilities, shared decision-making within governance structures, and academic citizenship.

(Moderator) Seena L. Haines, The University of Mississippi; (Speaker) Susan M. Stein, Pacific University Oregon; (Speaker) Jenny A. Van Amburgh, Northeastern University

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

1. Define academic culture, collegiality and civility.
2. Identify effective approaches to promote collegiality and civility.
3. Discuss how collegiality and civility should be incorporated into faculty's professional development and peer review processes.

Application-based (0581-0000-18-084-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.

Special Session: Incorporating Co-Curriculars Into Your Program: A Tale of Many Cities

Sheraton: Constitution Ballroom, Second Floor

Introductory

Intended Audience: Curriculum Special Interest Group; Assessment Special Interest Group; Self-Care Therapeutics/ Nonprescription Medicine Special Interest Group

This program will describe various avenues institutions have taken to meet the co-curricular requirements outlined within Standards 2016. Faculty will describe their approaches to mapping learning outcomes associated with

the co-curriculum. Outlets utilized to offer co-curriculum programming will be shared. Scaffolding ideas for the affective domains through the didactic, experiential and co-curriculum will be assembled. Various assessment approaches and tracking mechanisms will be discussed to ensure that learning outcomes were achieved.

(Speaker) Nancy H. Goodbar, Presbyterian College; (Speaker) Dana P. Hammer, University of Colorado; (Speaker) Cameron C. Lindsey, University of Missouri-Kansas City; (Speaker) Julie M. Sease, Presbyterian College

9:00 a.m.–9:30 a.m.

Mini Session: Incorporation of the Pharmacists' Patient Care Process Into Pharmacy Skills and Applications Lab

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Assessment Special Interest Group; Laboratory Instructors Special Interest Group; Curriculum Special Interest Group

This session will review the development and outcome of integrating the PPCP into a pharmacy skills and applications high-stakes practical. Students are assessed on all aspects of the PPCP model. Cases were designed for students to collect patient-specific information by performing a history of present illness, assessing the condition, and determining a patient-specific plan. Students then implement the plan by educating on a medication or device, and discuss appropriate follow-up.

(Speaker) Anisa Fornoff, Drake University; (Speaker) Jamie Pitlick, Drake University

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

1. Compare and contrast strategies to incorporate the Pharmacists' Patient Care Process into a pharmacy curriculum.
2. Discuss strategies to incorporate an assessment of the Pharmacists' Patient Care Process into a pharmacy skills and applications high stakes lab practical.
3. Discuss example patient cases and grading criteria utilized for high-stakes exams and discuss student outcomes.

Knowledge-based (0581-0000-18-086-Lo4-P, 0.50 Contact Hour)

9:00 a.m.–9:30 a.m.

Mini Session: Using Taskstream Student Portfolios to Assess Student and Program Outcomes

Sheraton: Back Bay Ballroom CD, Second Floor

Advanced

Intended Audience: Assessment Special Interest Group; Curriculum Special Interest Group; Technology in Pharmacy Education and Learning Special Interest Group

Electronic portfolios are ideal for tracking outcomes of a large number of students and allowing student pharmacists to share artifacts with potential employers. This presentation is intended for schools that are interested in learning more about available portfolio technology to assess student and program curricular and co-curricular outcomes. Development, implementation and assessment of a Taskstream electronic portfolio will be presented, along with lessons learned.

(Speaker) Peter J. Hughes, Samford University; (Speaker) Elizabeth A. Sheaffer, Samford University

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

1. State at least three student outcome areas that could be assessed in your program.
2. Brainstorm existing curricular and co-curricular activities that relate to those areas.
3. Identify at least two options for structuring Taskstream electronic portfolios.
4. Determine the appropriate person(s) and/or committee to manage an electronic student portfolio system.

Knowledge-based (0581-0000-18-087-Lo4-P, 0.50 Contact Hour)

9:00 a.m.–Noon

Spouse/Guests Hospitality Room

Sheraton: Beacon G, Third Floor

9:30 a.m.–10:00 a.m.

Beverage Break

Sheraton: Grand Ballroom Prefunction, Second Floor; and Hynes Convention Center: Boylston Hallway, Third Level

10:00 a.m.–10:30 a.m.

Mini Session: Enhancing a Pharmacotherapy Course With Educational Techniques Based on Cognitive Science to Make Learning "Stick"

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Curriculum Special Interest Group; Assessment Special Interest Group; Pharmacy Practice Section

Evidence-based teaching grounded in the cognitive science of learning is emerging as best-practice. Many pharmacy educators are not aware of simple educational techniques to incorporate into lecture-based pharmacotherapy courses. The concepts of spaced retrieval, interleaving and reflection improve student learning through the cognitive science principle that long-lasting learning requires effort to make the learning “stick.” We share our experience implementing and assessing educational techniques grounded in cognitive science that participants can apply at their institution.

(Speaker) Crystal Burkhardt, The University of Kansas; (Speaker) Sarah Shrader, The University of Kansas

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

1. Define the evidence-based educational concepts grounded in the cognitive science of learning.
2. Describe a variety simple educational techniques that apply the cognitive science of learning.
3. Compare methods for implementation and assessment of the educational techniques applied to pharmacy education.

Knowledge-based (0581-0000-18-088-Lo4-P, 0.50 Contact Hour)

10:00 a.m.–10:30 a.m.

Mini Session: SBIRT to Combat the Opioid Crisis

Sheraton: Back Bay Ballroom CD, Second Floor

Introductory

Intended Audience: Substance Abuse Education and Assistance Special Interest Group; Social and Administrative Sciences Section; Public Health Special Interest Group

The phrases “Opioid Crisis” and “America’s War on Drugs” are common topics of discussion in healthcare. With pharmacists identified as one of the most accessible healthcare providers, the pharmacy profession has an obligation to take a leading role in identifying a solution. This program will describe the use of SBIRT, Screening Brief Intervention and Referral to Treatment for substance abuse as an interprofessional activity, identify learning outcomes, discuss evaluation and share logistics.

(Speaker) Brenda S. Bray, Washington State University; (Speaker) Megan L. Willson, Washington State University

10:00 a.m.–11:00 a.m.

Topical Roundtable Session 3

Sheraton: Constitution Ballroom, Second Floor

Intended Audience: Women Faculty Special Interest Group

The list of roundtables and facilitators can be found on page 53.

(Moderator) Schwanda K. Flowers, University of Arkansas for Medical Sciences

10:00 a.m.–11:30 a.m.

Curriculum SIG: Electronic Health Record Simulation to Teach the Pharmacists’ Patient Care Process

Sheraton: Independence Ballroom, Second Floor

Introductory

Intended Audience: Curriculum Special Interest Group; Laboratory Instructors Special Interest Group; Technology in Pharmacy Education and Learning Special Interest Group

Presenters from multiple institutions will share their experiences using different Electronic Health Record (EHR) platforms to teach components of the Pharmacists’ Patient Care Process (PPCP). PPCP activities include data collection (Collect), assessment of appropriateness of medication orders (Assess), and documentation by using the EHR to write SOAP notes (Plan). Speakers will discuss specific successes and challenges encountered creating these activities. Participants will have the opportunity to share their experiences.

(Moderator) Joel Marrs, University of Colorado; (Speaker) Lisa Charneski, University of the Sciences; (Speaker) Olga Hilas, St. John’s University; (Speaker) James Trovato, University of Maryland

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

1. Describe the role of EHR technology in the Pharmacists’ Patient Care Process.
2. Identify elements of the Pharmacists’ Patient Care Process that can be simulated in the curriculum.
3. Discuss the successes and challenges of using simulation early in the Doctor of Pharmacy curriculum.

Application-based (0581-0000-18-089-Lo4-P, 1.50 Contact Hours)

10:00 a.m.–11:30 a.m.

Library and Information Science Section: Documenting and

Rewarding Student Accomplishment

Hynes Convention Center: Room 312, Third Level

Introductory/Advanced

Intended Audience: Library and Information Science Section Assessment Special Interest Group; Technology in Pharmacy Education and Learning Special Interest Group; Student Services Personnel Special Interest Group

This session showcases tools used to creatively document and reward student accomplishment at two institutions. Discussion includes a drug information question assignment that was positively impacted in terms of writing quality and content by the addition of a dual peer review component utilizing Examsoft® rubrics. A portion of the session will allow attendees the opportunity to discuss and share similar experiences or ideas for improving written activities in the pharmacy curriculum. Digital badges are electronic icons to showcase student accomplishments that can be shared on social or professional media platforms. Badges also can be a tool to document students’ curricular and co-curricular outcomes and a mechanism for providing evidence in meeting ACPE standards. Participants will begin the process of developing their own digital badge.

(Speaker) Bryan Donald, The University of Louisiana at Monroe; (Speaker) Kimberly S. Plake, Purdue University; (Speaker) Amy Heck Sheehan, Purdue University; (Speaker) Gregory W. Smith, The University of Louisiana at Monroe

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

1. Discuss the use of a dual peer review process to improve students’ written response to a drug information question.
2. Describe the use of Examsoft® rubrics for peer reviews of a written assignment.
3. Discuss ideas for improving quality and content of written assignments in pharmacy education.
4. Explain how the implementation of digital badges can be used to show student achievement of learning outcomes.
5. Discuss the potential role of digital badges within a college/school of pharmacy.
6. Develop a plan to implement a digital badge.

Knowledge-based (0581-0000-18-091-Lo4-P, 1.50 Contact Hours)

10:00 a.m.–11:30 a.m.

Special Session: Student Hotspotting—A Community-Based Learning Lab With Medically and Socially Complex Patient Populations

Hynes Convention Center: Room 302, Third Level

Introductory

Intended Audience: Health Disparities and Cultural Competence Special Interest Group; Public Health Special Interest Group; Curriculum Special Interest Group

Student Hotspotting (SH) is a six-month learning collaborative engaging interprofessional student teams nationwide. SH focuses on patient-centered, evidence-based principles and engages “super-utilizers,” patients with complex medical and social needs accounting for excessive, avoidable healthcare costs. This session showcases how student pharmacists and pharmacy colleges/schools have been engaged with SH and how SH can offer real-life interprofessional learning in social determinants of health and value-based care, concepts that are difficult to teach in didactic pharmacy curricula.

(Speaker) Janice R. Frueh, Southern Illinois University Edwardsville; (Speaker) Amber King, Thomas Jefferson University; (Speaker) Michael J. Negrete; (Speaker) Kyle M. Turner, The University of Utah

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

1. Describe the student hotspotting program and its role in value-added education.
2. Discuss how student hotspotting aligns with ACPE standards/CAPE outcomes as an interprofessional, team-based educational experience in value-based healthcare.
3. Evaluate the programmatic design (i.e., faculty, student, community, patient engagement) and outcomes assessment of student hotspotting programs.
4. Envision how student hotspotting aligns with AACP’s Strategic Priorities 1 and 3 and consider ways to spread the experience to more current and future pharmacy students.

Knowledge-based (0581-0000-18-085-Lo4-P, 1.50 Contact Hours)

10:00 a.m.–11:30 a.m.

Special Session: Engaging Learners Through Escape Rooms and Serious Gaming Pedagogies

Hynes Convention Center: Room 311, Third Level

Introductory

Intended Audience: Curriculum Special Interest Group; Laboratory Instructors Special Interest Group; Graduate Education Special Interest Group

This session is appropriate for all pharmacy educators and will introduce the design, assessment, and use of escape rooms to increase student engagement and learning. Pedagogical principles will be discussed and research results from multiple escape room learning activities will be shared. Attendees will participate in an escape room learning activity to better comprehend the

design concept. Panelists will also address questions regarding the design, implementation, and assessment of escape rooms in pharmacy education.

(Speaker) Jeff J. Cain, University of Kentucky; (Speaker) Heidi Eukel, North Dakota State University; (Speaker) Jeanne E. Frenzel, North Dakota State University; (Speaker) Clark Kebodeaux, University of Kentucky; (Speaker) Julie H. Oestreich, The University of Findlay; (Speaker) Vincent Venditto, University of Kentucky

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

1. Describe best practices for escape room learning design.
2. Describe current research in using escape rooms for pharmacy education
3. Formulate ideas for how escape rooms for learning can be applied effectively in pharmacy education.
4. Appraise the associated benefits and limitations from a learner's perspective by participating in an educational escape room.

Knowledge-based (0581-0000-18-092-Lo4-P, 1.50 Contact Hours)

10:00 a.m.–11:30 a.m.

Special Session: Hurricane Preparedness and Contingency Planning: Be Ready Today for What May Happen Tomorrow Hynes Convention Center: Room 310, Third Level

Advanced

Intended Audience: Administrative and Finance Officers Special Interest Group; Administrative Services Section; Student Services Personnel Special Interest Group

In 2017, we witnessed a record number of major hurricanes making landfall in the U.S. and its territories causing massive destruction and affecting millions of people. This panel of administrative leaders & CEO Deans will speak either about direct experiences with a major storm or with aiding colleagues in the recovery effort. Pearls of wisdom will be shared based on experiences and pitfalls to avoid specifically addressing emergency preparedness. This will be an interactive session.

(Moderator) Indra K. Reddy, Texas A&M University; (Speaker) Kathleen B. Kennedy, Xavier University of Louisiana; (Speaker) Wanda T. Maldonado, University of Puerto Rico; (Speaker) Shirlette G. Milton, Texas Southern University; (Speaker) Jill A. Morgan, University of Maryland; (Speaker) Heather MW Petrelli, University of South Florida

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

1. Understand comprehensive issues involved with disaster preparedness and recovery.
2. Describe best practices and challenges of dealing with natural disasters.
3. Discuss proactive strategies (including communication and coordination) strategies for disaster recovery.
4. Create helpful and practical strategies for disaster recovery to take back to home institutions.

Application-based (0581-0000-18-093-Lo4-P, 1.50 Contact Hours)

10:00 a.m.–11:30 a.m.

Special Session: Suit Up: Power Skills for Successful Research Careers

Hynes Convention Center: Rooms 304 & 306, Third Level

Introductory

Intended Audience: Graduate Education Special Interest Group; Social and Administrative Sciences Section; Leadership Development Special Interest Group

"Soft skills" are soft no longer; when it comes to leading research endeavors in academic or industry settings, the most successful researchers are those who can harness their ability to mentor, advocate, manage and adapt to enhance their scientific skills. This session for graduate program faculty, administrators and trainees will showcase the universal nature of "power skills" across job sectors and explore how colleges of pharmacy can incorporate these skills into their research training programs.

(Moderator) Kirsten F. Block, American Association of Colleges of Pharmacy; (Moderator) Nicholas E. Hagemeyer, East Tennessee State University; (Speaker) Rick Bertz, Bristol-Myers Squibb; (Speaker) Stephanie F. Gardner, University of Arkansas for Medical Sciences; (Speaker) Daniel A. Ollendorf, Institute for Clinical and Economic Review; (Speaker) Samuel M. Poloyac, University of Pittsburgh; (Speaker) Daniel R. Touchette, University of Illinois at Chicago

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

1. Describe the graduate education competency domains developed by the AACPR Research and Graduate Affairs Committee.
2. Explain the extent to which graduate education competency domains are sought after by employers of graduates.
3. Describe identified barriers and facilitators to graduate programs integrating competency domains in to graduate education.
4. Identify institutional resources that could be used to foster competence in graduate education domains.

Application-based (0581-0000-18-094-Lo4-P, 1.50 Contact Hours)

10:00 a.m.–11:30 a.m.

Women Faculty SIG: Nontraditional Work Arrangements: A Road Less Traveled in Pharmacy Academia Hynes Convention Center: Room 309, Third Level

Advanced

Intended Audience: Women Faculty Special Interest Group; Pharmacy Practice Section; Leadership Development Special Interest Group

Data from a recently completed national survey examined existing and desired flexible work arrangements in pharmacy academia will be summarized in this session. Experiences from two successful examples of nontraditional arrangements (part-time and job share) at two different colleges of pharmacy will be highlighted. Barriers to the pursuit of nontraditional work schedules will be discussed. A panel representing multiple perspectives will be featured. The target audience includes faculty and administrators from colleges of pharmacy.

(Speaker) Shannon W. Finks, The University of Tennessee; (Speaker) Brooke L. Griffin, Midwestern University/Downers Grove; (Speaker) Ana C. Quiñones-Boex, Midwestern University/Downers Grove; (Speaker) Kelly C. Rogers, The University of Tennessee; (Speaker) Kathleen M. Vest, Midwestern University/Downers Grove; (Speaker) Susan R. Winkler, Midwestern University/Downers Grove

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

1. Review data gathered from a national survey intended to characterize the demographics of non-traditional academic appointments in academia, determine the reasons related to pursuing part-time academic appointments, and faculty perceptions of productivity related to part time contributions to scholarship, teaching, and scholarship.
2. Discuss potential barriers, solutions, and strategies for planning and implementing non-traditional work arrangements to help retain faculty.
3. Discuss the potential benefits of non-traditional appointments in pharmacy academia.

Application-based (0581-0000-18-095-Lo4-P, 1.50 Contact Hours)

11:00 a.m.–11:30 a.m.

Mini Session: PCARxD: A Focused Problem-Solving Model for Instruction in Integrated Pharmacotherapy Case Topics Sheraton: Back Bay Ballroom AB, Second Floor

Advanced

Intended Audience: Pharmacy Practice Section; Biological Sciences Section; Experiential Education Section

Combining foundational knowledge with critical thinking and collaborative processing skills are essential components of contemporary pharmacy education per CAPE/ACPE standards. "PCARxD" is a novel, workflow-oriented framework that aligns with the Pharmacists' Patient Care Process; it can be used to efficiently and systematically teach problem-solving steps in knowledge-focused courses like pharmacotherapy. This mini-session shares the PCARxD model and implementation experience in a team-taught, integrated course. Faculty at various levels will benefit from the description and discussion.

(Speaker) Brianne L. Porter, The Ohio State University; (Speaker) Maria C. Pruchnicki, The Ohio State University

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

1. Discuss the role of problem solving/decision making in contemporary pharmacy education, and connections to the Pharmacists' Patient Care Process.
2. List steps in problem solving, with examples of how the steps are taught at The Ohio State University using a novel "PCARxD" method.
3. Connect the steps in the PCARxD problem-solving method to critical thinking development in pharmacy students, and describe program outcomes to-date.

Knowledge-based (0581-0000-18-096-Lo4-P, 0.50 Contact Hour)

11:00 a.m.–11:30 a.m.

Mini Session: Substance Abuse Education and Assistance SIG: An Enhanced Naloxone Simulation Program: Lessons Learned Sheraton: Back Bay Ballroom CD, Second Floor

Introductory

Intended Audience: Substance Abuse Education and Assistance Special Interest Group; Assessment Special Interest Group; Pharmacy Practice Section

Several states have instituted legislation permitting pharmacists to dispense naloxone without a prescription. Commonly, pharmacists must complete a mandated training in order to participate in a state sponsored naloxone program. This presentation will detail the development of an enhanced training program as compared to current training standards. All pharmacists focused on substance abuse education are encouraged to attend.

(Moderator) Cynthia P. Koh-Knox, Purdue University; (Speaker) Thomas S. Franko, Wilkes University

11:30 a.m.–1:00 p.m.

Currents in Pharmacy Teaching and Learning Editorial Board Meeting
Hynes Convention Center, Room 305, Third Level
By Invitation Only

11:30 a.m.–1:00 p.m.

PCAT Advisory Committee Meeting
Sheraton: The Fens, Fifth Floor
 Closed committee meeting.
 (Chair) Paul W. Jungnickel, Auburn University

11:45 a.m.–1:15 p.m.

American Journal of Pharmaceutical Education (AJPE) Editorial Board Luncheon
Sheraton: Public Garden, Fifth Floor
By Invitation Only
 (Moderator) Gayle A. Brazeau, Marshall University

Noon–1:30 p.m.

Open Hearing of the Bylaws and Policy Development Committee
Sheraton: Grand Ballroom, Second Floor
 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) Andrew S. Bzowickij, University of Missouri–Kansas City; (Speaker of the House) Michael L. Manolakis, Wingate University

1:30 p.m.–2:00 p.m.

Mini Session: Pharmacy Learners' Perceptions of Their Racial Implicit Bias
Sheraton: Back Bay Ballroom AB, Second Floor
Advanced
Intended Audience: Curriculum Special Interest Group; Health Disparities and Cultural Competence Special Interest Group; Leadership Development Special Interest Group
 This program will explore student pharmacists' perceptions of their racial implicit/unconscious bias. In the past decade, it has become clearer that biases are not always explicitly held, but are often hidden and unknown. Implicit bias, although outside of conscious awareness, can affect an individual's behavior. In a pharmacy practice course, student pharmacists were required to complete the Harvard Race Implicit Association Test and reflect on their result. Retrospectively, following IRB approval, student pharmacists' reflections were subjected to thematic analysis.
 (Speaker) Nicole D. Avant, University of Cincinnati
 At the completion of this activity, the participant will be able to:
 1. Identify and analyze pharmacy students' perceptions about their own implicit racial biases.
 2. Deepen their capacity to identify personal bias and stereotypes – and ways to respond more effectively.
 3. Describe a tool that can be used to promote self-awareness regarding biases in pharmacy.
 Knowledge-based (0581-0000-18-097-Lo4-P, 0.50 Contact Hour)

1:30 p.m.–2:00 p.m.

Mini Session: Preparing Health Professions Students for Community Public Health Emergencies: An Interprofessional Education Simulation
Sheraton: Back Bay Ballroom CD, Second Floor
Introductory
Intended Audience: Continuing Professional Development Section; Public Health Special Interest Group; Health Disparities and Cultural Competence Special Interest Group
 During a community outbreak of giardia, pharmacy and nursing students worked in teams to respond to this public health emergency. In this simulation with standardized patients, health professional students screened, assessed, and treated indigent adults affected by the outbreak. The analysis and results of pre- and post-surveys on student roles and responsibilities will be presented and launch an interactive discussion of interprofessional relationships in team patient care.
 (Moderator) Trina J. von Waldner, The University of Georgia; (Speaker) Catherine A. White, The University of Georgia
 At the completion of this activity, the participant will be able to:
 1. Describe the role of each health professions student in a public health emergency simulation.
 2. List three skills that health professions students need to function effectively in an

interprofessional team.

3. Identify strategies to incorporate IPE into the curriculum using public health simulations.
 Knowledge-based (0581-0000-18-098-Lo4-P, 0.50 Contact Hour)

1:30 p.m.–2:00 p.m.

Mini Session: Smartphones, Social Media, and Their Effects on Student Mental Health
Sheraton: Commonwealth, Third Floor
Introductory
Intended Audience: Student Services Personnel Special Interest Group; Library and Information Science Section; Technology in Pharmacy Education and Learning Special Interest Group

Digital technology experts are suggesting that smartphones and social media are contributing to the current student mental health crisis (as indicated by increased reports of anxiety, stress, depression, etc.). This session will summarize research of why this is occurring and engage faculty, staff, and students in discussion of the issues. The goals of this session are to raise awareness of the problem, promote research in the area, and ignite collaborative thought toward addressing the issues.
 (Speaker) Jeff J. Cain, University of Kentucky

1:30 p.m.–3:00 p.m.

Biological Sciences Section: Integration of Pharmacogenomics in the Classroom
Sheraton: Independence Ballroom, Second Floor
Intended Audience: Pharmacogenomics Special Interest Group; Biological Sciences Section; Pharmaceutics Section

In the age of genomic medicine, pharmacists are positioned to play a vital role in the implementation of pharmacogenomics across practice settings. This program will give a step-by-step approach to educators on how to incorporate the examples of pharmacogenomics into the pharmacy curriculum. Participants will be guided through some of the foundations of genomic medicine and then be engaged with some examples of classroom genetic activities that involve current medications.
 (Speaker) Christopher L. Farrell, Presbyterian College; (Speaker) David F. Kisor, Manchester University

1:30 p.m.–3:00 p.m.

Pharmaceutics Section: Pharmaceutical Considerations of Marijuana Dosage Forms
Hynes Convention Center: Room 302, Third Level
Advanced
Intended Audience: Pharmaceutics Section; Chemistry Section; Laboratory Instructors Special Interest Group

One of the most difficult issues in the legal marijuana industry is the regulation of marijuana edibles and products. When formulating any drug dosage form, the primary concerns are therapeutic and scientific. For example, in drug compounding, there is a thin line between the scientific and marketing components of drug compounding, in pharmaceuticals and in marijuana, that also tend to fall in the domain of ethics. For example, is it acceptable to create a marijuana product for adults that is appealing to children? In this session the growth in the availability of marijuana products and edibles will be discussed and the potential harm and ethical issues related to these products will be highlighted. The intent is to reach some consensus on how these issues and developments can be incorporated into pharmacy curriculums.
 (Moderator) Melgardt M. de Villiers, University of Wisconsin–Madison; (Speaker) Matthew Metcalf, MCPHS University–Worcester/Manchester; (Speaker) Nicole R. Winston, Marshall University

1:30 p.m.–3:00 p.m.

Pharmacy Practice Section: LOL for Student Engagement: Using Humor and Theatrics to Engage Students
Hynes Convention Center: Room 312, Third Level
Introductory
Intended Audience: Pharmacy Practice Section; Curriculum Special Interest Group; Student Services Personnel Special Interest Group

Humor and theatrical components can be effective tools to engage students both within and outside of classrooms. They can bring positivity and enthusiasm while creating an enjoyable, memorable and non-punitive space, open to critical inquiry. Speakers will use comedy and theatrics to offer techniques to use humor, storytelling and backstage secrets from performers to prepare

faculty for the spotlight on the classroom stage.

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

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

1. Discuss evidence behind using humor and theatrics as an educational strategy.
2. Identify specific techniques where comedy and play can be used as a tool within the learning process.
3. Recognize methods to assist faculty in setting the stage and releasing their inner performer.
4. Use self reflection and guided exercise to integrate humor and theatrics into teaching.

Application-based (0581-0000-18-119-Lo4-P, 1.50 Contact Hours)

1:30 p.m.–3:00 p.m.

Student Services Personnel SIG: Co-Curricular Delivery of Career Preparatory Activities to Increase Self-Awareness and Student Success in Securing Employment

Hynes Convention Center: Room 311, Third Level

Introductory

Intended Audience: Student Services Personnel Special Interest Group; Social and Administrative Sciences Section; Continuing Professional Development Section

Finding room to discuss career preparatory activities inside of a Pharm.D. curriculum can be difficult. Co-curricular activities, such as career fairs, speaker series, and student organization driven curriculum vitae workshops and mock-interviews help students prepare for life after graduation. Co-curricular career preparatory activities at four pharmacy programs will be discussed. This session will be of particular interest to student services/affairs personnel, social and administrative sciences faculty.

(Speaker) Rocke DeMark, Chapman University; (Speaker) David G. Fuentes, California Health Sciences University; (Speaker) Dustin T. Grant, Roseman University of Health Sciences; (Speaker) Helen C. Park, Roseman University of Health Sciences

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

1. Describe the importance of co-curricular activities in the development of student strategies for securing employment after graduation.
2. Develop strategies for introducing and incorporating personal and professional development topics focusing on cognitive and affective domains through co-curricular activities.
3. Identify strategies to begin evaluating the effectiveness of co-curricular activities for career preparation.

Knowledge-based (0581-0000-18-100-Lo4-P, 1.50 Contact Hours)

1:30 p.m.–3:00 p.m.

Technology in Pharmacy Education and Learning SIG: Innovative Uses of Technology to Enhance Teaching and Learning

Hynes Convention Center: Room 310, Third Level

Introductory

Intended Audience: Technology in Pharmacy Education and Learning Special Interest Group; Pharmacy Practice Section; Library and Information Science Section

Educational technology continues to be an important component in pharmacy education. Panelists will discuss various forms of technology they have integrated into their courses/practice sites with emphasis on implementation and case study presentation. When appropriate, participants will be able to engage in the use of the technology within the session.

(Moderator) Timothy D. Augst, MCPHS University–Worcester/Manchester; (Speaker) Fred Doloress, University at Buffalo, The State University of New York; (Speaker) Peter J. Hughes, Samford University; (Speaker) Sukhvir J. Kaur, California Northstate University

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

1. Demonstrate use of an emerging technology and how it can be used in a classroom or clinical setting.
2. Discuss specific applications of technology to improve courses/practice sites.
3. Discuss implementation of technology.

Application-based (0581-0000-18-101-Lo4-P, 1.50 Contact Hours)

1:30 p.m.–3:00 p.m.

Special Session: Developing, Implementing, and Assessing Entrustable Professional Activities

Hynes Convention Center: Rooms 304 & 306, Third Level

Advanced

Intended Audience: Continuing Professional Development Section; Curriculum Special Interest Group; Assessment Special Interest Group

The main purpose of this program is to share examples from several schools/colleges of pharmacy that developed, implemented, and assessed Entrustable Professional Activities (EPAs) at their institutions. Implementing EPAs is an effective strategy to define core pharmacy practice and therefore inform

assessment of students' competencies in didactic and experiential education. Moreover, EPAs can be utilized for designing Continuous Professional Development programs for the pharmacy professional workforce. Similar to the CAPE Outcomes and ACPE Standards, EPAs are critical measures for establishing students' levels of knowledge and competency. A group of administrators and faculty will share their action plans for effectively integrating EPAs in various health professional programs nationwide.

(Speaker) Stuart T. Haines, The University of Mississippi; (Speaker) Jennifer A. Henriksen, Manchester University; (Speaker) Kari L. Franson, University of Colorado; (Speaker) Abby A. Kahaleh, Roosevelt University; (Speaker) Amy L. Pittenger, University of Minnesota

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

1. Describe the process of developing EPAs in the pre-professional curricula.
2. Implement EPAs in experiential education to expand pharmacists' responsibilities.
3. Utilize EPAs to inform the design of Continuous Professional Development programs for healthcare professionals.
4. Develop milestones for assessing students' preparedness for EPAs.

Application-based (0581-0000-18-102-Lo4-P, 1.50 Contact Hours)

1:30 p.m.–3:00 p.m.

Special Session: Pharmacists' Patient Care Process: Creative Ways to Integrate Basic and Social Sciences With Clinical Practice

Hynes Convention Center: Room 309, Third Level

Introductory

Intended Audience: Social and Administrative Sciences Section; Chemistry Section; Assessment Special Interest Group

Students can struggle understanding the value of basic and social (SAS) sciences in clinical care. The Pharmacists' Patient Care Process (PPCP) can assist students in grasping how the sciences integrate in providing patient-centered care. This program will discuss: 1) innovative PPCP integrations that include basic, SAS, and clinical sciences and 2) how to assess PPCP-related ACPE Standards and learning outcomes. Participants will use a worksheet to actively identify areas for curricular integration and assessment.

(Speaker) Aleda M. Chen, Cedarville University; (Speaker) Mary E. Kiersma, Accreditation Council for Pharmacy Education; (Speaker) Ashley H. Vincent, Purdue University; (Speaker) Robin M. Zavod, Midwestern University/Downers Grove;

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

1. Summarize the evidence base for the importance of the Pharmacists' Patient Care Process (PPCP), particularly how it impacts patient health behaviors (e.g., medication adherence) and outcomes.
2. Identify how the PPCP can be applied to basic, social and administrative sciences, and clinical sciences.
3. Evaluate methods for assessing student learning outcomes related to the PPCP.
4. Develop a plan to integrate and assess the PPCP throughout the curriculum.
5. Discuss solutions to barriers for incorporating and assessing integrated PPCP activities.

Application-based (0581-0000-18-103-Lo4-P, 1.50 Contact Hours)

1:30 p.m.–3:00 p.m.

Special Session: PCOA Opportunities and Challenges: Two Sides of the Same Coin

Sheraton: Constitution Ballroom, Second Floor

Advanced

Intended Audience: Assessment Special Interest Group; Curriculum Special Interest Group

Having completed two cycles of PCOA exam administration, pharmacy programs have identified opportunities and challenges associated with using PCOA results. Following a brief presentation of survey results that characterize how the PCOA exam is used nationally, presenters will share information and engage attendees in the opportunities and challenges associated with use of PCOA data for programmatic and student assessment. Data summarizing the student perspective of the PCOA exam will also be shared.

(Moderator) Margarita V. DiVall, Northeastern University; (Speaker) Kimberly K. Daugherty, Sullivan University; (Speaker) Lisa Lebovitz, University of Maryland; (Speaker) Mary E. Ray, The University of Iowa; (Speaker) Burgunda V. Sweet, University of Michigan

1:30 p.m.–3:00 p.m.

Bylaws and Policy Development Committee Executive Session

Sheraton: Boardroom, Third Floor

Closed committee meeting.

(Chair) Andrew S. Bzowickij, University of Missouri-Kansas City; (Speaker of the House) Michael L. Manolakis, Wingate University

2:30 p.m.–3:00 p.m.

Mini Session: Mindful or Mind Full? Developing a Stress Management Module in the Pharm.D. Curriculum
Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Student Services Personnel Special Interest Group; Curriculum Special Interest Group; Social and Administrative Sciences Section

This session is intended for faculty, course coordinators, and curricular leads who are interested in incorporating an elective course or module on Stress Management in their curricula. Speakers will provide an outline for development, implementation and assessment for such a course; and how to tie it with concepts in CAPE Affective Domains and ACPE Standard 4. The session will also involve hands-on 'training' including Meditation, Mindfulness and Yoga as tools for stress management.

(Speaker) Anandi V. Law, Western University of Health Sciences; (Speaker) Raquel Rodriguez, University of Minnesota

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

1. Explain required steps in developing a stress management module/elective/course including objectives, implementation and assessments.
2. Develop assessments related to each step of stress management that increase relevance and accountability for the course.
3. Recognize scope and boundaries of such a course in cases of mental health issues and counseling.

Knowledge-based (0581-0000-18-104-Lo4-P, 0.50 Contact Hour)

2:30 p.m.–3:00 p.m.

Mini Session: Using an Interprofessional Team Approach to Address Substance Use in the Homeless and Underserved
Sheraton: Back Bay Ballroom CD, Second Floor

Introductory

Intended Audience: Experiential Education Section; Substance Abuse Education and Assistance Special Interest Group

This session describes an innovative interprofessional education initiative involving students and faculty from the nursing, occupational therapy, pharmacy, physical therapy, and social work programs at one university. They collaborated to offer year-long services at a transitional housing facility for the homeless. After an initial needs assessment in the fall, staff education on substance use disorders was determined to be the focus area. The multidisciplinary group developed and implemented a four-session staff education program.

(Speaker) Gina M. Baugh, West Virginia University; (Speaker) Gretchen M. Garofoli, West Virginia University

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

1. Outline an innovative, successful IPE practice experience.
2. Describe best practices for collaborating with faculty and students from various programs within an academic health sciences center.
3. Outline the advantages of utilizing an interprofessional team to provide education on substance use disorders.
4. Discuss ways to address unmet community needs through multidisciplinary collaborations.

Knowledge-based (0581-0000-18-105-Lo4-P, 0.50 Contact Hour)

2:30 p.m.–3:00 p.m.

Mini Session: Transgender Education in Pharmacy Curriculum: Tips, Tricks, and Pitfalls

Sheraton: Commonwealth, Third Floor

Introductory

Intended Audience: Health Disparities and Cultural Competence Special Interest Group; Pharmacy Practice Section

Despite the fact that members of the transgender population may require cross-sex hormone therapy, pharmacists and students might be hesitant to make clinical recommendations and counsel patients. This session will describe the incorporation of transgender-focused material into the pharmacy curriculum at a college of pharmacy. It will also provide tips for helping learners and educators become more comfortable in caring for transgender patients.

(Speaker) Jared L. Ostroff, Western New England University

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

1. Discuss the need for increased education around transgender care in pharmacy practice.
2. Describe the steps to take when developing content material and introducing the topic to students.
3. Explain the different methods used in class and in clinical practice to ensure student and clinician comfort in making recommendations and providing counseling to transgender patients.

Knowledge-based (0581-0000-18-106-Lo4-P, 0.50 Contact Hour)

3:00 p.m.–3:30 p.m.

Beverage Break

Sheraton: Grand Ballroom Prefunction, Second Floor

3:30 p.m.–5:15 p.m.

Tuesday General Session: The Opioid Crisis: Made in America... Fade in America?

Sheraton: Grand & Independence Ballroom, Second Floor

In the Tuesday General Session, Dr. Bertha Madras will describe the root causes of the opioid epidemic, including the role of private and government entities that failed to protect the public. Strategies to reverse the root causes, including those that can be addressed by government funding, government regulations and the criminal justice system alone cannot reverse the tide. As healthcare systems become increasingly engaged, the potential of pharmacists to make a positive difference is significant.

This session also recognizes the recipients of the Lawrence C. Weaver Transformative Community Service Award, the Rufus A. Lyman Award, the USPHS and IPEC 2018 Public Health Excellence in Interprofessional Education Collaboration Award and the inaugural Student Poster Competition.



Speaker:

Bertha Madras, Ph.D.

Professor of Psychobiology
 Harvard Medical School



Moderator:

Steven A. Scott, Pharm.D.

AACP President
 Associate Professor of Clinical Pharmacy
 Purdue University College of Pharmacy

Awards

Lawrence C. Weaver Transformative Community Service Award

University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences

Rufus A. Lyman Award

"Blended Simulation Progress Testing for Assessment of Practice Readiness"

Authors: Neal Benedict, Pamela Smithburger, Amy Calabrese Donihi, Philip Empey, Lawrence Kobulinsky, Amy Seybert, Thomas Waters, Scott Drab, John Lutz*, Deborah Farkas*, Susan Meyer

University of Pittsburgh School of Pharmacy (*WISER Education and Simulation Facility)

2018 Public Health Excellence in Interprofessional Education Collaboration Award

East Tennessee State University

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

1. Discuss current statistics on opioid use disorder, death rates, and drugs associated with deaths.
2. List at least 10 root causes of the current opioid crisis and how they can be reverse-engineered.
3. Describe risk factors for opioid use disorder and opioid misuse.
4. Explain the responsibilities and responses of pharmacies and pharmacy students to the opioid crisis: education on proper prescribing and legitimate prescribing practices, educating patients, PDMP, elimination of penalties for denying illegitimate prescriptions, take-back pills, others.
5. Describe new research initiatives such as launch of the NIH HEAL.

Knowledge-based (0581-0000-18-031-Lo4-P, 1.25 Contact Hour)

5:15 p.m.–7:00 p.m.

Step Back in Time: Colonial Boston Closing Reception

Sheraton: Constitution Ballroom & Grand Ballroom Prefunction, Second Floor

Name badge required; don't forget your drink tickets!

In 1630, Puritan colonists from England founded Boston and helped it become the way it is today. The American Revolution erupted in Boston, as the British retaliated harshly for the Boston Tea Party and the patriots fought back. Enjoy with Boston-area influenced hors d'oeuvres and beverages, say farewell to your friends and colleagues, and meet the patriots of the American Revolution.

7:00 p.m.–9:00 p.m.

APhA Dessert Reception

Sheraton: Republic Ballroom, Second Floor

By Invitation Only

Wednesday, July 25

7:00 a.m.–8:00 a.m.

Continental Breakfast

Hynes Convention Center: Boylston Hallway, Third Level

Sheraton: Grand Ballroom Prefunction, Second Floor

7:00 a.m.–8:00 a.m.

Final House of Delegates Sign-In

Hynes Convention Center: Boylston Hallway, Third Level

All delegates must sign in for the Final Session of the House of Delegates so the Credentials Committee can determine the quorum for the conduct of business.

7:30 a.m.–8:30 a.m.

AACP Registration and Help Desk

Sheraton: Grand Ballroom Prefunction, Second Floor

Please check in and pick up your name badge for **Pharmacy Education 2018** here. Staff will be available to answer your general meeting questions, assist with the AACP meeting app and ensure you're plugged into AACP Connect, the online, private community exclusively for member collaboration.

8:00 a.m.–8:30 a.m.

Mini Session: Assuring Quality and Recognizing Success Through an Annual Preceptor Review Process

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Experiential Education Section; Assessment Special Interest Group

ACPE standards recognize the role of preceptors in experiential education and require programs to apply quality criteria for preceptor performance and evaluation. The 2016 AACP PAC Report 'Priming the Preceptor Pipeline' further underscores the value of volunteer preceptors and recommends that programs develop new ways to recognize preceptors. In this program we will describe the development of a preceptor review process and a Preceptor Performance Review Dashboard to identify preceptors for quality assurance and recognition.

(Speaker) Jennifer Chang, University of Washington; (Speaker) Curtis G. Jefferson, University of Washington

8:00 a.m.–8:30 a.m.

Mini Session: Tackling HIV Through IPE: An Interprofessional Testing Training Event

Sheraton: Back Bay Ballroom CD, Second Floor

Introductory

Intended Audience: Public Health Special Interest Group; Leadership Development Special Interest Group; Curriculum Special Interest Group

Washington, D.C., leads the nation in HIV incidence. In response, D.C.'s government and partners have instituted measures to enhance prevention, including expanding point-of-care testing (PoCT) performed by practitioners, such as pharmacists. Howard University College of Pharmacy partnered with the D.C. Department of Health and the Mid-Atlantic AIDS Education Training Center to increase student capacity to combat HIV by hosting a testing training event aimed at encouraging interdisciplinary approaches to prevention. Session participants will explore strategies to enhance interdisciplinary opportunities for pharmacy students, while also using innovative ideas, such as PoCT, to address public health issues.

(Speaker) Monika N. Daftary, Howard University; (Speaker) Imbi Drame, Howard University

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

1. Articulate methods by which pharmacy faculty can lead and structure an interprofessional event that involves point-of-care testing (PoCT).
2. Identify ways in which pharmacy programs can leverage both government and community partnerships to enhance student exposure and learning related to interprofessional education.
3. Identify and develop innovative strategies to assist pharmacy students with addressing public health issues in a practical and team-based manner.

Knowledge-based (0581-0000-18-107-Lo4-P, 0.50 Contact Hour)

8:00 a.m.–9:30 a.m.

Health Disparities and Cultural Competence SIG: Cultural Competency in the Pharmacy Trenches: What Does It Look Like?

Hynes Convention Center: Room 309, Third Level

Introductory

Intended Audience: Health Disparities and Cultural Competence Special Interest Group; Minority Faculty Special Interest Group; Pharmacy Practice Section

More recently, much is written and said about the importance of cultural competence in pharmacy education and practice. This session will provide practical examples from the trenches on how cultural competence in different settings is critical for education of our pharmacy students, for our pharmacy practitioners and for optimizing patient care of diverse patient populations in ambulatory care and other settings.

(Speaker) Naser Z. Alsharif, Creighton University; (Speaker) Laura K. Klug, Creighton University

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

1. Identify practical strategies to incorporate cultural competence in the curriculum.
2. Describe practical aspects of cultural competence in an ambulatory care setting.
3. Describe practical aspects of cultural competence in a hospital setting.
4. Discuss practical aspects of cultural competence in practice in general.

Application-based (0581-0000-18-108-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.

Special Session: Assessing Affective Competencies: Can We Agree On What It Means To Be Practice-Ready?

Sheraton: Constitution Ballroom, Second Floor

Advanced

Intended Audience: Assessment Special Interest Group; Laboratory Instructors Special Interest Group; Experiential Education Section

Canadian and U.S. programs are guided by similar educational outcomes to prepare their students for practice. Presenters from both countries will engage faculty and administrators in recognizing opportunities, challenges, and methodologies for assessing affective competencies across the entire curriculum. After review of best practices for instrument validation, participants will begin consensus building in determining practice-ready criteria for affective domain competencies. Those interested will be invited to continue the work beyond the Annual Meeting.

(Speaker) M. Kenneth Cor, University of Alberta; (Speaker) Margarita V. DiVall, Northeastern University; (Speaker) Michael J. Fulford, The University of Georgia; (Speaker) Gilles Leclerc, University of Montreal

8:00 a.m.–9:30 a.m.

Special Session: CreACTIVITY: Re-Engaging Learners through Creative Use of Games and Alternative Learning Strategies

Hynes Convention Center: Room 302, Third Level

Introductory

Intended Audience: Curriculum Special Interest Group; Pharmacy Practice Section; Experiential Education Section

Faculty often find themselves in a Groundhog Day scenario, walking through the same routine day in and day out with their learners. This session is designed to energize faculty to step outside traditional confines of teaching. Educational games, debates, and e-learning to enhance topic understanding will be explored. Faculty from four separate universities will share how these tools took their teaching experiences stagnant to engaging. Additionally, scholarship opportunities with alternative learning strategies will be discussed.

(Speaker) Alex N. Isaacs, Purdue University; (Speaker) Eliza Dy-Boorman, Drake University; (Speaker) Sarah A. Nisly, Wingate University; (Speaker) Taylor D. Steuber, Auburn University

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

1. Describe various alternative learning strategies for use in a pharmacy curriculum.
2. Create a framework for use of an alternative learning strategy in course delivery.
3. Design an assessment strategy for measuring impact of an alternative learning strategy.
4. Identify key stakeholders and develop a plan to implement alternative learning strategies within a pharmacy curriculum.

Application-based (0581-0000-18-109-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.

Special Session: Drug Screening Our Pharmacy Students— A National Overview and Tips for Implementation Hynes Convention Center: Room 312, Third Level

Advanced

Intended Audience: Experiential Education Section; Substance Abuse Education and Assistance Special Interest Group; Administrative Services Section

This multi-school perspective reviews national survey results exploring drug screening/testing policies and procedures in Pharm.D. programs, with a focus on issues and concerns. The researchers examined the frequency of drug-related incidents and types of substances used by pharmacy students. Discussion by schools having successful programs and those hoping to problem-solve concerns will be encouraged. The target audience includes pharmacy program administrators, faculty, and staff interested in the prevention or detection of substance abuse by students.

(Speaker) Patricia L. Darbishire, Purdue University; (Speaker) Trish Devine, Butler University; (Speaker) Jeremy Hughes, California Health Sciences University

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

1. Describe healthcare students' risk for substance abuse.
2. Debate differing perspectives related to drug screening students.
3. Discuss drug screening and testing basics.
4. Highlight research findings on drug screen policies and procedures.
5. Review drug screen policies regarding marijuana.

Application-based (0581-0000-18-110-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.

Special Session: Evidence-Based Solutions for Opioid Users That Reduce Mortality and Morbidity

Hynes Convention Center: Rooms 304 & 306, Third Level

Advanced

Intended Audience: Substance Abuse Education and Assistance Special Interest Group; Public Health Special Interest Group; Pharmacy Practice Section

This session will discuss the evidence supporting harm reduction solutions for people who inject opioids to reduce overdose deaths, infectious disease transmission (Hepatitis B, Hepatitis C, HIV) and skin and soft tissue infections. Each speaker will discuss their interprofessional partnerships to initiate, sustain and expand pharmacists' roles providing these solutions. Presenters will also discuss emerging pharmacists' roles not only for maintaining patients on current opioid agonist therapies, but also for novel therapies including long-acting injectable therapies.

(Moderator) Leslie Ochs, University of New England; (Speaker) Jeffrey P. Bratberg, The University of Rhode Island; (Speaker) Lucas G. Hill, The University of Texas at Austin; (Speaker) Tran A. Tran, Midwestern University/Downers Grove; (Speaker) Daniel J. Ventricelli, University of the Sciences; (Speaker) Mary Wheeler, Healthy Streets Outreach Program, Health Innovations, Inc.

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

1. Describe the current opioid epidemic through the prism of problems with supply-side focused solutions contrasting with the mortality and morbidity benefits of demand-focused, de-stigmatizing, comprehensive solutions.
2. Compare and contrast the evidence supporting different demand solutions for injection opioid users, extrapolating to current and future roles for pharmacists, student pharmacists, and pharmacy faculty.
3. Develop a timeline to prioritize demand solutions in interprofessional teaching, scholarship, and service to pharmacy students, staff, faculty, and administrators.

Application-based (0581-0000-18-111-Lo4-P, 1.50 Contact Hours)

8:00 a.m.–9:30 a.m.

Special Session: Navigating the Storm: Coaching and Assessing Teamwork Skills

Hynes Convention Center: Room 311, Third Level

Advanced

Intended Audience: Curriculum Special Interest Group; Assessment Special Interest Group; Leadership Development Special Interest Group

Faculty often question why some teams are highly effective while others become dysfunctional, and if that does occur, how and when team dysfunction should be addressed. This session explores team development stages and the components that influence team functioning. Participants will apply methods to enhance student team performance, including team contracts, team assessment and debriefing and team training to resolve conflicts.

CAPE, ACPE, IPE and the flipped classroom model guide faculty in developing teamwork skills.

(Speaker) Michelle Z. Farland, University of Florida; (Speaker) Andrea S. Franks, The University of Tennessee; (Speaker) Kristin K. Janke, University of Minnesota; (Speaker) Will Ofstad, California Health Sciences University

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

1. Identify characteristics of high and low performing teams.
2. Analyze systems and strategies for facilitating team growth.
3. Apply strategies to empower teams to self-manage performance.

Application-based (0581-0000-18-112-Lo4-P, 1.50 Contact Hours)

9:00 a.m.–9:30 a.m.

Mini Session: "I Feel Supported, But...": Exploring the Experiences of and Strategies to Support URM Pharm.D. Students

Sheraton: Back Bay Ballroom AB, Second Floor

Introductory

Intended Audience: Minority Faculty Special Interest Group; Health Disparities and Cultural Competence Special Interest Group; Student Services Personnel Special Interest Group

Geared toward school administrators, faculty, and staff interested in creating intentional, research-based academic and social supports for underrepresented racial minority students, this session is designed to share strategies to support the experiences of URM students in Pharm.D. programs. Using data from an extensive qualitative study, session facilitators will discuss the academic and social experiences of URM students, as well as the school-level supports students suggest would improve their sense of belonging and academic performance.

(Speaker) Danielle J. Allen; (Speaker) Antonio A. Bush, University of North Carolina at Chapel Hill

9:00 a.m.–9:30 a.m.

Mini Session: The "Building Blocks" for Teaching Infectious Diseases: Incorporating Tactile Learning Into the Classroom

Sheraton: Back Bay Ballroom CD, Second Floor

Introductory

Intended Audience: Technology in Pharmacy Education and Learning Special Interest Group; Pharmacy Practice Section

Understanding the spectrum of activity of antimicrobials is integral to managing infectious diseases. Mastery of the spectrum of activity of antimicrobials can be challenging, with rote memorization often utilized as the primary means for learning. Tactile learning strategies are underutilized in pharmacy education, but may increase retention of complex materials. This session will describe the incorporation of building blocks into the classroom, with examples of in-class active learning, successes and challenges, and preliminary data from implementation.

(Speaker) Jaime A. Foushee, Presbyterian College; (Speaker) Amber B. Giles, Presbyterian College

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

1. Describe challenges with current approaches to teaching infectious diseases concepts to pharmacy students.
2. Identify opportunities to integrate tactile learning activities into teaching methods.
3. Practice building models of antimicrobial agents as a means to reinforce spectrum of activity and appropriate antimicrobial use.

Knowledge-based (0581-0000-18-113-Lo4-P, 0.50 Contact Hour)

9:30 a.m.–11:00 a.m.

Final House of Delegates Session

Hynes Convention Center: Ballroom A, Third Level

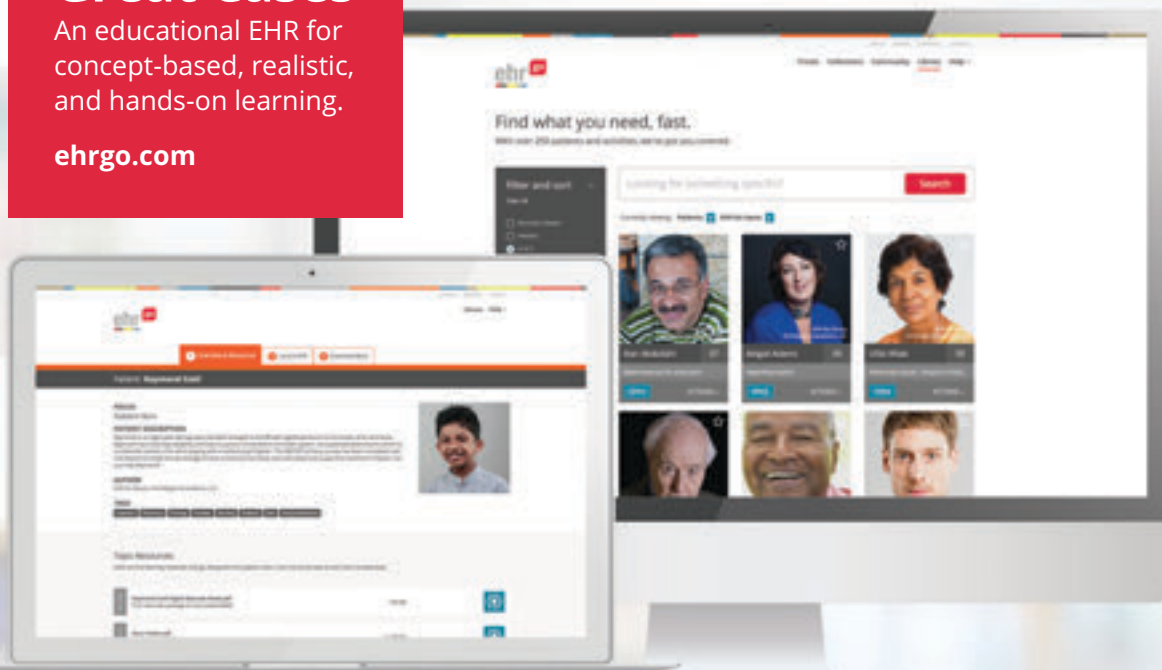
The final business of the 2018 House of Delegates will occur at this session. Delegates will be seated only if they signed in between 7:00 a.m.–8:00 a.m. on Wednesday morning.

(Speaker of the House) Michael L. Manolakis, Wingate University; (Chair) Andrew S. Bzowickij, University of Missouri-Kansas City; (Speaker) Lucinda L. Maine, American Association of Colleges of Pharmacy

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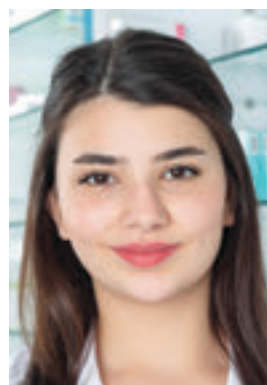
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Roundtables

Topical Roundtable Session 1

Sunday, July 22: 10:00 a.m.–11:00 a.m.

Sheraton: Constitution Ballroom, Second Floor

1. **Accommodating International Exchange and Visiting Students and Scholars: Are There Best Practices?**
Douglas Slain, *West Virginia University*
2. **Assessing Non-Cognitive Attributes in Pharmacy School Applicants**
Lindsey Childs-Kean, *University of Florida*
3. **Can't Create an Interdisciplinary Didactic Course?: Incorporate Longitudinal Interprofessional Educational Activities into Existing Courses**
Gina J. Ryan, *Mercer University*
4. **Developing a Sustainable, Successful Interprofessional Community Outreach Project**
Gina M. Baugh, *West Virginia University*
5. **Educating Pharmaceutical Science Faculty Members on Current Issues and Hot Topics in the Pharmacy Profession**
Sigrid C. Roberts, *Pacific University Oregon*
6. **Entrustable Professional Activities: Developing EPA-based IPPE and APPE Evaluation Tools for Experiential Education**
Whitney Maxwell, *South Carolina College of Pharmacy*
7. **Flipping Faculty Development: What Can Senior Faculty Learn From Junior?**
Lauren R. Biehle, *University of Wyoming*
8. **Implementation of a Co-Curricular Leader Academy to Foster Self-Awareness, Emotional Intelligence, and Leadership Skills in First-Year Students**
Cathy L. Worrall, *Medical University of South Carolina*
9. **Implementing a Co-Curriculum Structured Around the Continuing Professional Development Process**
Katie L. Axford, *Ferris State University*
10. **Individual Development Plan: A Career Planning Tool**
Rae R. Matsumoto, *Touro University California*
11. **Over-the-Counter OSCE: Development and Delivery**
Renee Acosta, *The University of Texas at Austin*
12. **PrEP-ing for the Future: HIV Pre-Exposure Prophylaxis for Current and Future Pharmacists**
Rebecca Castner, *Oregon State University*
13. **Strategies to Improve PCOA Scores, NAPLEX Pass Rates, and Residency Match Rates in a Competitive Environment**
Elias B. Chahine, *Palm Beach Atlantic University*
14. **Student Resiliency and Well-Being Within Colleges or Schools of Pharmacy: Best Practices and a Call for Action**
Elizabeth T. Skoy, *North Dakota State University*
15. **Technicians as Immunizers and the Impact on Student Pharmacist Education**
Kimberly C. McKeirnan, *Washington State University*

16. **The Role of Postgraduate Training Fellowship Programs With a Primary Focus in Academia**
Elizabeth A. Coyle, *University of Houston*
17. **Threading Leadership Throughout the Curriculum**
Macary W. Marciniak, *University of North Carolina at Chapel Hill*
18. **Transitions of Care**
Lauren S. Bloodworth, *The University of Mississippi*
19. **Trials and Tribulations of Implementation of Entrustable Professional Activities (EPAs) Into Experiential Education**
Jennie B. Jarrett, *University of Illinois at Chicago*
20. **Win-Win: A Collaboration to Foster APPE Readiness and Improve Health System Metrics**
Sarah R. Cox, *University of Missouri–Kansas City*

Topical Roundtable Session 2

Monday, July 23: 6:45 a.m.–7:45 a.m.

Sheraton: Constitution Ballroom, Second Floor

1. **AC3 Advising: A Formalized Approach to Student Advising**
Oluwaranti Akiyode, *Howard University*
2. **An Innovative International Academic Teaching APPE Clerkship**
Karen Kopacek, *University of Wisconsin–Madison*
3. **Approaches to Making Experiential Education Accessible for Students With Disabilities**
Sara A. Spencer, *Binghamton University, The State University of New York*
4. **Design and Assessment of Your Co-curricular Professionalism Program**
Maria M. Thurston, *Mercer University*
5. **Enhancing Clinical Faculty Site Relationships: Optimizing Academic-Practice Partnerships**
Brooke Griffin, *Midwestern University/Downers Grove*
6. **Forging the Trail: Implementing a "Choose Your Own Adventure" Active Learning Model Within a Classroom Setting**
Zachary N. Jenkins, *Cedarville University*
7. **Fundamentals for Converting Traditional Classroom Courses to Online Courses**
Judy Yuzhu Teng, *Albany College of Pharmacy and Health Sciences*
8. **Hot Topics in Experiential Education: Remediation? Why, When, Where, and How?**
Rachel A. Allen, *University of Washington*
9. **Incorporating Pharmacy Advocacy and Leadership Into the Curriculum**
Kristine Willett, *MCPHS University–Worcester/Manchester*

10. Integrating Social Determinants of Health Into the Pharmacy Curriculum
Sarah Shrader, *The University of Kansas*
11. Legal Implications of Committee Work: When Students Decide to Sue You...Personally!
Tibb F. Jacobs, *The University of Louisiana at Monroe*
12. Lessons Learned from a Large-Scale, Interprofessional Acute Care Simulation
Jennifer W. Beall, *Samford University*
13. Opportunities for Developing Student Pharmacist Empathy Towards Mental Health Conditions
Cortney M. Mospan, *Wingate University*
14. Pharmacists' Negative Attitudes Towards Substance Use: How We are Contributing to the Opioid Crisis
Laura C. Palombi, *University of Minnesota*
15. Pharmacy Recruitment Conundrum: How to Target "Tomorrow's Student" Today
Ryan E. Owens, *Wingate University*
16. Role Emergent Placements for Students as Pharmacist Providers
Jennifer Danielson, *University of Washington*
17. Teaching the Art of Medicine: Bridging the Gap Between Classroom Teaching and Real-World Experience
Emmeline Tran, *Medical University of South Carolina*
18. #TrendingNow: Maximizing Social Media to Connect With Students Outside the Classroom
Laura H. Waite, *University of the Sciences*
19. Understanding Student Stress in the Pharm.D. Program
Surajit Dey, *Roseman University of Health Sciences*
20. Utilization of an "Escape Room" Activity in Continuing Education Programming for Pharmacists and Pharmacy Technicians
Jaclyn Cole, *University of South Florida*
5. Complementary, Alternative, and Mind-Body Medicine: What Current and Future Pharmacists Should Know
Rebecca Castner, *Oregon State University*
6. Creating Change on Campus Through Peer (Student) Health Educators
Jane E. Krause, *Purdue University*
7. Designing Activities to Teach Students How to Overcome Real-world Challenges
Eliza Dy-Boarman, *Drake University*
8. Enhancing Empathy: Using Simulation to Introduce Students and Healthcare Professionals to Geriatric Loss
Mary M. Bridgeman, *Rutgers, The State University of New Jersey*
9. "Equity, Inclusion, and Empowerment"—A Call for Values-Based Leadership in Academic Pharmacy
Oscar W. Garza, *University of Minnesota*
10. Gamification of Patient Cases to Simulate Longitudinal Chronic Disease Management
Rebecca Schoen, *Texas Tech University Health Sciences Center*
11. Life Beyond the Ivory Tower: Transitioning From Graduate Students to Assistant Professor
Motolani E. Ogunsanya, *The University of Oklahoma*
12. Models for Layered Learning of an Interprofessional Experience
Anthony Hawkins, *The University of Georgia*
13. Music and Medicine
Jennifer K. Preston, *Appalachian College of Pharmacy*
14. NAPLEX: What Does It Mean and How to Prepare Our Students for It?
Fawzy A. Elbarbry, *Pacific University Oregon*
15. PENicillin-Pals: Connecting Pharmacy Students Around the World Via a Pen Pal Exchange Program
Karrie E. Juengel, *University of Charleston*
16. Relationship of Sleep and Academic Performance in Pharmacy Students
Shadi Doroudgar, *Touro University California*
17. Should Pharmacy Students Have Mandatory APPE Ambulatory Rotations With a Medical Provider in Family Practice or Internal Medicine?
Gary Manley, *Roseman University of Health Sciences*
18. Transitions of Learners: How to Prepare Students and Residents for Their Next Phase
Brooke Griffin, *Midwestern University/Downers Grove*
19. Using the CPD Approach to Assess Co-Curricular Activities
Oluwaranti Akiyode, *Howard University*
20. You, Me, and the Power of Three: Using an Inter-Institutional Faculty Peer Review Program (FPRP) to Improve Instruction
Robert Bechtol, *University of Minnesota*

Topical Roundtable Session 3

Tuesday, July 24: 10:00 a.m.–11:00 a.m.

Sheraton: Constitution Ballroom, Second Floor

1. Academic Schedules
Joel P. Spiess, *Medical College of Wisconsin*
2. An Interprofessional Discussion on the Opioid Overdose Epidemic: A Common Problem Calls for a Team Solution
Victoria Pho, *Texas A&M University*
3. Associate Dean vs. Chair: An Analysis of the Different Skill Sets Needed for Each, From a Person Who Has Done Both
Andrew Coop, *University of Maryland*
4. Collaborating With Fourth-Year Students to Tag Exam Questions to Accreditation Standards in Order to Inform Curriculum Enhancement Decisions
Davina M. DeVries, *University of South Florida*
5. Should Pharmacy Students Have Mandatory APPE Ambulatory Rotations With a Medical Provider in Family Practice or Internal Medicine?
Gary Manley, *Roseman University of Health Sciences*
6. Transitions of Learners: How to Prepare Students and Residents for Their Next Phase
Brooke Griffin, *Midwestern University/Downers Grove*
7. Using the CPD Approach to Assess Co-Curricular Activities
Oluwaranti Akiyode, *Howard University*
8. You, Me, and the Power of Three: Using an Inter-Institutional Faculty Peer Review Program (FPRP) to Improve Instruction
Robert Bechtol, *University of Minnesota*

School Posters

Complementary Approaches With a Common Mission: Connecting the Pharmaceutical Sciences and Pharmacy Practice

Saturday, July 21, 1:00 p.m.–7:00 p.m.

Sheraton: Independence Ballroom, Second Floor

School poster presenters will be at their poster to discuss their work from 6:00 p.m.–7:00 p.m.

Collaborations

1. **A Cultural Competency Course in an Interprofessional Education (IPE) Setting**
Joyce Addo-Atuah, *Touro College of Pharmacy–New York*
2. **A Faculty Exchange Program to Strengthen Collaborations in the Classroom**
Lisa Lebovitz, *University of Maryland*
3. **A Synergistic Combination: Pharmaceutical, Social and Administrative Sciences in the Case Studies in Pharmacotherapy Courses**
Adwoa O. Nornoo, *Palm Beach Atlantic University*
4. **An Integrated Course Series: Applying the Pharmacists' Patient Care Process to Achieve Common Learning Outcomes**
Elaine Wong, *Long Island University*
5. **An Interactive and Integrated Pharmacotherapy and Skills-Based Curriculum: Bridging Basic and Clinical Science**
Evelyn R. Hermes-DeSantis, *Rutgers, The State University of New Jersey*
6. **Beyond the Script—Creating a Collaborative Culture for Student Engagement**
Vincent Venditto, *University of Kentucky*
7. **Collaborating to Combat the Opioid Crisis**
Casey Fitzpatrick, *Marshall University*
8. **Collaboration at Midwestern University's Chicago College of Pharmacy for the Big Three: Teaching, Service, Scholarship**
Kathryn Wdowiarz, *Midwestern University/Downers Grove*
9. **Collaborative Approaches to Enhancing Student Education**
Leena D. Myran, *University of Wyoming*
10. **Collaborative Efforts Between Departments in Teaching, Research, and Service in a Block-System Three-Year Pharmacy Program**
Joshua Caballero, *Larkin University*
11. **Complementary Approaches With a Common Mission: Integrating the Pharmaceutical Sciences With Pharmacy Practice**
Tricia M. Berry, *St. Louis College of Pharmacy*
12. **Connecting Pharmaceutical Sciences and Pharmacy Practice: Collaborations at Purdue University**
Jane E. Krause, *Purdue University*
13. **Cultivating Interdepartmental Collaboration With the Ancient Practice of Pharmacognosy**
Stephen R. Slauson, *University of Saint Joseph*
14. **Developing and Delivering an Integrated Curriculum Through Collaboration of Pharmaceutical Science and Pharmacy Practice Faculty**
Dawn E. Havrda, *The University of Tennessee*
15. **Development of an Interdepartmental Objective Structured Clinical Exam (OSCE) as Part of a Pharmacotherapeutics Course**
Thomas S. Franko, *Wilkes University*
16. **Drug, Action, Structure, and Therapeutics (DAST): A Collaborative Didactic Course Series**
Yolanda M. Hardy, *Chicago State University*
17. **Dual Degree Programs to Connect Clinical and Research Skills Training**
Donna G. Beall, *University of Montana*
18. **Epinephrine Drug Degradation in Auto-Injector Products**
Abebe E. Mengesha, *Drake University*
19. **Evolution of Collaboration Within an Integrated Pharmacy Curriculum**
Gregory W. Smith, *The University of Louisiana at Monroe*
20. **Fostering a Culture of Collaboration Using the Four Frames Model**
Kimberly K. Daugherty, *Sullivan University*
21. **Fostering Interdepartmental Synergy Through Engaging Relationships**
Elizabeth Sutton Burke, *St. John Fisher College*
22. **From Admissions to Graduation: Integrating Learning to Develop Practice Ready Pharmacists**
Karen F. Marlowe, *Auburn University*
23. **Improving the Comprehension and Communication of Pharmaceutical Theoretical Principles**
Canio J. Marasco, *D'Youville College*
24. **Initiatives to Encourage Interdepartmental Collaborations to Support Faculty and Student Development**
Abir Kanaan, *MCPHS University–Worcester/Manchester*
25. **Institute for Advanced Medical Research at Mercer University: Translational and Clinical Research Opportunities for Students**
Nader H. Moniri, *Mercer University*
26. **Integrated Case Based Learning in Pharmacotherapy Recitation Series**
Kenneth S. Bauer, *Lake Erie College of Osteopathic Medicine*
27. **Integrated Pharmacotherapy: Merging Science and Practice for Transformative Learning**
Maria C. Pruchnicki, *The Ohio State University*
28. **Integrating the Instruction of Medicinal Chemistry and Pharmacology to Improve Student Learning and Inform Therapeutics**
Jason W. Guy, *University of Findlay*
29. **Interdisciplinary Approaches to Combating the Opioid Use Disorder Epidemic: Lessons Learned From Howard University**
Earl Ettienne, *Howard University*
30. **Interdisciplinary Collaboration: Conducting Translational Research while Teaching APPE, Pharm.D. Honors and Graduate Students**
Michelle Ceresia, *MCPHS University–Boston*
31. **Patient Care Project: Connecting Basic Science to the Care of a Patient**
Bethanne Brown, *University of Cincinnati*
32. **Practice & Science: Change Creating Collaboration**
D. Byron May, *Campbell University*
33. **Purposeful Collaborations Between Practice and Science Faculty Advance Pharmacy Education**
Russell T. Attridge, *University of the Incarnate Word*

34. **Regis Pharmaceutical Sciences and Pharmacy Practice Faculty: Men and Women in Service of Our Students**
Marta J. Brooks, *Regis University*
35. **Strategically Integrating Biopharmaceutical and Clinical Sciences in Embedded IPE₃ Program in Doctor of Pharmacy Curriculum**
Susan M. Korek, *Medical College of Wisconsin*
36. **Teaching Students How to Integrate Basic and Clinical Sciences to Enhance Clinical Decision Making**
Mustapha A. Beleh, *University of Michigan*
37. **Transparency + Structure = Collaborations**
Jeff Fortner, *Pacific University Oregon*
38. **University of Mississippi School of Pharmacy "Phamily": Collaborative Efforts of Faculty Development, Enrichment, and Engagement**
Kristopher Harrell, *The University of Mississippi*
39. **Work Together, Play Together: Interdepartmental Collaboration at WesternU**
Anandi V. Law, *Western University of Health Sciences*

Emerging and Interdisciplinary Areas Between Pharmacy Practice and Sciences

40. **Bridging Pharmaceutical Sciences and Pharmacy Practice Through a Required, Longitudinal CAPstone Research Experience**
Margie Padilla, *The University of Texas at El Paso*
41. **Clinic to Kitchen: Blending Pharmaceutical Science and Pharmacy Practice with Culinary Medicine**
David Mastropietro, *Nova Southeastern University*
42. **Collaboration Across Departments and University Stakeholders Reduces Impact of the Decreasing Pharm.D. Applicant Pool**
Jeremy Hughes, *California Health Sciences University*
43. **Collaboration Among Pharmacy Practice and Pharmaceutical Sciences Optimizes Patient Care**
Kimberley W. Benner, *Samford University*
44. **Connecting the Sciences and Pharmacy Practice Through Student Engagement**
Marion K. Slack, *The University of Arizona*
45. **Data-Driven Research Initiatives at Idaho State University College of Pharmacy: Synergizing Pharmaceutical Sciences and Pharmacy Practice**
Dong Xu, *Idaho State University*
46. **Design & Integration of Pharmacy Curricula Across Disciplines: University of Utah College of Pharmacy (UUCOP) Experience**
James N. Herron, *The University of Utah*
47. **Development of a Collaborative and Interdisciplinary Lyme Disease Research Center in Rural New York**
Sarah Lynch, *Binghamton University, The State University of New York*
48. **Evolution of an Integrated Pharmacotherapy Sequence at The University of Texas College of Pharmacy**
Renee Acosta, *The University of Texas at Austin*
49. **From 3D Visualization to Human Patient Simulation: Applying Molecular Models to Clinical Practice**
Amanda M. Chichester, *The University of Rhode Island*
50. **From Bench to Bedside to Policy Making: An Interdisciplinary Approach to Teaching Substance Abuse Research**
Dongmi Kim, *Fairleigh Dickinson University*
51. **Growth of Pharmacogenomics at Bernard J. Dunn School of Pharmacy**
Timothy J. Bloom, *Shenandoah University*
52. **Integrating Pharmaceutical Sciences and Pharmacy Practice Using a Novel Course in Compounding Sterile Preparations**
Randy Martin, *University of North Texas Health Science Center*

53. **Integration and Sequencing of Didactic and Active Learning With Electronic Course Management and Testing**
Yuri Karl Peterson, *Medical University of South Carolina*
54. **Integration of Disciplines in Teaching of Parkinson's Disease**
Kelly M. Shields, *Ohio Northern University*
55. **Integration of Science and Practice, Problem-Solving, Literature Analysis and Scholarship: A Vertical Curricular Thread**
Ian S. Haworth, *University of Southern California*
56. **Interdepartmental Faculty Collaboration to Validate Antimicrobial Dosing Recommendations for Molecular Adsorbent Recirculating System Dialysis**
Uvidelio Castillo, *Concordia University Wisconsin*
57. **Interdisciplinary Collaboration: Implementation of Pharmacogenomics Education Across the Doctor of Pharmacy Curriculum**
Jeff B. Mercer, *Harding University*
58. **Joint Approaches in Pharmacoepidemiology, Precision Medicine and Pharmacometrics to Explain, Predict and Optimize Drug Therapy**
Julie A. Johnson, *University of Florida*
59. **Pharmacogenetics: A "Crossing-Over" of Academic Departments in a College of Pharmacy**
Whitney Maxwell, *University of South Carolina*
60. **Pharmacometabolomics, Natural Language Processing and Data Visualization—Potential Applications in Precision Pharmacy Education**
Cynthia K. Kirkwood, *Virginia Commonwealth University*
61. **The Frontier of Health Equity: Pharmacy at the Intersection of Precision Medicine and Population Health**
Oscar W. Garza, *University of Minnesota*
62. **The Phrontier of Pharmacy: How Pharmacogenomics is Enhancing the Healthcare Field**
Carrie C. Hoefer, *Manchester University*
63. **Threading Pharmacogenomics Education Throughout the Core Pharm.D. Curriculum: Four Years of Experience Using Personal Genomic Testing**
Philip E. Empey, *University of Pittsburgh*
64. **Using Simcyp Simulator and Principles in Clinical Pharmacology Course to Integrate Pharmaceutical and Clinical Sciences**
Eman Atef, *California Northstate University*
65. **Utilizing Case-Based Learning to Connect Science and Practice**
Marilyn E. Thompson Odom, *Belmont University*

Relevance and Application for the Clinical Practice of Pharmacy

66. **Design of an Integrated Pharmacy Laboratory Sequence**
Teresa M. Seefeldt, *South Dakota State University*
67. **Improving Comprehension and Communication of Pharmaceutical Theoretical Principles**
Vicky Belousova, *D'Youville College*
68. **Integrating the Electronic Health Record Into the First Three Years of the Pharmacy Curriculum**
Kristen M. Cook, *University of Nebraska Medical Center*
69. **Integrating the Foundational Pharmaceutical and Basic Sciences With Pharmacy Practice Through Interconnected Course Sequences**
Mitchell R. Emerson, *Midwestern University/Glendale*
70. **Pilot of Integrated Pharmaceutical and Clinical Sciences Elective Course to Prepare for Curriculum Transformation**
Marcus Ferrone, *University of California, San Francisco*

School Posters

Research Courses and Tracks for Students (Pharm.D., Ph.D., Master's, etc.)

71. **Capstone Projects: Student-Driven Scholarly Activities Applying Basic Science Skills Within a College of Pharmacy Curriculum**
Elvin Hernandez, *Marshall B. Ketchum University*
72. **Complementary Tracks Connecting the Pharmaceutical Sciences and Pharmacy Practice: Encouraging Research for Pharm.D. Students**
Peter L.D. Wildfong, *Duquesne University*
73. **Connecting Pharm.D. Students to Research in Pharmaceutical Sciences Through a Research Capstone**
Jennifer Kirwin, *Northeastern University*
74. **Degree Programs Offered by the The University of Georgia College of Pharmacy**
Catherine A. White, *The University of Georgia*
75. **Micro-Credentials and Masters: Engaging Pharmacy Students in Research Projects**
Kathleen M. Boje, *University at Buffalo, The State University of New York*
76. **Promoting Student Research in a Three-Year Pharmacy Program**
Jacob R. Dunbar, *South College*
77. **Research Scholars—A Research Concentration Track in Pharm.D. Curriculum to Encourage Research and Innovation**
Minakshi Lahiri, *Wayne State University*
78. **Student Research Influencing College Culture**
David S. Roane, *East Tennessee State University*
79. **Utilizing Required Pharm.D. Projects and Assistantships to Engage Students in Research Across Disciplines**
Justin W. Cole, *Cedarville University*
80. **Working Together to Train Pharm.D. Candidates in a Seminar Research Course**
Kari L. Franson, *University of Colorado*

For full abstracts, visit the *American Journal of Pharmaceutical Education* Web site at www.ajpe.org, Vol. 82, Iss. 5.

Translational Research

81. **From Laboratory to Clinic and Beyond: Creating Broad Research Opportunities for Pharm.D. and Ph.D. Students**
Marina Galvez Peralta, *West Virginia University*
82. **Team Science at Skaggs School of Pharmacy and Pharmaceutical Sciences, UC San Diego**
Shirley M. Tsunoda, *University of California, San Diego*

Other

83. **Assessing the Co-Curriculum Across the Pharmaceutical Sciences and Pharmacy Practice Courses**
Melissa S. Medina, *The University of Oklahoma*
84. **Burnout and Curriculum Engagement in Doctor of Pharmacy Students as Related to Self-Reported Performance**
Shadi Doroudgar, *Touro University California*
85. **Connecting Pharmaceutical Sciences and Pharmacy Practice Through the Development of a Student Organized Pharm.D.-PharmTox Research Symposium**
Paria Sanaty Zadeh, *University of Wisconsin-Madison*
86. **Data Mining Applications to Predict Students' Performance on the North American Pharmacist Licensure Examination (NAPLEX)**
Jonathan Hernandez-Agosto, *University of Puerto Rico*
87. **Impact of the Pre-Matriculation and Post-Matriculation Academic Performance on NAPLEX Scores**
Vicky Mody, *Philadelphia College of Osteopathic Medicine*
88. **Interdisciplinary Formative Assessments to Foster Student Learning in the Dual-Campus Large Classroom Setting**
Gina Garrison, *Albany College of Pharmacy and Health Sciences*
89. **Overview of Structured Co-curricular Plan at St. John's University College of Pharmacy & Health Sciences**
Jagannath M. Muzumdar, *St. John's University*
90. **Use of Mapping to Assess Basic, Clinical, and Social Science Curricular Integration**
Scott D. Hanes, *Rosalind Franklin University of Medicine and Science*



Graduate Degree Program Directory: Are your programs listed?

This directory is free and available for all pharmacy graduate programs to utilize, regardless of whether you participate in the PharmGrad application service. We highly encourage you to use this free resource to showcase your programs to a wide audience of potential applicants because it 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.

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

New for 2018–2019:

Lower application fee: The PharmGrad fee for applicants is now 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 now mid-August to mid-July.

Flexibility: The service now 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.

Research/Education Poster Session 1

Sunday, July 22: 4:30 p.m.–7:30 p.m.

Hynes Convention Center: Exhibit Hall D, Second Level

Presenters will be at their poster from 4:30 p.m.–5:30 p.m.

Use the index on pages 75–76 to find research/education posters by author.

New Investigator Award Recipients

1. **Psychotropic Polypharmacy and Its Impact on Healthcare Costs Among Cancer Patients in the U.S.**
Ami M. Vyas, *The University of Rhode Island*
Social and Administrative Sciences
2. **Pharmacologic Modulation of Ocular Mucins for the Treatment of Dry Eye**
Ajay Sharma, *Chapman University*
Biological Sciences
3. **Duration of First-Line Chemotherapy for Advanced Non-Small Cell Lung Cancer (NSCLC) and Survival Among the Elderly**
Pramit A. Nadpara, *Virginia Commonwealth University*
Social and Administrative Sciences
4. **Dual Opioid-FAAH Inhibitor Analgesic Ligands**
Matthew D. Metcalf, *MCPHS University—Worcester/Manchester*
Chemistry
5. **DNA Nanoparticles for Ischemic Stroke Therapy**
Devika S. Manickam, *Duquesne University*
Pharmaceutics
6. **Neuronal Injury and Parkinson's Disease: Role of Purinergic Signaling**
Jennifer Lamberts, *Ferris State University*
Biological Sciences
7. **Exploring Patient Perceptions of Pain Contracts and the Role of the Pharmacist**
Adriane Irwin, *Oregon State University*
Pharmacy Practice
8. **Drug Information Education for Non-Pharmacy, Non-Prescribing Health Professions**
Rebecca Hoover, *Idaho State University*
Library and Information Science
9. ***Prospective Evaluation of Preclinical Anti-HIV Agents for Mutational Resistance**
Kathleen M. Frey, *Long Island University*
Biological Sciences
10. **Targeting Sirtuin 7 in BRCA-Deficient Breast and Ovarian Cancers**
Raphael Franzini, *The University of Utah*
Chemistry
11. **Maturation and Spatial Expression of Intestinal MCT1 in Obesity**
Melanie Felmlee, *University of the Pacific*
Pharmaceutics
12. **Best Practices for Assessment of Interprofessional Team-Ready Behaviors on APPEs**
Ashley N. Crowl, *The University of Kansas*
Experiential Education
13. **Creation and Assessment of an Interprofessional Activity Using ThinkShare**
Janet Cooley, *The University of Arizona*
Pharmacy Practice
14. **Same Destination. Different Journey: An Exploration of URM Students' Experiences to Become Pharmacists**
Antonio A. Bush, *University of North Carolina at Chapel Hill*
Social and Administrative Sciences
15. **Histamine Release in Traumatic Brain Injury: Neurotoxic or Neuroprotective**
Hibah O. Awwad, *The University of Oklahoma*
Biological Sciences

Student Poster Competition— Graduate Students

16. ***The Impacts of Pre-cART Versus cART Era on HIV-Associated Neurocognitive Disorders: A Systematic Review**
Farzana Shaik, *Nova Southeastern University*
Social and Administrative Sciences
17. ***Motivational Interviewing-Trained Pharmacists: Clinical and Humanistic Outcomes in a Diabetes Worksite Wellness Program**
Gladys Ekong, *Auburn University*
Social and Administrative Sciences
18. ***Improving Pharmacy Student Knowledge and Medicare Beneficiary Cost-Savings: A Community Partnership Over 5 Years**
Lindsey Hohmann, *Auburn University*
Social and Administrative Sciences
19. ***Patient Characteristics Associated With the ADE Action Plan Targets**
Fatimah M. Sherbeny, *Nova Southeastern University*
Social and Administrative Sciences
20. ***Enhancing Pharmacy Personnel Immunization-Related Confidence, Perceived Barriers, and Perceived Influence: The We Immunize Program**
Tessa J. Hastings, *Auburn University*
Social and Administrative Sciences
21. ***The Multiple Mini Interview as an Assessment Strategy Within the First Year of a Pharm.D. Curriculum**
Michael D. Wolcott, *University of North Carolina at Chapel Hill*
Social and Administrative Sciences
22. ***Improving Patient Educational Materials Regarding Generic Drugs: A Qualitative Study**
Natalie Hohmann, *Auburn University*
Social and Administrative Sciences
23. ***Cost-Effectiveness Analysis of Umeclidinium/Vilanterol for the Management of Patients With Chronic Obstructive Pulmonary Disease (COPD)**
David D. Allen, *The University of Mississippi*
Social and Administrative Sciences
24. ***Risk Attitudes and Characteristics of Student Pharmacists Across Cohorts**
Kristin R. Villa, *Purdue University*
Social and Administrative Sciences
25. ***Perceptions of a Tobacco Cessation Train-the-Trainer Program for Pharmacy Faculty Members: A Qualitative Assessment**
Nervana Elkhadragey, *Purdue University*
Pharmacy Practice
26. ***Evaluating First-Year Pharmacy Students' Philosophy of Practice**
Deborah Pestka, *University of Minnesota*
Pharmacy Practice
27. ***Mentoring Undergraduates in Academic Research Laboratories: What to Know/Do/Expect as a Graduate Student and Faculty Mentor**
Chad Richard Johnson, *University of Maryland*
Chemistry
28. ***Inhibitory Effect of Bioactive Stilbenes on MTA1/ETS2 Axis in Prostate Cancer**
Kshiti Hemant Dholakia, *Long Island University*
Biological Sciences

*A student pharmacist, graduate student, resident or fellow is presenting this poster.

Research/Education Poster Session 1

29. *Characterization of a Multi-Kinase Targeting N4-phenylsubstituted-7H-pyrrolo[2,3-d]pyrimidin-4-amine Anticancer Derivative in Various Models of Upper Gastrointestinal Cancers
Amruta S. Samant, *Long Island University*
Biological Sciences
30. *Palbociclib Synergistically Enhances the Anticancer Activity of Cisplatin in P53-Mutant Model of Upper Gastrointestinal Cancers
Dhvanir Nikunj Kansara, *Long Island University*
Biological Sciences

Student Poster Competition— Student Pharmacists

31. *Operation Naloxone: Opioid Overdose Prevention Service Learning for Health Professions Students
Lubna Mazin, *The University of Texas at Austin*
Social and Administrative Sciences
32. *Evaluating Factors Associated With Interest in Healthcare or STEM Professions Among Rising 9th and 10th Graders
Jessica Pinchinat, *Howard University*
Social and Administrative Sciences
33. *A Systematic Review of Pre-Clinical Cultural Competence Educational Interventions Involving Pharmacy Students
Grace Wang, *Northeastern University*
Social and Administrative Sciences
34. *Healthcare Provider Perceptions of the Causes and Consequences of the Opioid Crisis in Northeastern Minnesota
Kelsey Lee Melgaard, *University of Minnesota*
Social and Administrative Sciences
35. *Implementing the Interprofessional Socialization and Valuing Scale for Health Students in Programs for the Underserved
Benjamin A. August, *Wayne State University*
Social and Administrative Sciences
36. *Pharmacy Students' Perceptions of Coping Mechanisms and Resources Provided by Their Institution
Mona Desai, *Midwestern University/Downers Grove*
Social and Administrative Sciences
37. *Legal Issues Affecting Approved Biosimilars in the U.S.
Gregory A. Phelps, *The University of Tennessee*
Social and Administrative Sciences
38. *Examining California Pharmacy Students' Attitudes Towards Academic Dishonesty In Pharmacy Education
Sophia Dinh, *Loma Linda University*
Social and Administrative Sciences
39. *Healthcare Costs Associated With the Treatment of Bipolar Disorder: A Systematic Review
Alexander Maciejewski, *Drake University*
Social and Administrative Sciences
40. *Perception of Breastfeeding Support Amongst Women Faculty at Colleges of Pharmacy in the United States
Kadyn Pace, *Harding University*
Social and Administrative Sciences
41. *Predictors of Monthly Oncology Drug Costs at Launch in the USA, 2009-2016
Wilson Haong, *Western New England University*
Social and Administrative Sciences
42. *Willingness of Community Pharmacists to Expand Cognitive Practice
Suheib A. Abdullah, *University of the Incarnate Word*
Social and Administrative Sciences
43. *Important Aspects Payers Consider When Making Formulary Decisions in the United States
Kelvin Pensuwan, *St. John's University*
Social and Administrative Sciences
44. *A Survey of Pharmacy Student Perceptions, Involvement and Interest in Teaching Activities
Andrea Haugtvedt, *The Ohio State University*
Social and Administrative Sciences
45. *Assessing Hepatitis B Vaccination Status and Barriers to Vaccination Among Asian Americans in San Diego
Kaishan Ding, *University of California, San Diego*
Pharmacy Practice
46. *The Role of Pharmacists in Transitional Care Management With Respect to Medication Reconciliation
Shannon Marie Haberman, *Lake Erie College of Osteopathic Medicine*
Pharmacy Practice
47. *Boosting Student Confidence in Core Curricular Competencies Through Student-Led Journal Clubs
Clare T. Dyczkowski, *Lake Erie College of Osteopathic Medicine*
Pharmacy Practice
48. *Correlation Between Pharmacy Learner Interventions and Time Spent at an Academic Medical Center
Johanna C. Dresser, *Wingate University*
Pharmacy Practice
49. *Defining Innovation: Using Qualitative Interview to Inform Innovation Assessment in Admissions
Mary Nannette Walton, *The University of Louisiana at Monroe*
Pharmacy Practice
50. *Eight-Year Trends in Research Presented at the American Association of Colleges of Pharmacy Annual Meetings
Angela A Antonielli, *Northeastern University*
Pharmacy Practice
51. *Survey Driven Assessment of Drug Disposal Knowledge of Pharmacists and Consumers
Karolina J. Kwietniak, *Western New England University*
Pharmacy Practice
52. *Usefulness and Student Satisfaction With a Student-Led Pharmacy Curriculum Outcomes Assessment Review Session
Dareen M. Kanaan, *MCPHS University-Boston*
Pharmacy Practice
53. *Student-Derived Intervention to Improve Compounded Preparation Potency Accuracy
Tanya Makhlof, *University of North Carolina at Chapel Hill*
Pharmacy Practice
54. *A Novel Approach to Pharmacy Practice Law Instruction
Matthew Carl Deneff, *University of Connecticut*
Pharmacy Practice
55. *A Pilot Program Featuring Formative Peer Review of Faculty at a College of Pharmacy
Pooja Sonali Kumar, *University of Michigan*
Pharmacy Practice
56. *Assessing Associations Between First Year Job Placement in Pharmacy and Clifton's StrengthsFinder 2.0
Kathryn Petersen, *Northeastern University*
Pharmacy Practice
57. *Assessment of Cultural Competency & Cultural Intelligence in Health Professional Students Studying Abroad
Nicole K. Stute, *Cedarville University*
Pharmacy Practice
58. *Analysis of Student Performance Outcomes Using Virtual Dispensing Exercises
Sophia Brown, *University of Kentucky*
Pharmacy Practice
59. *They "Like" It! Use of Web 2.0 Technologies on Advanced Pharmacy Practice Experiences
Taylor A. Imburgia, *Northeastern University*
Pharmacy Practice

Research/Education Poster Session 1

60. ***Knowledge and Attitude of Antibiotic Use Amongst College Students**
Lameesa Z. Dhanani, *St. John's University*
Pharmacy Practice
61. ***Comparison of Student and Professor Perceptions in Healthcare Simulations: A Mixed Methods Design Study**
Kelly Vassallo, *Northeastern University*
Pharmacy Practice
62. ***Unskilled & Unaware: Assessing Metacognitive Monitoring of Student Help-Seeking Behavior**
Youn Chu, *University of North Carolina at Chapel Hill*
Pharmacy Practice
63. ***Development and Evaluation of a Top 200 Drugs Learning Activity**
Nicollette M. McMann, *Concordia University Wisconsin*
Pharmacy Practice
64. ***Development of a Tool to Systematically Assess Student Perception of Near-Peer-Assisted Learning**
Sarah Rinehart, *University of the Incarnate Word*
Pharmacy Practice
65. ***Diabetes Themed Escape Room: Perceived Knowledge Gains and Improvement Suggestions for Future Implementation**
Brooke D. Schotters, *North Dakota State University*
Pharmacy Practice
66. ***Development and Validation of a New Measure of Scholarly Writing Motivation: The Scholarly Writing Motivation Scale**
Kacey K. Hight, *University of Arkansas for Medical Sciences*
Pharmacy Practice
67. ***Correlation Between Medication Regimen Complexity and Quality of Life in Patients With Heart Failure**
Pablo Federico Saenz, *University of the Incarnate Word*
Pharmacy Practice
68. ***Effect of Waterproof Footwear on Prevalence of Foot Related Complications in South Georgian Migrant Workers**
Arielle Alanna Charles, *The University of Georgia*
Pharmacy Practice
69. ***First Evidence for a Pharmacist-Led Anticoagulant Clinic in a Transitional Care Environment**
Vivien Navin Patel, *East Tennessee State University*
Pharmacy Practice
70. *This poster has been withdrawn.*
71. ***Impact of Accountability on Healthy Habits and Academic Performance in Pharmacy Students**
Kelly A. Kempa, *Wilkes University*
Pharmacy Practice
72. ***Impact of Prescription Drug Abuse Education in Health Professional Curriculum**
Alexandria Marie Rivera, *Lake Erie College of Osteopathic Medicine*
Pharmacy Practice
73. ***Characterization of Near-Peer-Assisted Learning in U.S. Pharmacy Schools**
Carrolyn K. Cowey, *University of the Incarnate Word*
Pharmacy Practice
74. ***Incorporating Telepharmacy in Pharmacy Practice Experiences**
Autumn Peck, *Wilkes University*
Pharmacy Practice
75. ***Health Report Card: Evaluating Health Outcomes Through Student-Driven Comprehensive Service-Based Health Fairs Targeting Medicare Beneficiaries**
David G. Carranza, *University of the Pacific*
Pharmacy Practice
76. ***Evaluation of Screening, Brief Intervention and Referral to Treatment Training Amongst Student Pharmacists**
Stacy Colleen Sullivan, *University of Cincinnati*
Pharmacy Practice
77. ***Mindful Traits and Metacognitive Awareness in Pharmacy Students**
David Anthony DePalma, *Northeastern University*
Pharmacy Practice
78. ***Filling the Gaps: Development of a Simulation to Better Prepare Students for Clinical Rotations**
Caitlin Marie Caulfield, *Northeastern University*
Pharmacy Practice
79. ***Student Confidence in Hospital Pharmacist Roles After Participation in a Pharmacotherapy Skills Laboratory**
Meredith L. Frey, *University of Wisconsin-Madison*
Pharmacy Practice
80. ***Use of an Educational Card Game to Enhance Student Learning About Medication Adherence Tools and Strategies**
Madeline G. Belk, *University of South Carolina*
Pharmacy Practice
81. ***An Inter-Professional Elective: Screening, Brief Intervention and Referral to Treatment**
Lisa Ashley Daniel, *University of Cincinnati*
Pharmacy Practice
82. ***Students' Perceptions of Successful Teamwork After Immersion in Diabetes Escape Room Team-Based Gaming Activity**
Carolyn G. Marg, *North Dakota State University*
Pharmacy Practice
83. ***Modulation of Adipogenesis in 3T3-L1 Cells Using Natural Products: A Strategy to Prevent Obesity**
Karen Seo, *Pacific University Oregon*
Pharmaceutics
84. ***Assessment of a Self-Paced Web-Based Pharmaceutical Calculation Practice Tool**
Sally Riyadh Konja, *Appalachian College of Pharmacy*
Pharmaceutics
85. ***Development and Content Analysis of Film Dosage Form of Adrenaline**
Amanda Allon, *Larkin University*
Pharmaceutics
86. ***Pharmacy Student Interest in Computer-Assisted Learning (CAL) for a Pharmaceutical Calculations Course**
Taylor L. Page, *Rosalind Franklin University of Medicine and Science*
Pharmaceutics
87. ***End Stage Renal Disease (ESRD) When Re-Watching Lectures Does Not Improve Long-Term Retention**
Shannon Palmer, *University of North Carolina at Chapel Hill*
Pharmaceutics
88. ***Evaluating Echinacea purpurea as an Adjuvant for Microparticle Formulations**
Theresa J. El-Murr, *Samford University*
Pharmaceutics
89. ***Pharmacy Student Utilization of Electronic Devices During Inpatient Advanced Pharmacy Practice Experiences**
Austin M. Kurkowski, *Purdue University*
Experiential Education
90. ***Evaluation of a Clinical Track Program in the Experiential Learning Curriculum**
John Jeon Lee, *University of Maryland*
Experiential Education
91. ***Assessment of the Perceived Benefits of a Professionalism Development Program**
Lauren Nicole Latten, *Howard University*
Continuing Professional Development

*A student pharmacist, graduate student, resident or fellow is presenting this poster.

Research/Education Poster Session 1

92. ***Impact of a Video Adaptation of Noblesse Oblige on Rho Chi Membership Perceptions and Involvement**
Shilvi Shah, *Rutgers, The State University of New Jersey*
Continuing Professional Development
93. ***Applying the Kirkpatrick Model to a Pharmacist Seminar on Opioid Misuse Screening in Community Pharmacies**
Siri E. Burck, *North Dakota State University*
Continuing Professional Development
94. ***JOAB Series as Novel Pro-Inflammatory Cytokine Suppressants: Synthesis and In Vitro Pharmacological Evaluation**
Ashley A. Bill, *University of Saint Joseph*
Chemistry
95. ***Development of an Animal Replacement Assay: Phytotoxicological Effects of NSAIDs on *Pisum sativum* Seedling Growth**
Tyler M. Holmes, *MCPHS University–Worcester/Manchester*
Chemistry
96. ***Effective Isolation of Bioactive Diterpenes From *Andrographis paniculata* by High Performance Flash Chromatography**
Mensah Boakye Agyemeng, *South College*
Chemistry
97. ***Synthesis and Evaluation of Etoposide and Podophyllotoxin Analogs Against Topoisomerase II α Activity and in Cancer Cells**
Matthew Murphy, *Lipscomb University*
Chemistry
98. ***From Catch Up to Head Start: Impact of Data-Driven Course Adjustments Accommodating Peer Tutoring**
Mohammed Nur Ahmed, *Appalachian College of Pharmacy*
Chemistry
99. ***Identifying Novel Small Molecule Inhibitors of ERp57 Through a Medium Sized High Throughput Screen**
Abigail Mae Henry, *Western New England University*
Chemistry
100. ***Pharmacological Characterization of Nicotinic Acetylcholine Receptors Positive Allosteric Modulators: LY2087101 and CMPI**
Abisola Tairu, *Texas A&M University*
Chemistry
101. ***The Leukotriene Inhibitor Zafirlukast Inhibits Cancer Cell Growth Via Inhibition of Thiol Isomerase Activity**
Christina Ann Verbetsky, *Western New England University*
Biological Sciences
102. ***Effects of Brominated Flame Retardants on Cytokine Production by Mast Cells**
Jonathan Mark Alan Mahoney, *Western New England University*
Biological Sciences
103. ***Effects of “Superfoods” on Protein Disulfide Isomerase Activity and Colorectal Cancer Cell Viability**
Kathleen Silveira, *Western New England University*
Biological Sciences
104. ***Decitabine Suppresses Viability and Causes Reexpression of Novel Hypermethylated Genes in Human Prostate Cancer Cells**
Meghan N. Armstrong, *Western New England University*
Biological Sciences
105. ***The Effects of Integrated Course Modules on NAPLEX® Passing Rates**
Cassie Lynn Field, *Western New England University*
Administrative Services
106. ***The Incorporation of CAPE Outcomes and PPCP Components in Elective Courses**
Bethany A. Tabeling, *University of Cincinnati*
Administrative Services
107. ***Prediction of Academic Performance in Pharmacy School Based Upon Admissions Characteristics**
Lindsey N. Parmelee, *University of New England*
Administrative Services
108. ***Design and Evaluation of a Council Structure and Meeting Format for Pharmacy Student Government**
Sabrina Dunham, *University of North Carolina at Chapel Hill*
Administrative Services
109. ***First Professional Year Performance of Students Who Attended Partner and Non-Partner Schools**
Jennifer M. Toth, *Northeast Ohio Medical University*
Administrative Services
110. ***Development and Implementation of Enhanced Evaluation Rubrics in the Multiple Mini-Interview Process**
Ahmed M. Salem, *University of Arkansas for Medical Sciences*
Administrative Services
111. ***Development of a Multi-Variable Admissions Factor to Identify Students At Risk for Academic Difficulty**
Brent D. Curry, *University of Arkansas for Medical Sciences*
Administrative Services

Student Poster Competition—Residents, Fellows and Postdocs

112. ***Assessment of an Academic Dishonesty Seminar for First Professional Year Pharmacy Students**
Norman Fenn, *Purdue University*
Social and Administrative Sciences
113. ***Assessment of the Use of a Patient Simulation on Pharmacy Student HIV Treatment Knowledge**
Juanita A. Draime, *Cedarville University*
Social and Administrative Sciences
114. ***Statin-Induced Myopathy: A Comprehensive Assessment of Risk Factors**
Khoa A. Nguyen, *VA Indianapolis*
Pharmacy Practice
115. ***Assessing Introduction of Team-Based Learning in Drug Development Course**
Taylor G. Bertsch, *Washington State University*
Pharmacy Practice
116. ***Assessment of Student Pharmacists’ Perception of High Volume, Conceptual Polling Questions**
Andrea Whitaker, *Manchester University*
Pharmacy Practice
117. ***Evaluating the Impact of Pharm.D. Industry Fellows Integration Within a School of Pharmacy**
Sarah Yong Scott, *Northeastern University*
Pharmacy Practice
118. ***Incorporating a Teaching Electronic Medical Record to Answer Patient-Specific Drug Information Questions in the Didactic Setting**
Jacqueline Wasynczuk, *Purdue University*
Pharmacy Practice
119. ***Manikins or Standardized Patients: Is There a Difference?**
Nicole M. Perea, *Washington State University*
Pharmacy Practice
120. ***Identification of Barriers and Impact of Education for Herpes Zoster Vaccination Acceptance in Older Adults**
Janelle Herren, *MCPHS University School of Pharmacy–Boston*
Pharmacy Practice
121. ***Integrating Pharmaceutics With Medication Safety: A Novel Curricular Team Activity to Promote Student Learning**
Joe Su, *Pacific University Oregon*
Pharmaceutics
122. ***Best Practices for Creating and Utilizing Pharmacokinetics Course Materials in an Active- and Collaborative-Learning Classroom**
Yili Zhong, *Washington State University*
Pharmaceutics

Research/Education Poster Session 1

123.*Evaluation of Commonly-Visited Patient-Focused Medical Information Websites

Bryce Ryan Adams, *Rutgers, The State University of New Jersey*
Library and Information Science

124.*Reporting Quality of Survey Research Articles Published in the American Journal of Pharmaceutical Education

Kiersten N. Walters, *Purdue University*
Library and Information Science

125.*Designing a "Room Escape" Event to Enhance Teamwork in Inter-professional Education

Micah E. Miller, *Washington State University*
Experiential Education

126.*Evaluation of Student Professionalism in a Pharmacotherapy Skills Course

Catherine Kuecker, *William S. Middleton Memorial Veterans Hospital*
Continuing Professional Development

127.*Employing a Near-Peer Pharmacy College Admission Test Preparatory Workshop Series to Support Recruitment and Co-Curricular Goals

Erin L. Hickey, *University of Kentucky*
Administrative Services

Continuing Professional Development

128. Assessing Self-Directed Lifelong Learning Approaches at Colleges of Pharmacy: The Continuing Professional Development (CPD) Initiative

James Wheeler, *The University of Tennessee*
Administrative and/or Broad Programmatic Issues

129. Impact of a Non-Credit Pharmacy Readiness Course on Students' Academic Performance

Melinda Verdone, *Midwestern University/Downers Grove*
Educational Research

130. Development, Implementation and Lessons Learned From Professional Development Required Longitudinal Course Series Over 5 Years

Hoai-An Truong, *University of Maryland Eastern Shore*
Educational Development and Innovation

131. Tracking Longitudinal Progression of Accreditation Standards for Personal and Professional Development Using Individual Development Plans

Margaret Schulte, *Touro University California*
Educational Development and Innovation

132. Development of a Continuing Professional Development Course Series

Kathryn A. Schott, *Drake University*
Educational Development and Innovation

133. Co-Curricular Plan Development and Assessment

Kathryn A. Schott, *Drake University*
Educational Development and Innovation

134. A Statewide Initiative Preparing Post-Doctoral Pharmacy Trainees as Future Experiential Educators

Yekaterina Opsha, *Rutgers, The State University of New Jersey*
Educational Development and Innovation

135. Pharmacy Pearl: Integrating Pharmacy Into an Interprofessional Master Science in Palliative Care (MSPC) Program

Shaun E. Gleason, *University of Colorado*
Educational Development and Innovation

136. Utilization of an "Escape Room" Activity in Continuing Education Programming for Pharmacists and Pharmacy Technicians

Jaclyn Cole, *University of South Florida*
Educational Development and Innovation

137. Effectiveness of a Pharmacy Teaching Certificate Program Offered to Practicing Pharmacists

Jaclyn Cole, *University of South Florida*
Educational Development and Innovation

Administrative Services

138. Pharmacy College Admission Test Utilization and Minimum Composite Scores in Pharmacy Programs 2016 to 2018

Donald K. Woodward, *Rutgers, The State University of New Jersey*
Educational Research

139. Motivators and Barriers to Improve the Response Rate of Student Evaluations of Teaching

Velliur Viswesh, *Roseman University of Health Sciences*
Administrative and/or Broad Programmatic Issues

140. A Method to Streamline Management of Excused Absences

Shannon R. Tucker, *University of Maryland*
Administrative and/or Broad Programmatic Issues

141. Impact of a New Grading Scheme on Course Grades in a Pharm.D. Program Using Team-Based Learning

Osama A. Shoaib, *The University of Texas at Tyler*
Educational Research

142. A Model to Predict NAPLEX Outcomes and Identify Remediation Candidates

Sachin Shah, *Texas Tech University Health Sciences Center*
Educational Development and Innovation

143. Implementation and Assessment of a Naloxone-Training Program for First-Year Student Pharmacists

Amanda Schartel, *University of Maryland*
Educational Development and Innovation

144. Implementation of an Early Intervention and Remediation Process Targeting Progression Standards

Laurel A. Sampognaro, *The University of Louisiana at Monroe*
Administrative and/or Broad Programmatic Issues

145. Students' Perception of Computer-Based Testing Using ExamSoft

Gauri Sabnis, *West Coast University*
Administrative and/or Broad Programmatic Issues

146. Perceived Stress Comparison of Student Pharmacists With or Without a Bachelor's Degree

Miriam C. Purnell, *University of Maryland Eastern Shore*
Educational Research

147. Development and Implementation of Co-Curricular Requirements in a School of Pharmacy

Aida Oganessian, *West Coast University*
Educational Development and Innovation

148. Leading Student Pharmacists to "Drink the Waters" of Academic Support in an Accelerated Pharmacy Program

Diane W. Morel, *South College*
Administrative and/or Broad Programmatic Issues

149. Help Wanted: Trends in the Pharmacist Workforce and Pharmacy Education

Lisa Lebovitz, *University of Maryland*
Administrative and/or Broad Programmatic Issues

150. A Simple Method for Using Quality Indicator Data to Rank Colleges and Schools of Pharmacy

Lisa Lebovitz, *University of Maryland*
Administrative and/or Broad Programmatic Issues

151. Extending Pharmacy's Educational Reach to New Undergraduate Audiences

Nicole Kwiek, *The Ohio State University*
Educational Development and Innovation

152. Students Exploring Pharmacy (STEP): Developing & Assessing a Pharmacy Career Exploration Program for High School Students

Curtis G. Jefferson, *University of Washington*
Administrative and/or Broad Programmatic Issues

153. Assessing First-Year Student Pharmacists' Perceptions Regarding Usefulness of the APhA Career Pathways Tool for Career Exploration

Curtis G. Jefferson, *University of Washington*
Educational Research

Research/Education Poster Session 1

154. **Determination of Predictors Impacting Performance on the Pharmacy Curriculum Outcomes Assessment (PCOA) at a HBCU**
Muhammad J. Habib, *Howard University*
Educational Research
 155. **The Development of a Student Congress to Improve Communication, Promote Collaboration and Foster Interprofessional Activities**
Joseph V. Etzel, *St. John's University*
Administrative and/or Broad Programmatic Issues
 156. **The Development of an Academic Success Center With the Implementation of an Early Alert Process**
Joseph V. Etzel, *St. John's University*
Administrative and/or Broad Programmatic Issues
 157. **Identifying Optimal Selection Criteria for the Direct Admit Program**
Kimberly A.B. Cauthon, *University of the Incarnate Word*
Administrative and/or Broad Programmatic Issues
 158. **Ensuring Academic Integrity in a Remotely Proctored Online Exam Environment**
Jason M. Brunner, *University of Colorado*
Educational Development and Innovation
 159. **Assessing the Effectiveness of Alpha Ranking System in Pharmacy Admissions**
Natasha Baloch, *University of South Florida*
Administrative and/or Broad Programmatic Issues
 160. **Streamlining Exam Administration Through Continual Stakeholder Engagement and Training**
George Anagnostou, *University of Maryland*
Administrative and/or Broad Programmatic Issues
 161. ***Pharmacy Training, Confidence, and Career Goals in Underrepresented Minority Students**
Jacqueline McLaughlin, *University of North Carolina at Chapel Hill*
Administrative and/or Broad Programmatic Issues
- ## Pharmaceutics
162. **Immersive Pharmaceutical Sciences Research Training for High School Students Through the Young Innovators Program**
Jacqueline McLaughlin, *University of North Carolina at Chapel Hill*
Educational Development and Innovation
 163. ***Risk and Benefit Assessment of Expired Naloxone Products From First-Responders' Supplies**
Hai-An Zheng, *Albany College of Pharmacy and Health Sciences*
Scientific Research in the Discipline
 164. **Assessment of Splitting Methods for Buprenorphine/Naloxone Sublingual Films**
Fang Zhao, *St. John Fisher College*
Scientific Research in the Discipline
 165. **Co-Precipitate Calcium Phosphate With Methotrexate in PLGA Microparticles for Better Sustained Release**
Guang Yan, *MCPHS University–Worcester/Manchester*
Scientific Research in the Discipline
 166. **Determination of the pH Effect on Transdermal Penetration of Diclofenac**
Guang Yan, *MCPHS University–Worcester/Manchester*
Scientific Research in the Discipline
 167. **The Development and Assessment of a Point-of-Care Testing Laboratory Course in a Doctor of Pharmacy Program**
Aladin A. Siddig, *University of Charleston*
Educational Development and Innovation
 168. **Comparing the Compounding Process and the Product of a Novel Lidocaine Gel Formulation**
Mamoon Rashid, *Appalachian College of Pharmacy*
Scientific Research in the Discipline
 169. **Development of Plasmid Vectors Encoding Genes Betacellulin and Hepatocyte Growth Factor for Improving Islet Transplantation**
Ravikiran Panakanti, *Roosevelt University*
Scientific Research in the Discipline
 170. **Flipped Teaching in Pharmaceutical Calculations: Outcomes and Lessons Learned**
Mohammad T. Nutan, *Texas A&M University*
Educational Development and Innovation
 171. ***Pharmaceutical and Clinical Assessment of Over-the-Counter (OTC) Weight Loss Ultraceuticals**
Mohamed I. Nounou, *University of Saint Joseph*
Scientific Research in the Discipline
 172. ***Effect of Batch Age on Potency and Dissolution of Levothyroxine Sodium Tablets**
Mohamed I. Nounou, *University of Saint Joseph*
Scientific Research in the Discipline
 173. **Problem-Solving Skill Development for Solving Pharmaceutics Problems and for the Pharmacists' Patient Care Process**
William C. Mobley, *University of Florida*
Educational Development and Innovation
 174. **Novel Microcomposite for Controlled Delivery of Antibiotics in the Treatment of Osteomyelitis Following Total Joint Replacement**
Victoria K. Maskiewicz, *Loma Linda University*
Scientific Research in the Discipline
 175. **Longitudinal Appraisal of "Critical Thinking and Quantitative Reasoning Skills" in Professional Pharmacy Students**
Ajoy Koomer, *Marshall B. Ketchum University*
Educational Research
 176. ***Evaluation of Celecoxib Release in an Acrylic Pressure Sensitive Adhesive Patch**
Marissa E. Gooden, *Xavier University of Louisiana*
Scientific Research in the Discipline
 177. **Perceptions and Appropriate Consequences of Lapses in Academic Integrity in Health Sciences Education**
Marina Galvez Peralta, *West Virginia University*
Educational Development and Innovation
 178. **An In Vitro Release Test for Ketoprofen in Semisolid Using Immersion Cells With USP Apparatus 2**
Jacob R. Dunbar, *South College*
Scientific Research in the Discipline
 179. **In Silico Prediction of Calcitriol Pharmacokinetics: Potential Effects of Anticancer Agents**
Subrata Deb, *Larkin University*
Scientific Research in the Discipline
 180. **Formulation and Stability of Extemporaneously Compounded Oral Suspension of Eslicarbazepine Acetate From Aptiom® Tablets**
Vivek S. Dave, *St. John Fisher College*
Scientific Research in the Discipline
 181. **Incorporation of the Pharmacists' Patient Care Process (PPCP) Into an Integrated Pharmaceutics Course Sequence**
Bill J. Bowman, *Midwestern University/Glendale*
Educational Development and Innovation
 182. ***Design and Evaluation of Dihydroergotamine Nanoparticles Using Chitosan Polymer**
Abeer M. Al-Ghananeem, *Jordan University of Science and Technology*
Scientific Research in the Discipline
 183. **Transdermal Delivery of Apomorphine Using Chitosan Nanoparticles and Microneedles**
Abeer M. Al-Ghananeem, *Jordan University of Science and Technology*
Scientific Research in the Discipline
 184. **pH-Sensitive Polymeric Nanoparticles Fabricated by Dispersion Polymerization for Cancer Therapy**
Emmanuel O. Akala, *Howard University*
Scientific Research in the Discipline

Research/Education Poster Session 2

Monday, July 23: 9:00 a.m.–10:30 a.m.

Hynes Convention Center: Exhibit Hall D, Second Level

Presenters will be at their poster from 9:30 a.m.–10:30 a.m.

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Experiential Education

1. **Development of an Evidence-Based, Longitudinal Interprofessional Education Program Integrated Into a Pharm.D. Curriculum**
Joseph A. Zorek, *University of Wisconsin–Madison*
Educational Development and Innovation
2. **Prescription for Patient Centered Care: Use of a Structured Narrative Life History Interview With Pharmacy Learners**
Adam B. Woolley, *Northeastern University*
Educational Development and Innovation
3. **Interprofessional Interaction With Social Workers Enhances APPE Student Understanding of Ambulatory Care Pharmacy**
Rebecca M. Wise, *Lake Erie College of Osteopathic Medicine*
Educational Development and Innovation
4. **Student Perceptions of Mindfulness Content as a Component of a Leadership APPE**
Jane E. Wilson, *The University of Oklahoma*
Educational Development and Innovation
5. **Utilizing Clinically-Focused Student Learning for Patient Medication Reconciliation and Improved Team Integration**
Elizabeth Trolle, *The Ohio State University*
Educational Development and Innovation
6. **Implementation and Perceived Benefit of a Preceptor Fair to Showcase Experiential Education Opportunities**
Jennifer Steinberg, *Nova Southeastern University*
Educational Development and Innovation
7. **Global Health Learning Outcomes and Competencies Among Pharmacy Students**
David R. Steeb, *University of North Carolina at Chapel Hill*
Educational Research
8. **Institutional Factors Associated With Global Health Education Across US Pharmacy Schools**
David R. Steeb, *University of North Carolina at Chapel Hill*
Educational Research
9. **Development of an Innovative Critical Care Pharmacy Elective Course Utilizing Online Case-Based Patient Simulations**
Paul Staffieri, *Long Island University*
Educational Development and Innovation
10. ***Organizational Structures to Promote SoTL in US 4-Year Colleges and Universities**
Yumi So, *The University of Texas at Tyler*
Educational Research
11. **Preceptor Perception of EPA Competency Opportunities and Level of Entrustability**
Connie L. Smith, *The University of Louisiana at Monroe*
Educational Development and Innovation
12. **Assessing Professionalism in a Large IPPE/Seminar Course**
Jane Shtaynberg, *Long Island University*
Educational Research
13. **Evaluating Interprofessional Education Outcomes of a Dental School Pharmacotherapy Consult Service**
Kimberly A. Sanders, *University of North Carolina at Chapel Hill*
Educational Research
14. **Implementation of a Communication Skills Module in Pharm.D. New Student Orientation: Feasibility, Successes, and Implications**
Sharon Rush, *The University of Texas at Austin*
Educational Development and Innovation

15. **Design and Evaluation of an Interprofessional Education Teaching Certificate Program for Faculty and Clinicians**
Melissa E. Rotz, *Temple University*
Educational Development and Innovation
16. **Pharmacy Student-Led Wellness Screenings for Underserved Populations: Barriers, Opportunities, Lessons Learned**
Jennifer L. Rodis, *The Ohio State University*
Community-based Scholarship or Programs
17. **Assessment of APhA Career Pathways Program for Pharmacy Students in Developing Self and Career Awareness**
Jennifer Prisco, *MCPHS University–Boston*
Educational Research
18. **Factors That Influence Advanced Pharmacy Practice Experience Selection**
Kristina Powers, *Wilkes University*
Educational Research
19. **Use of Technology and Analytics to Assess Inter-Rater Reliability Across Multiple Evaluators**
Michael E. Pitterle, *University of Wisconsin–Madison*
Educational Research
20. **Use of a Pre-Rotation Survey to Enhance Pharmacy Student Engagement in an Underserved Population**
Jennifer L. Petrie, *University of Colorado*
Educational Development and Innovation
21. **Syllabus Development as a Component of Pharm.D. Preceptor Development Program in Egypt**
Toral Patel, *University of Colorado*
Educational Development and Innovation
22. **Community IPPEs: An Analysis of Cost and Time Spent Training Students at Practice Sites**
Catherine L. Oswald, *Roseman University of Health Sciences*
Educational Research
23. **Preceptor Orientation and Development: Highlights From a National Survey**
Teresa A. O'Sullivan, *University of Washington*
Educational Research
24. **"I Want to Do Research! (Wait, What Is Research?)"—Pharm.D. Candidate**
Jaclyn Novatt, *Long Island University*
Educational Development and Innovation
25. **Dicipher: Assessing Drug Information Skills Through Gaming**
Cambrey Nguyen, *The University of Kansas*
Educational Research
26. **Preceptor and Resident Perceptions of Entrustable Professional Activities (EPAs) for Postgraduate Pharmacy Training**
Jean Y. Moon, *University of Minnesota*
Educational Development and Innovation
27. **Measurement of Faculty Consensus of EPA Importance and Level of Entrustability to Determine APPE Readiness**
Lisa M. Meny, *Ferris State University*
Administrative and/or Broad Programmatic Issues
28. **Student Perceptions of Comfort of Immunization Administration Related to Experience**
Ashlee N. McMillan, *West Virginia University*
Educational Research

Research/Education Poster Session 2

29. **Assessment of Interprofessional Practice, Education and Collaboration During APPE**
Diane M. McClaskey, *University of Missouri–Kansas City*
Educational Research
30. **Preceptor Perceptions of Entrustable Professional Activities**
Lena M. Maynor, *West Virginia University*
Administrative and/or Broad Programmatic Issues
31. **Assessment of Practice Site Readiness for Intentional Interprofessional Experiential Education**
Whitney Maxwell, *University of South Carolina*
Administrative and/or Broad Programmatic Issues
32. **Preceptor Acceptability and Fidelity of APPE Student Performance Evaluations Modeled on the Pharmacist's Patient Care Process**
Amanda Margolis, *University of Wisconsin–Madison*
Educational Research
33. **Preceptor Fidelity to a Continuous Professional Development Program**
Amanda Margolis, *University of Wisconsin–Madison*
Educational Research
34. **Examining Tracked Patient Encounters During Advanced Pharmacy Practice Experiences and Skill Self-Assessment Using Entrustable Professional Activities**
Jody L. Lounsbury, *University of Minnesota*
Educational Development and Innovation
35. **Interprofessional Education and Collaboration Within the Experiential Curriculum**
Erik Jorvig, *Roseman University of Health Sciences*
Educational Research
36. **Design and Impact of an Advanced Pharmacy Practice Experience Rotation in a Dental Clinic**
Kalin L. Johnson, *Creighton University*
Educational Development and Innovation
37. **Integrating the Entrustable Professional Activities (EPAs) for Pharmacy Practice Into General Experiential Learning Outcomes**
Erin L. Johanson, *Roseman University of Health Sciences*
Administrative and/or Broad Programmatic Issues
38. **Development of a Faculty-Led Health-System IPPE Pilot Program Including APPE Mentorship**
Gretchen Jehle, *MCPHS University–Worcester/Manchester*
Educational Development and Innovation
39. **The Loyalty of LEOs: Nurturing Student and Preceptor Relationships**
Huy T. Hoang, *Pacific University Oregon*
Educational Development and Innovation
40. **Impact of a Flu Clinic Simulation on Student Readiness to Provide Immunization Services**
Ashley N. Hannings, *The University of Georgia*
Educational Development and Innovation
41. **Targeted Preceptor Feedback Developed Using an Annual Experiential Quality Assurance Process**
Wesley R. Haltom, *Wingate University*
Administrative and/or Broad Programmatic Issues
42. **A Case Study in Assessing APPE Assessments: Three Strategies for Gathering Evidence of Validity**
Eric H. Gilliam, *University of Colorado*
Administrative and/or Broad Programmatic Issues
43. **Keeping Healthy and Active in Your Senior Years: An Interprofessional Community Outreach Initiative**
Gretchen M. Garofoli, *West Virginia University*
Community-based Scholarship or Programs
44. **Training the Trainers: A Preceptor Development Program Targeting Interprofessional Collaboration Competencies**
Nicholas M. Fusco, *University at Buffalo, The State University of New York*
Educational Research
45. **Early Introductory Pharmacy Practice Experiences May Improve Empathy Among First-Year Student Pharmacists**
Melissa M. Dinkins, *Wingate University*
Educational Research
46. **The Use of Two Interprofessional Survey Instruments at a Comprehensive Academic Health Center**
Vincent C. Dennis, *The University of Oklahoma*
Educational Research
47. **Expanding International Rotations for Pharmacy Students**
Keith DelMonte, *St. John Fisher College*
Administrative and/or Broad Programmatic Issues
48. **Development and Assessment of a Simulated Professional Meeting in the Experiential Curriculum**
Lisa P. DeGennaro, *University of Saint Joseph*
Educational Development and Innovation
49. ***An Evaluation of Interprofessional Activity in an Advanced Pharmacy Practice Experience Program**
Cheryl L. Clarke, *Drake University*
Educational Research
50. **A Multi-Perspective Evaluation of an Interprofessional Introductory Pharmacy Practice Experience Integrated in a Federally-Qualified Health Center**
Benjamin Chavez, *University of Colorado*
Educational Development and Innovation
51. **Student Reported Institutional Practice (IP) Activities During a Blended Acute Care/Institutional (AC/INST) APPE**
Scott A. Chapman, *University of Minnesota*
Educational Research
52. **Framework for Collaborative Preceptor Development Programming From Northwest Pharmacy Experiential Consortium (NWPEC)**
Jennifer Chang, *University of Washington*
Administrative and/or Broad Programmatic Issues
53. **Student Specific Remediation Plans for Introductory Pharmacy Practice Experiences**
Courtney R. Caimano, *Albany College of Pharmacy and Health Sciences*
Educational Development and Innovation
54. **Assessing Medication Name Pronunciation on Introductory Pharmacy Practice Experiences**
Courtney R. Caimano, *Albany College of Pharmacy and Health Sciences*
Educational Development and Innovation
55. **Working SMARTer: Development of a Multispecialty Student-Led Curriculum for an Advanced Pharmacy Practice Experience**
Patrick Bridgeman, *Rutgers, The State University of New Jersey*
Educational Research
56. **Creation of Experiential Success Plan Initiative to Address Experiential Performance Deficiencies**
Laurie L. Briceland, *Albany College of Pharmacy and Health Sciences*
Educational Development and Innovation
57. **Evaluation of Unified Experiential Assessment Scale Across Three Pharmacy Programs in Indiana**
Meghan Bodenberg, *Butler University*
Educational Research
58. **Healthy Aging Fair: An Interprofessional Community Outreach Collaboration**
Gina M. Baugh, *West Virginia University*
Educational Research
59. ***Assessment of Interprofessional Collaboration During Required APPEs**
Kayla Johanna Bardzel, *Wilkes University*
Educational Research
60. **Qualitative Analysis of Service Learning Reflections**
Jennifer D. Arnoldi, *Southern Illinois University Edwardsville*
Educational Research

Biological Sciences

61. **Impact of a Stepwise Approach to Re-Design Pre-APPE Assessment on Student Performance**
Ligia Westrich, *Fairleigh Dickinson University*
Educational Development and Innovation
62. ***Metacognitive Awareness in Entering P1 Students**
Margaret A. Weck, *St. Louis College of Pharmacy*
Educational Research
63. **Virtual Experimental Pharmacology Elective Course in a Pharmacy School Program**
Alok Sharma, *MCPHS University–Worcester/Manchester*
Educational Development and Innovation
64. ***Pharmacy Student Attitudes Towards Substance Use: An Analysis of Attitude Change Following an Elective Course Intervention**
Jilla Sabeti, *Western New England University*
Educational Research
65. **Differential Expression of Nanoparticle-Induced High Mobility Group Box-1 in Human Hepatocyte Cell Line HC04**
Swetha Rudraiah, *University of Saint Joseph*
Scientific Research in the Discipline
66. **The Role of Polyamines for Proliferation, Survival, and Infectivity of the Protozoan Parasite *Leishmania donovani***
Sigrid C. Roberts, *Pacific University Oregon*
Scientific Research in the Discipline
67. **Reactivation and Retention of Foundational Knowledge in a Third Professional Year Infectious Disease Course**
Amanda M. Munson, *Shenandoah University*
Educational Development and Innovation
68. **miR-155: A Negative Modulator of Acute Oscillatory Shear Stress (OSS)-Induced Vascular Inflammation and Dysfunction**
Islam Mohamed, *California Northstate University*
Scientific Research in the Discipline
69. **Inhibition of Protein Disulfide Isomerases Suppresses Mast Cell Activation and Function During Food Allergy**
Clinton Mathias, *Western New England University*
Scientific Research in the Discipline
70. **Forensics for Pharmacy Students, Really?**
Arturo G. Marti-Ortiz, *University of Puerto Rico*
Educational Development and Innovation
71. **Student Faculty Partnership in Developing a Leveling Course**
Manas Mandal, *Roseman University of Health Sciences*
Educational Development and Innovation
72. **Design and Development of a Translational Research Elective Curriculum for Pharmacy Students**
Zvi Loewy, *Touro College of Pharmacy–New York*
Educational Development and Innovation
73. **Essentials of Pharmacogenomics for a Pharm.D. Curriculum: A Method for Prioritizing Content**
J. Shawn Jones, *The University of Texas at Tyler*
Administrative and/or Broad Programmatic Issues
74. **Antihypertensive Effect of Thymoquinone in Rats: Role of Arachidonic Acid Metabolism**
Fawzy A. Elbarbry, *Pacific University Oregon*
Scientific Research in the Discipline
75. **Synthesis of Imidoxy Derivatives as Potential Anticancer Agents**
Ivan O. Edafioh, *University of Saint Joseph*
Scientific Research in the Discipline
76. **Guidelines for Vitamin D Supplementation: A State of Ambivalence for Researchers and Pharmacists**
Subrata Deb, *Larkin University*
Scientific Research in the Discipline
77. ***Walking Beyond the Podium: Assessing the Use of Educational Games in Pharmacy Curriculum**
Gurkishan S. Chadha, *University of New England*
Educational Development and Innovation
78. **Systems-Level Analyses to Elucidate Key Stress Response Candidates in *Leishmania***
Nicola Carter, *Pacific University Oregon*
Scientific Research in the Discipline
79. **Utilizing PCOA, Milestone Assessments, and Online Practice Licensure Exams as Predictors of NAPLEX Outcomes**
Vera C. Campbell, *Hampton University*
Educational Research
80. **Polyphenol Ellagic Acid Exerts Anti-Inflammatory Actions by Disrupting Store-Operated Calcium Entry Pathway Activators and Coupling Mediators**
Diptiman Bose, *Western New England University*
Scientific Research in the Discipline
81. **Inhibition of Akt-Survivin Pathway Synergizes the Cell Death Caused by Alpha-Santalol in Human Prostate Cancer Cells**
Ajay K. Bommarreddy, *Wilkes University*
Scientific Research in the Discipline
82. **The Grass Might Be Greener for Pharmacy Students and Faculty at Schools With Branch Campuses**
Timothy J. Bloom, *Shenandoah University*
Administrative and/or Broad Programmatic Issues
83. **A Combination Regimen for Overcoming Acquired-Resistance in Pancreatic Cancer Using Piperlongumine as Adjunctive Therapy**
Terrick A. Andey, *MCPHS University–Worcester/Manchester*
Scientific Research in the Discipline

Pharmacy Practice

84. **Implementing and Evaluating Hand Hygiene Practices in a Pharmacy Skills Lab**
Nicholas Zupiec, *Concordia University Wisconsin*
Educational Research
85. **Survey of Recent Pharmacy Graduates on NAPLEX Preparation Strategies**
Paula Zeszotarski, *University of Hawaii at Hilo*
Educational Research
86. **Description of a Book Club Faculty Development Program and Faculty Opinions Regarding the Process**
Michelle O. Zagar, *The University of Louisiana at Monroe*
Administrative and/or Broad Programmatic Issues
87. ***Development of a Situated Learning Activity Using Chatroom and Videos to Simulate SOAP Note Documentation**
Kathryn Zaborowski, *University of Wisconsin-Madison*
Educational Development and Innovation
88. **Evaluating the Impact of a Peer Writing Accountability Group on Scholarly Productivity Among Pharmacy Faculty**
Wei C. Yuet, *University of North Texas Health Science Center*
Educational Development and Innovation
89. **Measuring ACPE Standard 11: Programmatic Evaluation of Inter-professional Activities in Advanced Pharmacy Practice Experiences**
Veronica S. Young, *The University of Texas at Austin*
Administrative and/or Broad Programmatic Issues
90. **Exploring Curricular Integration in Pharmacy Schools: A Survey of Integration**
Bradley Wright, *Auburn University*
Educational Research
91. **Faculty and Student Perspectives on Collaborative Design and Teaching in an Integrated Curriculum**
Bradley Wright, *Auburn University*
Educational Development and Innovation

Research/Education Poster Session 2

92. **A Peer-Assisted Learning (PAL) Teaching Approach in Immunization Delivery Training**
Eva Wong, *Marshall B. Ketchum University*
Educational Development and Innovation
93. **Administration of an Integrated Examination and Its Utility in Outcomes Assessment and Curricular Quality Improvement**
Siu-Fun Wong, *Chapman University*
Educational Development and Innovation
94. **Diversifying Student Groups Based on Learning Style: Results of Student Perceptions on Group Dynamics**
Nicole R. Winston, *Marshall University*
Educational Research
95. **Evaluation of Student Pharmacist Participation in Advanced Practice Experience (APPE) With a Dual Licensed Pharmacist-Physician Assistant**
Evan Williams, *Roseman University of Health Sciences*
Educational Development and Innovation
96. **Integrating Electives Through Simulation to Increase Student Confidence and Enhance Intraprofessional Communication**
Gwendolyn Wantuch, *University of South Florida*
Educational Development and Innovation
97. **Reducing Costs by Using Simulated Medications Instead of Commercial Products in a Pharmaceutical Care Lab**
Anthony L. Walker, *The University of Louisiana at Monroe*
Administrative and/or Broad Programmatic Issues
98. **Interprofessional Education: An Integration of Pharmacy and Medicine Courses to Create Team-Ready Students**
Susan S. Vos, *The University of Iowa*
Educational Development and Innovation
99. **Correlation of Pharmacy Curriculum Outcomes Assessment (PCOA) Scores With School of Pharmacy GPA**
Amber Verdell, *West Coast University*
Educational Research
100. **An Interprofessional Continuing Education Initiative: The Chicago Critical Care Conference (C4)***
Rosalyn P. Vellurattil, *University of Illinois at Chicago*
Educational Development and Innovation
101. **Embedded Assessments and Stress in the Curriculum: Too Much, Too Little, or Just Right?**
Rosalyn P. Vellurattil, *University of Illinois at Chicago*
Administrative and/or Broad Programmatic Issues
102. **Measuring APPE Readiness: A Survey of US Colleges of Pharmacy**
Kali VanLangen, *Ferris State University*
Educational Research
103. **Utilizing Academic Electronic Health Records for Assessment in the Didactic Curriculum**
Kali VanLangen, *Ferris State University*
Educational Research
104. **Students' Perceptions of an Active Learning Session in Pharmaceutical Calculations**
Catherine C. Van, *West Coast University*
Educational Development and Innovation
105. **Assessing Student Learning of Leadership and Teamwork Skills Via a Community-Sponsored, Team-Based Management Project**
Kyle Turner, *The University of Utah*
Educational Development and Innovation
106. **Simulation Improves Student Pharmacists' Knowledge and Self-Confidence in Managing a Community-Based Opioid Overdose**
James W. Torr, *Lipscomb University*
Educational Development and Innovation
107. **Comparison of Baseline Professionalism Among Student Pharmacists to Inform a Co-Curricular Professional Engagement Program**
Maria M. Thurston, *Mercer University*
Educational Research
108. **Publication Records and Bibliometric Indices of Canadian and US Pharmacy Deans**
Dennis F. Thompson, *Southwestern Oklahoma State University*
Administrative and/or Broad Programmatic Issues
109. **Comparison of Grit Scores to Strengths Amongst Two Cohorts of the Academic Leadership Fellows Program**
Michael Thomas, *Samford University*
Educational Research
110. **Naloxone Study - A Gap Between Students' Perception and Ability in Opioid Overdose Education and Naloxone Use**
Mikiko Y. Takeda, *The University of New Mexico*
Educational Research
111. **Are Students Practicing Self-Awareness? An Inventory of Critical Reflection Throughout the Curriculum/Co-Curriculum**
Laurie L. Briceland, *Albany College of Pharmacy and Health Sciences*
Educational Research
112. **Evaluation of a Peer- and Self-Grading Process for Clinical Writing Assignments**
Tara Storzjohann, *Midwestern University/Glendale*
Educational Development and Innovation
113. **Motivating Influences for Truancy in the Age of Technology**
Steven C. Stoner, *University of Missouri-Kansas City*
Administrative and/or Broad Programmatic Issues
114. **Interprofessional Debate Activity as a Method of Literature Evaluation: An Interim, Year-Long Analysis**
Taylor D. Steuber, *Auburn University*
Educational Development and Innovation
115. **Interprofessional Education Simulation Day and Its Impact on Residents' Perceptions of Pharmacist-Physician Collaboration**
Taylor D. Steuber, *Auburn University*
Educational Development and Innovation
116. **Development of an Instrument to Measure Academic Resilience Among Student Pharmacists**
Christina A. Spivey, *The University of Tennessee*
Educational Research
117. **Evaluating Mentoring Needs of Applicants and Recipients of AACP's Pharmacy Practice Section New Investigator Awards**
Christina A. Spivey, *The University of Tennessee*
Administrative and/or Broad Programmatic Issues
118. **An Activity to Improve Pharmacy Students' Ability to Care for Non-English-Speaking Patients Using a Translator**
Jennifer G. Smith, *The University of Louisiana at Monroe*
Educational Research
119. **Training Student Pharmacists to Recommend and Dispense Naloxone: Is a Written Continuing Educational Model Enough?**
Elizabeth T. Skoy, *North Dakota State University*
Educational Research
120. **Student Pharmacists' Perceptions of the Pharmacists' Patient Care Process (PPCP) for Hypertension-Focused Curricular Activities**
Anita Siu, *Rutgers, The State University of New Jersey*
Educational Research
121. **We Come Together: Integration of Adult Internal Medicine Inpatient APPEs**
Stephanie L. Sibicky, *Northeastern University*
Educational Development and Innovation
122. **Enhancing a Pharmacotherapy Course With Educational Methods Based on Cognitive Science to Make Learning "Stick"**
Sarah Shrader, *The University of Kansas*
Educational Research
123. **Evaluation of a Structured Interprofessional Education Program at a Non-Academic Community Hospital**
Angela O. Shogbon, *Mercer University*
Educational Research

Research/Education Poster Session 2

124. ***Enhancing Students' Critical Thinking Skills With a Self-Care Activity on Over-the-Counter (OTC) Migraine Treatments**
Tiffany R. Shin, *The University of Kansas*
Educational Development and Innovation
125. **Test-Enhanced Learning in a Therapeutics Course**
Jaekyu Shin, *University of California, San Francisco*
Educational Research
126. **Active Learning Video Assignment to Impact Pharmacy Students' Knowledge of Natural Products**
Kelly M. Shields, *Ohio Northern University*
Educational Development and Innovation
127. **Evaluation of the Impact of a Novel, Hands-On Basic Science Exercise on Students' Learning**
Kelly M. Shields, *Ohio Northern University*
Educational Development and Innovation
128. **Effect of a Study Skills Course on Student Self-Assessment**
Leah C. Sera, *University of Maryland*
Educational Research
129. **Three-Year Study on the Impact of the Progression of Prescription Verification Activities in Skills-Based Laboratory Course**
Leah C. Sera, *University of Maryland*
Educational Research
130. **National Survey of Pharmacy Services Offered in Student-Run Free Clinics (SRFC)**
Amy H. Schwartz, *University of South Florida*
Community-based Scholarship or Programs
131. **Development of an Interprofessional Personalized Education and Collaboration Experience (iPEACE) Complementing a Competency-Driven Pharm.D. Curriculum**
Nicole M. Schroeder, *University of the Sciences*
Educational Development and Innovation
132. **Gamification of Patient Cases to Simulate Longitudinal Chronic Disease Management**
Rebecca Schoen, *Texas Tech University Health Sciences Center*
Educational Development and Innovation
133. **Association Between Pharmacy Students' Implicit Bias Scores, Explicit Bias Scores, and Responses to Clinical Cases**
Jennifer A. Santee, *University of Missouri-Kansas City*
Educational Research
134. **Evaluation of Student Pharmacists' Clinical Interventions in Advanced Pharmacy Practice Experiences at a Nonteaching Community Hospital**
Nicole L. Ryba, *Fairleigh Dickinson University*
Educational Research
135. **Collaborative Use of a Mock-Trial as a Learning and Assessment Activity in Two Pharmacy Programs**
Ettie Rosenberg, *West Coast University*
Educational Research
136. **An Analysis of Self-Assessed Confidence Pre- and Post-APPE Rotation in the Ambulatory Care Setting**
Tayla Rose, *Northeastern University*
Educational Research
137. **Do Worksheets Work? Evaluation of the Correlation Between Optional Worksheet Completion and Calculation Performance**
Holly D. Robison, *Manchester University*
Educational Development and Innovation
138. **Impact of an Interprofessional Education Session on Bridging Gaps in Asthma Care: A Pilot Study**
Sara K. Richter, *St. Louis College of Pharmacy*
Educational Research
139. **Implementation of a Post-Graduate Fellowship Focused on Teaching and the Scholarship of Teaching and Learning**
Connie M. Remsberg, *Washington State University*
Educational Development and Innovation
140. ***Passport to Health: Evaluating a Comprehensive Service-Based Health Fair Targeting Medicare Beneficiaries**
Carly A. Ranson, *University of the Pacific*
Educational Development and Innovation
141. **Assessment of Two Delivery Methods of a Teaching and Learning Curriculum (TLC) as a Global Partnership**
Darin C. Ramsey, *Butler University*
Educational Research
142. **Skills Lab Curriculum Impact on Student Confidence to Navigate Health Records and Present Patients**
Caroline Schweitzer Quinn, *University of Wisconsin-Madison*
Educational Research
143. **Interprofessional Team-Based Learning Activities in the Ambulatory Setting**
Talitha L. Pulvino, *Temple University*
Educational Development and Innovation
144. **An International Collaboration on Sustainable Workforce Development and Implementation of a Doctor of Pharmacy Program**
Gina M. Prescott, *University at Buffalo, The State University of New York*
Community-based Scholarship or Programs
145. **Development and Implementation of an International Introductory Pharmacy Practice Experience to Model Student Exchange**
Gina M. Prescott, *University at Buffalo, The State University of New York*
Community-based Scholarship or Programs
146. **Process for Assisting Schools of Pharmacy for Strategic Planning**
Therese I. Poirier, *Southern Illinois University Edwardsville*
Administrative and/or Broad Programmatic Issues
147. **Implementation of a Strengths-Based Leadership Program for Third-Year Pharmacy Students: A Pilot Study**
Amy Pick, *Creighton University*
Educational Research
148. **A Capstone Course Utilizing the Pharmacists' Patient Care Process (PPCP) to Develop Patient Care Skills**
Beth Phillips, *The University of Georgia*
Educational Development and Innovation
149. **College of Psychiatric and Neurologic Pharmacists Students Educate Peers in a First-Year Pharmacy Wellness Course**
Lindsey Peters, *Ohio Northern University*
Educational Development and Innovation
150. **Evaluating Ohio Pharmacy Faculty Perceptions of Knowledge, Skills, and Qualities Necessary for a Career in Academia**
Lindsey Peters, *Ohio Northern University*
Educational Research
151. **Accessibility and Coverage of Pharmacogenomic Tests by Private Health Insurance Companies**
Sharon K. Park, *Notre Dame of Maryland University*
Scientific Research in the Discipline
152. **Incorporation of Interprofessional Quality Improvement Education Experiences for Third-Year Pharmacy Students at a Distance Location**
Erica J. Ottis, *University of Missouri-Kansas City*
Educational Research
153. **Preparing Advanced Practice Pharmacists: Developing Physical Assessment Competence Through Simulation, Team-Based Learning and Interprofessional Education**
Nicole M. Nielsen, *California Health Sciences University*
Educational Development and Innovation
154. **Student Perceptions and Engagement Level in Flipped Learning vs. Lecture-Based Instruction**

Research/Education Poster Session 2

Cheyenne C. Newsome, *Washington State University*
Educational Research

155. **Facilitation of a Multisite Topic Discussion Series Using Web-Based Conferencing Technology**
Lydia C. Newsom, *Mercer University*
Educational Research
156. **Enhancing Interprofessional Education at a Rural University: An Elective Course With a Service Learning Component**
Michelle R. Musser, *Ohio Northern University*
Educational Development and Innovation
157. **Identifying Patients With Uncontrolled Asthma Via Telephone Interview**
Mimi Mukherjee, *MCPHS University–Worcester/Manchester*
Scientific Research in the Discipline
158. **Impact of a Pharmacist-Led Intervention Program on the Readmission of African-American Men With Heart Failure**
Pamela M. Moye, *Mercer University*
Scientific Research in the Discipline
159. **Evaluation of Student Accuracy and Changes in Confidence From a Simulated Drug Utilization Review Process**
Cortney M. Mospan, *Wingate University*
Educational Development and Innovation
160. **“You Decide”: An Elective Course Designed Using Student-Selected Topics**
Charles Mosler, *University of Findlay*
Educational Development and Innovation
161. **Use of a Post-Exam Survey to Encourage Pharmacy Student Metacognition in Therapeutics Courses**
Laura M. Morgan, *Virginia Commonwealth University*
Educational Development and Innovation
162. **Evaluation of Clinical Activities and Interventions Completed by Pharmacy Students During a Physician-Precepted APPE Rotation**
Cynthia Moreau, *Nova Southeastern University*
Educational Research
163. **Implementation of a Multi-Station Diabetes Self-Care Workshop to Assess First-Year Student Pharmacists’ Competency Using Standardized Checklists**
Christina Mnatzaganian, *University of California, San Diego*
Educational Development and Innovation
164. **Comparing Student Interventions During Medicine Advanced Pharmacy Practice Experiences (APPE) in High-Income Versus Low-Income Settings**
Monica L. Miller, *Purdue University*
Educational Research
165. **Enhancing Success in the Pharmacy Residency Match Through Implementation of a Residency Preparatory Course**
Monica L. Miller, *Purdue University*
Educational Research
166. **Evaluating the Impact of an Interprofessional Education Poverty Simulation**
Brittney A. Meyer, *South Dakota State University*
Educational Research
167. **Addition of Nutrition and Healthy Eating Skills-Based Learning in a Pharmacy Curriculum**
Nicholas J. Messinger, *University of Cincinnati*
Educational Development and Innovation
168. **Assessing Student Pharmacist Performance of Rapid Strep, HIV, and Influenza Point-of-Care Testing**
Kimberly C. McKeirnan, *Washington State University*
Community-based Scholarship or Programs
169. **Providing Interdisciplinary Academic Detailing to Improve Pneumococcal Immunization Rates**
Kimberly C. McKeirnan, *Washington State University*
Community-based Scholarship or Programs
170. **Development of a Required Interprofessional Education Course Sequence**
James W. McAuley, *The Ohio State University*
Educational Development and Innovation
171. **Development of a Rubric to Assess Metacognition in Fourth Year Student Pharmacists**
Rebecca Maxson, *Auburn University*
Educational Development and Innovation
172. **Metacognitive Activities on a Primary Care APPE Rotation**
Rebecca Maxson, *Auburn University*
Educational Development and Innovation
173. **Assessment of Student Compounding Knowledge in a One Semester Skills Lab Course**
Abigale T. Matulewicz, *Virginia Commonwealth University*
Educational Research
174. **Emergency Preparedness and Response to a Natural Disaster by a School of Pharmacy: Lessons Learned**
Wanda T. Maldonado, *University of Puerto Rico*
Administrative and/or Broad Programmatic Issues
175. **Assessment of a Joint Pharmacy and Theater Led Standardized Patient Training Program**
Sarah Lynch, *Binghamton University, The State University of New York*
Educational Development and Innovation
176. **Sign of the Times: Preparing Students for Emerging Roles With a Contraceptive Prescribing Activity**
Sarah Lynch, *Binghamton University, The State University of New York*
Educational Development and Innovation
177. **Use of Mannequin-Based Simulation to Improve Skills and Retention of Knowledge in a Toxicology Elective**
Abbie Lyden, *Rosalind Franklin University of Medicine and Science*
Educational Development and Innovation
178. **Student Anxiety Towards Performance-Based Assessment With Repeated Exposure**
Daniel S. Longyhore, *Wilkes University*
Educational Research
179. **Impact of a Health Information Technology Skills Lab on Second Year Student Pharmacists**
Linda D. Logan, *The University of Georgia*
Educational Development and Innovation
180. **Developing a Consistent Grading Scale Across a Doctor of Pharmacy Program**
Cameron C. Lindsey, *University of Missouri–Kansas City*
Administrative and/or Broad Programmatic Issues
181. **Interprofessional Diabetes Education and Awareness (IDEA) Initiative: Improving Students’ Abilities and Comfort Within Interprofessional Teams**
Andrea Levin, *Nova Southeastern University*
Educational Development and Innovation
182. **A Conversation Analysis of Web-Based and Face-to-Face Interprofessional Team Communication During a Standardized Patient Encounter**
Kelly Lempicki, *Midwestern University/Downers Grove*
Educational Research
183. **Improved Learning Experience With Modified Case Studies Courses in a Professional Pharmacy Program**
Jiehyun Lee, *Philadelphia College of Osteopathic Medicine*
Educational Development and Innovation
184. **Perceptions and Attitudes of Graduating/Recent Graduate Pharmacists on the Pharmacist’s Role in Combating Antimicrobial Resistance**
Yuman Lee, *St. John’s University*
Educational Research
185. **Delivery of a Co-Curricular Licensure Preparedness Program in the Final Professional Year: Incorporating Pharmacy Student Feedback**
Jill M. Augustine, *Mercer University*
Educational Research

Research/Education Poster Session 3

Monday, July 23: Noon–1:30 p.m.

Hynes Convention Center: Exhibit Hall D, Second Level

Presenters will be at their poster from Noon–1:00 p.m.

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Innovations in Teaching Competition

1. **Use of an Escape Room as a Disruptive Instructional Strategy to Enhance Pharmacy Students' Knowledge About Diabetes**
Heidi Bukel, *North Dakota State University*
Winner
2. **A Second-Year Capstone Assessing the Pharmacists' Patient Care Process**
Kathryn J. Smith, *University of Florida*
Winner
3. **Objective, Structured Management Exams (OSMEs): An Innovative Way to Learn Business and Management Skills**
Jill M. Augustine, *The University of Arizona*
Honorable Mention
4. **Student Pharmacist Entrepreneurship: Planning and Piloting Pharmacy Services**
Betty A. Chewning, *University of Wisconsin–Madison*
Honorable Mention
5. **A Novel Process for Guiding Student Critical Reflection on Learning Habits Through Exam Performance Analysis**
Gina Garrison, *Albany College of Pharmacy and Health Sciences*
Honorable Mention

Award for Excellence in Assessment

6. **Unique Assessments for Unique Experiences: Content Validation of Three Assessment Tools for Advanced Pharmacy Practice Experience Rotations**
Eric H. Gilliam, *University of Colorado*
Winner
7. **Multimodal Assessment of a Co-Curricular Professional Engagement Program**
Maria M. Thurston, *Mercer University*
Winner
8. **Gatekeeper or Facilitator: Empowering Students to Optimize Experiential Learning Through Structured Summative and Formative Assessments**
Tanya L. Ostrogorsky, *Oregon State University*
Honorable Mention
9. **Leveraging a Required E-Portfolio Course to Meet Multiple Needs: Student Assessment, Curricular Improvement, and Accreditation**
Mary Elizabeth Ray, *The University of Iowa*
Honorable Mention

Social and Administrative Sciences

10. **Pilot Study to Assess Academic Rigor of Cultural Sensitivity Training of Fourth Year Pharmacy Students**
Nicole R. Winston, *Marshall University*
Educational Research
11. **Predictors of High Performance on the NAPLEX at a Historically Black College of Pharmacy**
LaMarcus T. Wingate, *Howard University*
Educational Research
12. ***Concomitant Use of Central Nervous System Stimulants and Depressants**
Xuerong Wen, *The University of Rhode Island*
Scientific Research in the Discipline
13. ***First Professional Year Pharmacy Students' Perceptions and Knowledge of Older Adults**
Lori Ward, *The University of Mississippi*
Educational Research

14. **Facilitating Student Pharmacists' Personal and Professional Development in a 3-Year Course Series**
Julie Truong, *Keck Graduate Institute*
Educational Development and Innovation
15. **Pharm.D./MBA Dual Degree Student APPE Project to Build a Pharmacist Value-Impact Calculator**
Marie A. Smith, *University of Connecticut*
Educational Development and Innovation
16. **The Assessment of Interprofessional Education Activities Across a 3-Year Concentrated Curriculum**
Lana Sherr, *University of Maryland Eastern Shore*
Educational Development and Innovation
17. **What Influences College Students to Seek Prescription Drug Information From the Internet?**
Ankit Shah, *St. John's University*
Scientific Research in the Discipline
18. **Behavioral Intent Among Health Professionals in Assessing Patients for and Addressing Medication Nonadherence**
Connie F. Rust, *South College*
Community-based Scholarship or Programs
19. **Validity Evidence Using Generalizability Theory for an Objective Structured Clinical Examination (OSCE): A Multiple Occasions Rationale**
Michael J. Peeters, *The University of Toledo*
Educational Research
20. **Applying Generalizability Theory to Provide Validity Evidence for a Pharmaceutics Course Grade: Combining Exam Reliability Coefficients**
Michael J. Peeters, *The University of Toledo*
Educational Research
21. ***Defining and Exploring the Role of Social Incentives for Health Behavior Change Including Medication Adherence: FocusGroups**
Justin K. Owensby, *Auburn University*
Scientific Research in the Discipline
22. **An Examination of the Implementation of Co-Curriculum Programs in US Schools and Colleges of Pharmacy**
Jaime L. Maerten-Rivera, *University at Buffalo, The State University of New York*
Educational Research
23. **First-Year Pharmacy Student's Public Health Knowledge Before and After a Required Public Health Course**
Stephanie Lukas, *St. Louis College of Pharmacy*
Educational Development and Innovation
24. **Using the Theory of Planned Behavior to Predict Pharmacy Students' Intentions to Utilize Health Outcomes**
Minghui Sam Li, *The University of Tennessee*
Educational Research
25. **Assessing Critical Thinking Skills of Pharmacy Students and Its Association With Students' Academic Performance**
Estela Lajthia, *Howard University*
Educational Research
26. **The Determinants for Community Pharmacists' Positive Image and the Needs for Community Pharmacists' Services in Taiwan**
Yu Ko, *Taipei Medical University*
Scientific Research in the Discipline
27. **A Prescription for Improved Leadership Skills: An Assessment of the PILs Program**
Youness R. Karodeh, *Howard University*
Educational Research

Research/Education Poster Session 3

28. **Crosswalk Between the ACPE Standards and the FIP Nanjing Outcomes**
Abby A. Kahaleh, *Roosevelt University*
Educational Research
29. **Graduating Student Perceptions of Professional Competencies and Outcomes in an Innovative 2+2 Pharm.D. Curriculum**
Tara L. Jenkins, *Touro University California*
Educational Research
30. **Use of Vitalograph Aerosol Inhalation Monitor (AIM) in a Pharmacy Practice Laboratory**
Monica Hwang, *St. John's University*
Educational Development and Innovation
31. **Factors Associated With Burnout in Health Professional Students: Implication for Pharmacy Students**
Shih-Ying (Audrey) Hsu, *West Coast University*
Scientific Research in the Discipline
32. ***Perceived Appropriateness of Medication Adherence Incentives**
Tessa J. Hastings, *Auburn University*
Scientific Research in the Discipline
33. ***A Longitudinal Analysis of Pharmacy Student Wellbeing: The First Professional Year**
Nicholas E. Hagemeyer, *East Tennessee State University*
Educational Research
34. **Contagious Education: Characterization of an Infectious Diseases Pharmacist Educator Network**
Katherine Gruenberg, *University of California, San Francisco*
Educational Development and Innovation
35. ***Not So Flawless: The Impact of Item Writing Flaws in Multiple Choice Examinations**
Jessica M. Greene, *University of North Carolina at Chapel Hill*
Educational Research
36. **P1 Students' Interventions in a Disadvantaged Community in Puerto Rico After Hurricane Maria**
Myriam L. Gonzalez-Cordero, *University of Puerto Rico*
Educational Development and Innovation
37. ***Development of an Escape the Room Learning Activity in a Therapeutics Course Series**
Michael J. Gonyeau, *Northeastern University*
Educational Development and Innovation
38. **Health Professions Students' Attitudes and Perceptions of Inter-professional Biases**
Christopher Gillette, *Wingate University*
Educational Research
39. ***Cheating and Academic Dishonesty Among California Pharmacy School Students and Faculty**
Paul Gavaza, *Loma Linda University*
Scientific Research in the Discipline
40. **Systematic Review of Studies Using Social Cognitive Theories to Explain and Predict Pharmacists' Intentions and Behaviors**
Paul Gavaza, *Loma Linda University*
Scientific Research in the Discipline
41. **Entrepreneurship Versus Intrapreneurship: Comparisons of Business Planning Experiences for Student Pharmacists**
Justin Gatwood, *The University of Tennessee*
Educational Development and Innovation
42. **Preparing Practice-Ready Graduates: An Integrated Approach to Health Systems Sciences**
Kimberly B. Garza, *Auburn University*
Educational Development and Innovation
43. **Incorporation of a Health Literacy Exercise Into First Year Pharmacy Students' Introductory Pharmacy Practice Experiences**
Aleda M. Chen, *Cedarville University*
Educational Research
44. **Evaluation of an Online Short Course to Prepare Pharmacy Students to Communicate Effectively With Youth**
Delesha M. Carpenter, *University of North Carolina at Chapel Hill*
Educational Development and Innovation
45. **Cultural Competence Instruction in Didactic Settings: Exploring the Perceptions of URM Pharm.D. Students**
Antonio Bush, *University of North Carolina at Chapel Hill*
Educational Research
46. **"I'm Surviving. I Don't Know What Else to Say": URM Students' Perceptions of School Climate**
Antonio Bush, *University of North Carolina at Chapel Hill*
Educational Research
47. **Student Attitudes Towards a Licensure Preparedness Program: Voluntary vs. Required**
C. Lea Bonner, *Mercer University*
Administrative and/or Broad Programmatic Issues
48. **Differences Among Hypertensive Patients in Two Urban Community Health Centers in Their Beliefs About Medicines**
Judith T. Barr, *Northeastern University*
Community-based Scholarship or Programs
49. **Human Papillomavirus (HPV) and HPV Vaccine Knowledge, Attitudes, and Uptake in Pre-Professional Pharmacy Students**
Marie Barnard, *The University of Mississippi*
Educational Development and Innovation
50. **Examining Math Credits as a Predictor of PY1 Student Performance**
Natasha Baloch, *University of South Florida*
Educational Research
51. **Comparison of Select All That Apply to True/False Items Administered to Pharm.D. Students**
Scott A. Baggary, *The University of Louisiana at Monroe*
Educational Research
52. ***Student Pharmacists' Experiences of Teamwork in a Professional Pharmacy Program**
David Rhys Axon, *The University of Arizona*
Educational Research
53. **Pharmacy Students' Perceived Stress and Its Impact on Academic Performance in a Flipped Classroom Environment**
Omar F. Attarabeen, *Marshall University*
Educational Research
54. **Serious Attempts to Quit Smoking in a Sample of Adult Muslim Smokers in the U.S.**
Omar F. Attarabeen, *Marshall University*
Scientific Research in the Discipline
55. **Got My Mind Set on You: Measuring Mindset in Student Pharmacists**
Ben D. Aronson, *Ohio Northern University*
Scientific Research in the Discipline
56. ***Social Marketing in Human Immunodeficiency Virus Pre-Exposure Prophylaxis Literature**
Heba A.T. Aref, *Auburn University*
Scientific Research in the Discipline
57. **Effects of Video and Text Educational Material on Knowledge, Perceptions, and Intention of Vaccination**
Heba A.T. Aref, *Auburn University*
Scientific Research in the Discipline
58. ***Exploring How Underrepresented Racial Minority Pharm.D. Candidates Were Exposed to and Gained Interest in Pharmacy**
Mauriell H. Amechi, *University of North Carolina at Chapel Hill*
Educational Research
59. ***"You're Always Trying to Prove Yourself": Exploring URM Pharm.D. Students' Group Work Experiences**
Danielle J. Allen, *University of North Carolina at Chapel Hill*
Educational Research

Research/Education Poster Session 3

60. ***“People Just Gravitate Towards Themselves...”: Understanding the Social Peer Experiences of URM Pharm.D. Students**
Danielle J. Allen, *University of North Carolina at Chapel Hill*
Educational Research
61. **Ethical Issues in Consenting Cognitively Intact and Independent Older Adults: Academic Researchers and Community Perspectives**
Fadi M. Alkhateeb, *The University of Texas at Tyler*
Educational Research
62. **Tobacco Use Among a Sample of Adult Muslims in the United States**
Fadi M. Alkhateeb, *The University of Texas at Tyler*
Scientific Research in the Discipline

Library and Information Science

63. **Assessment of Attendance Encouragement on Attendance and Classroom Performance in a Drug Information Course**
Christopher S. Wisniewski, *Medical University of South Carolina*
Educational Research
64. **Bibliometric Analysis of Pharmacology Publications: A State-by-State Evaluation**
Dennis F. Thompson, *Southwestern Oklahoma State University*
Scientific Research in the Discipline
65. **Using Dual-Peer Review to Improve a Drug Information Response**
Gregory W. Smith, *The University of Louisiana at Monroe*
Educational Development and Innovation
66. **Implementation of Electronic Health Records in the First Professional Year**
Scott Perkins, *Campbell University*
Educational Development and Innovation
67. **PhD Graduate Students Self-Assessed Level of Information Searching Skills**
Jennifer R. Martin, *The University of Arizona*
Educational Research
68. **Student Skills Related to Critiquing Systematic Reviews: Experience From a Literature Evaluation Course Series at Utah**
Joanne LaFleur, *The University of Utah*
Educational Research
69. **Development of a Mentorship Program Within the Library and Information Science (LIS) Section**
Audrey Kostrzewa, *Concordia University Wisconsin*
Educational Development and Innovation
70. **Effect of Drug Information Organization On Student's Knowledge and Preparedness**
Jason W. Guy, *University of Findlay*
Educational Research
71. **Utility Survey of the 2016 AACP Core Journal List**
Neyda V Gilman, *Binghamton University, The State University of New York*
Educational Research
72. **The Evolution of a National Electronic Educational Resource for Informatics**
Janet Cooper, *Association of Faculties of Pharmacy of Canada*
Educational Development and Innovation
73. **Using Curriculum Mapping to Assess Individual Faculty Integration of a National Informatics Education Program**
Janet Cooper, *Association of Faculties of Pharmacy of Canada*
Educational Development and Innovation
74. **Pilot Study of Student-Made Videos Describing Pharmacist Activities for Non-Pharmacist Faculty**
Sherrill J. Brown, *University of Montana*
Administrative and/or Broad Programmatic Issues
75. ***Evaluation of Student Pharmacists' Ability and Self-Confidence Using Drug Information Resources to Analyze Drug-Drug Interactions**
Robert D. Beckett, *Manchester University*
Educational Development and Innovation

76. **Longitudinal Assessment of Students' Skills Interpreting and Applying Results From Clinical Studies**
Robert D. Beckett, *Manchester University*
Educational Development and Innovation

Pharmacy Practice

77. **An EPIC Alternative: Using an ePortfolio System to Create Mock Electronic Medical Records**
Adam B. Woolley, *Northeastern University*
Educational Development and Innovation
78. **Student Perceptions of a Mobile Spaced Education and Testing Platform in a Pharmacotherapy Course**
Jennifer Steinberg, *Nova Southeastern University*
Educational Research
79. **Using Blended Learning to Deliver Interprofessional Education (IPE)**
Jane Shtaynberg, *Long Island University*
Educational Research
80. **Description and Evaluation of a Co-Curricular Diversity Program Focused on Patient Care**
Jennifer L. Rodis, *The Ohio State University*
Educational Development and Innovation
81. **Promoting Empathy With Glucometer Use in a Diabetes Laboratory**
Ashlee N. McMillan, *West Virginia University*
Educational Research
82. **Effects of Social Desirability on Grit Survey and Grit Grid Scores in Pharmacy School Applicants**
Elizabeth M. Lafitte, *The University of Louisiana at Monroe*
Administrative and/or Broad Programmatic Issues
83. **Through the Eyes of Faculty Delegates: Enhancing Faculty Engagement With AACP**
Jane E. Krause, *Purdue University*
Administrative and/or Broad Programmatic Issues
84. **A Pilot Modular Experiential Education Program for First-Year Health Professions Students to Develop Interprofessional Competencies**
Jennifer Kirwin, *Northeastern University*
Educational Development and Innovation
85. **Pharmacy Students' Perception and Attitudes Towards Opioid Overdose and Naloxone Rescue Therapy**
Jeeseon Kim, *Touro College of Pharmacy—New York*
Educational Research
86. **Student Preparation for and Perceived Value of the Pharmacy Curriculum Outcomes Assessment (PCOA)**
Michael G. Kendrach, *Samford University*
Administrative and/or Broad Programmatic Issues
87. **Student Perceptions and Outcomes Associated With a Simulated Electronic Medical Record Pharmacotherapy Case Studies Elective**
Kimberly E. Kelly, *Campbell University*
Educational Research
88. **Analysis of Student Pharmacists' Errors When Simplifying Complex Medication Regimens**
Clark Kebodeaux, *University of Kentucky*
Educational Research
89. **Mentor Objectivity When Grading Mentees**
Samuel C. Karpen, *East Tennessee State University*
Educational Research
90. **Are Pharmacy Schools Adequately Preparing Graduates for Roles in Industry?**
Tina Kanmaz, *St. John's University*
Administrative and/or Broad Programmatic Issues

*A student pharmacist, graduate student, resident or fellow is presenting this poster.

Research/Education Poster Session 3

91. **Raising the Bar for Student Performance in a 6-Semester Pharmacy Skills Sequence**
Teresa H. Kane, *Albany College of Pharmacy and Health Sciences*
Educational Development and Innovation
92. **Student Perceptions of Active Learning Strategies Used in a First Year Pharmacy Course**
Pramodini B. Kale-Pradhan, *Wayne State University*
Educational Research
93. **Use of Lightboard Technology to Introduce Vaccine Topics**
Carolyn Jung, *Butler University*
Educational Development and Innovation
94. **Pediatric Degree Option Program Graduates in a Doctor of Pharmacy Curriculum: Confidence and Employment Characteristics**
Peter N. Johnson, *The University of Oklahoma*
Educational Research
95. **An Elective Course in LGBT Health and Practice**
Michael W. Jann, *University of North Texas Health Science Center*
Educational Development and Innovation
96. **A Hybrid Learning Approach for Tobacco Cessation Counseling Training**
Karen S. Hudmon, *Purdue University*
Educational Development and Innovation
97. **Pharmacy and Dental Student Interprofessional Collaboration: The Impact on Patients**
Kathleen Hitchcock, *Lake Erie College of Osteopathic Medicine*
Educational Development and Innovation
98. **The Validation of an OSCE Assessment to Measure Student Pharmacist Competencies of Pre-APPE Domains**
Rick Hess, *East Tennessee State University*
Educational Research
99. **Student's Perceived Ability to Implement Pharmacist's Patient Care Process in a Redesigned Case Studies Series**
Amy Henneman, *Palm Beach Atlantic University*
Educational Development and Innovation
100. **Revising an Experiential Peer-Evaluation Form to Evaluate Preceptor, Practice Site, and Student Activities**
Allison Helmer, *Auburn University*
Educational Development and Innovation
101. **Assessing the Impact of an Interactive Learning Activity on the Teaching of Aliquots**
Daniel J. Hansen, *South Dakota State University*
Educational Development and Innovation
102. **Pharmacist-Led Education of New Medical Residents**
Leslie A. Hamilton, *The University of Tennessee*
Educational Research
103. **Pharmacist Intervention for Blood Pressure Control in Patients With Diabetes and/or Chronic Kidney Disease**
Tyler H. Gums, *The University of Texas at Austin*
Scientific Research in the Discipline
104. **Evaluation of Students' Personal and Professional Development in an Enhanced Student Advising Process**
Justine S. Gortney, *Wayne State University*
Administrative and/or Broad Programmatic Issues
105. **Innovative Technique in Traditional and Distance-Site Classroom Settings Improves Student Pharmacists' Self-Perception of Communication Skills**
Lisa Goldstone, *University of Southern California*
Educational Development and Innovation
106. **Face-Validity of AACP's Entrustable Professional Activities for New Pharmacy Graduates: Survey of Experienced Pharmacy Preceptors**
Brenda L. Gleason, *St. Louis College of Pharmacy*
Educational Research
107. **Student Perceptions of the Reinforcement of Immunization Technique Throughout a Pharmacy Curriculum**
Gretchen M. Garofoli, *West Virginia University*
Educational Research
108. **Assessing Pharmacy Student Knowledge of Kratom: The FDA's Newest Opioid**
Jessica Gardea, *University of North Texas Health Science Center*
Educational Research
109. **Effect of Team-Building Activities on Pharm.D. Students' Perception of Teamwork on a Team-Based Learning Course**
Marina Galvez Peralta, *West Virginia University*
Educational Development and Innovation
110. **Implementing Mental Health First Aid Training Into the Doctor of Pharmacy Curriculum**
Amber D. Frick, *University of North Carolina at Chapel Hill*
Educational Development and Innovation
111. ***Analysis of Self-Reported Scholarly Publications Among US Pharmacy Practice Faculty**
Amy M. Franks, *University of Arkansas for Medical Sciences*
Scientific Research in the Discipline
112. **Comparison of Three Non-Cognitive Measures to Predict Scholarly Writing Among US Pharmacy Practice Faculty**
Amy M. Franks, *University of Arkansas for Medical Sciences*
Scientific Research in the Discipline
113. **A Novel Naloxone Training Compared to Current Recommended Training on Overdose Simulation Readiness and Results**
Thomas S. Franko, *Wilkes University*
Educational Development and Innovation
114. **Evaluation of Long Term Retention and Utilization of the SBAR Communication Technique**
Thomas S. Franko, *Wilkes University*
Educational Research
115. **Exploration of Lightboard Recordings for Student Engagement Outside the Classroom**
Jeremy R. Fox, *Shenandoah University*
Educational Research
116. **Incorporating Physical Manipulatives for Tactile Learning Into an Integrated Pharmacotherapy Curriculum**
Jaime A. Foushee, *Presbyterian College*
Educational Research
117. **Recognizing Excellence in Teaching in Pharmacy Education**
Jaime A. Foushee, *Presbyterian College*
Administrative and/or Broad Programmatic Issues
118. ***Outcomes of a Required Longitudinal Interprofessional Education Program in Teamwork (LIPET)**
Edward F. Foote, *Wilkes University*
Educational Development and Innovation
119. **Student Perceptions of the Use of CATME: An Online Peer Evaluation Program**
Edward F. Foote, *Wilkes University*
Educational Research
120. **Medication Therapy Management Services in PGY-1 Community Pharmacy Residency Programs in the U.S.**
Brooke D. Fidler, *Long Island University*
Community-based Scholarship or Programs
121. **#drugfree: Using Social Media Advertisements to Spread Health on a College Campus**
Amy M. Fanous, *Ohio Northern University*
Scientific Research in the Discipline
122. **Translating From Employee Wellness to Student Wellness: A First-Year Pharmacy Course**
Amy M. Fanous, *Ohio Northern University*
Educational Development and Innovation

Research/Education Poster Session 3

123. **Student Perceptions of an Application-Based Exercise on Use of an Infectious Disease Clinical Reference Guide**
Sarah Eudaley, *The University of Tennessee*
Educational Development and Innovation
- 124.***Health Care Professionals' Decision-Making to Recognize Potentially Inappropriate Prescribing in Renal Insufficiency**
Nervana Elkhadragy, *Purdue University*
Scientific Research in the Discipline
125. **A Pilot Activity of Providing an Academic APPE Elective Via Video-conferencing**
Lea S. Eiland, *Auburn University*
Educational Development and Innovation
126. **Re-Designing Classroom Peer-Evaluation Tools to Strengthen the Peer-Review Process**
Lea S. Eiland, *Auburn University*
Educational Development and Innovation
127. **Evaluating Pamphlets Emphasizing Cardiovascular Prevention to Assess a Health Literacy Module in a Pharmacy Elective**
Grace L. Earl, *University of the Sciences*
Educational Research
128. **Correlation Between Pharmacy Students' Resilience Scale for Adults (RSA) Scores and Experience, Leadership and Academic Performance**
Lana Dvorkin-Camiel, *MCPHS University-Boston*
Educational Research
129. **Need for Case Studies Aimed at Improving Students' Readiness in Delivering Culturally Sensitive Pharmacotherapy**
Anna Dushenkov, *Fairleigh Dickinson University*
Educational Development and Innovation
130. **Transitioning From a Stand-Alone Self-Care Course to an Integrated Self-Care and Pharmacotherapeutics Course**
Kaelen C. Dunican, *MCPHS University-Worcester/Manchester*
Educational Development and Innovation
131. **Evaluation of Disease State Topics Taught in a Doctor of Pharmacy Curriculum Using the ACCP Toolkit**
Krista L. Donohoe, *Virginia Commonwealth University*
Educational Development and Innovation
132. **Needs and Resources for Successful Deprescribing Identified by Health Care Trainees in an Interprofessional Course**
Krista L. Donohoe, *Virginia Commonwealth University*
Educational Research
133. **Opioid Overdose Attitude Changes in Third-Year Pharmacy Students**
Krista L. Donohoe, *Virginia Commonwealth University*
Educational Development and Innovation
134. **A Survey of Post-Graduate Trainees and APPE Students on Dosing Knowledge Requirements in Pharm.D. Programs**
Deepali Dixit, *Rutgers, The State University of New Jersey*
Educational Research
- 135.***Evaluation of Scholarship Output Resulting From a Research Capstone Requirement**
Margarita V. DiVall, *Northeastern University*
Educational Research
136. **ExamSoft® Use as a Curricular Assessment and Learning Analytics Tool**
Margarita V. DiVall, *Northeastern University*
Administrative and/or Broad Programmatic Issues
137. **A Web-Based Review Game as a Measure of Overall Course Knowledge in Pharmacotherapeutics**
Kamila A. Dell, *University of South Florida*
Educational Research
138. **Which Preadmission Variables Predict Pharmaceutical Calculations Success?**
Kamila A. Dell, *University of South Florida*
Educational Research
139. **Student Perceptions of the PCOA - A Multi-Institutional Sample**
Kimberly K. Daugherty, *Sullivan University*
Administrative and/or Broad Programmatic Issues
140. **Assessment of a Competitive Study Website to Enhance Student Pharmacists' Study Time**
Patricia L. Darbishire, *Purdue University*
Educational Development and Innovation
141. **Pharmacy Student-Patient Encounters Involving Spirituality During Advanced Practice Rotations**
Brian Cryder, *Midwestern University/Downers Grove*
Scientific Research in the Discipline
142. **Coordination and Development of a Collaborative Effort to Assess Global Health Curricula**
Sharon E. Connor, *University of Pittsburgh*
Educational Research
143. **Incorporation of Electronic Health Record Patient Cases to Address the Pharmacists' Patient Care Process**
Justin W. Cole, *Cedarville University*
Educational Research
144. **Validation of the ShahTech NAPLEX Risk Prediction Model**
Kalin Clifford, *Texas Tech University Health Sciences Center*
Educational Research
- 145.***Evaluation of an Interprofessional Poverty Simulation Experience**
Cheryl L. Clarke, *Drake University*
Educational Research
146. **Current Status of Infectious Diseases Education at United States Colleges of Pharmacy**
Jonathan C. Cho, *The University of Texas at Tyler*
Educational Research
147. **Keeping the Patient at the Center of the Pharmacists' Patient Care Process**
Lisa Charneski, *University of the Sciences*
Educational Development and Innovation
148. **Applying the Principles of Engagement to a Partnership of Caring and Education**
Kristin A. Casper, *The Ohio State University*
Community-based Scholarship or Programs
149. **You are Invited to Train in Our Dojo: ClassDojo Applied to Didactic and Experiential Education**
Alexa A. Carlson, *Northeastern University*
Educational Development and Innovation
150. **Adapting Exam Wrappers to a Prescription Rubric in a One-Semester Skills Lab Course**
Lauren M. Caldas, *Virginia Commonwealth University*
Educational Research
151. **Multicenter Assessment of Cultural Competency Active Learning Strategies for Pharmacy Students**
Lakesha M. Butler, *Southern Illinois University Edwardsville*
Educational Research
152. **Needs Assessment of National Sabbatical Program for Pharmacy Practice Faculty**
Lakesha M. Butler, *Southern Illinois University Edwardsville*
Administrative and/or Broad Programmatic Issues
153. **Evaluating an Interprofessional Education (IPE) Curriculum Using a Simulated Job Interview**
Jessica E. Burchette, *East Tennessee State University*
Educational Research
154. **Promoting Change in Interprofessional Socialization and Valuing Through Roundtable Discussions on Opioid Misuse and Abuse**
Marta J. Brooks, *Regis University*
Educational Research

*A student pharmacist, graduate student, resident or fellow is presenting this poster.

Research/Education Poster Session 3

155. **Early Career Exploration in the Pharmacy Curriculum**
Kristy L. Brittain, *Medical University of South Carolina*
Educational Development and Innovation
 156. **Demonstrating Value: Evaluating Outcomes of Attendance at the Nonprescription Medicines Academy Conferences**
Mary M. Bridgeman, *Rutgers, The State University of New Jersey*
Educational Development and Innovation
 157. **Enhancing Empathy: Using Simulation to Introduce Students and Healthcare Professionals to Geriatric Loss**
Mary M. Bridgeman, *Rutgers, The State University of New Jersey*
Educational Development and Innovation
 158. **An Analysis of P1 Student Reflections on the Impact of White Coat Ceremony Participation**
Laurie L. Briceland, *Albany College of Pharmacy and Health Sciences*
Administrative and/or Broad Programmatic Issues
 159. **Didactic Performance Before and After Implementation of an Integrated Curriculum**
John Bossaer, *East Tennessee State University*
Educational Research
 160. **Use of a Mock Pharmacy and Therapeutics Committee Activity as an Entrustable Professional Activity**
Nancy Borja-Hart, *The University of Tennessee*
Educational Research
 161. **Measuring Professional Pharmacy Student Understanding of Leadership Principles and Self-Awareness of Their Leadership Abilities**
Meghan Bodenbergh, *Butler University*
Educational Research
 162. **Improving Empathy in Pharmacy Learners Through the Use of a Polypharmacy Simulation Exercise**
Amie Blaszczyk, *Texas Tech University Health Sciences Center*
Educational Development and Innovation
 163. **Innovative Approach to Implement Interprofessional Education Through Co-Curricular Certification Programs**
Angela Bingham, *University of the Sciences*
Educational Development and Innovation
 164. **Improving Student Perception of a Top (200) Drugs Course by Better Curricular Alignment**
Sarah Billings, *University of Missouri–Kansas City*
Educational Development and Innovation
 165. ***Impact of an Academic Pharmacy Elective on Student Interest in a Career in Academia**
Gina Bellottie, *Thomas Jefferson University*
Educational Research
 166. **Interprofessional Telehealth Case Studies: An Innovative Way to Assess Clinical Knowledge and Interprofessional Collaboration**
Kimberley J. Begley, *Creighton University*
Educational Research
 167. **Impact of SOAP Note Teaching Styles on Student Perception and Knowledge**
Dawn M. Battise, *Wingate University*
Educational Research
 168. **Trends in Glyburide Prescribing: A Five-Year Retrospective Claims Data Analysis in a Large Regional Healthcare Organization**
Mitchell Barnett, *Touro University California*
Scientific Research in the Discipline
 169. **Designing and Implementing Student Focus Groups for Longitudinal Evaluation of Renewed-Curriculum Implementation Over P1-P2 Years**
Minakshi Lahiri, *Wayne State University*
Educational Research
 170. **Student Professional Development Program's Effects on Student Self-Efficacy in Goal Setting**
Russell T. Attridge, *University of the Incarnate Word*
Educational Research
 171. **Multi-Centered Study Evaluating Pharmacy Students' Perception of Palliative Care and Clinical Reasoning Using Script Concordance Testing**
Rabia S. Atayee, *University of California, San Diego*
Educational Development and Innovation
 172. **Curricular Mapping to ACPE Standards 2016 Appendix 1 and NAPLEX Blueprint**
Edna N. Almodovar, *University of Puerto Rico*
Administrative and/or Broad Programmatic Issues
 173. **Integration of Interprofessional Education in the Doctor of Pharmacy Curriculum**
Edna N. Almodovar, *University of Puerto Rico*
Educational Development and Innovation
 174. **Design and Implementation of a Remediation Program to Improve Competence in a Self-Care Course**
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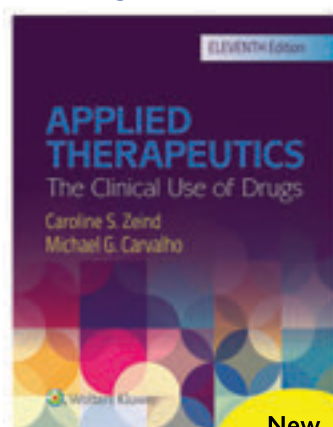
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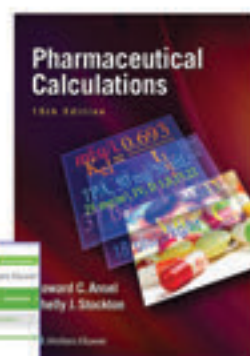
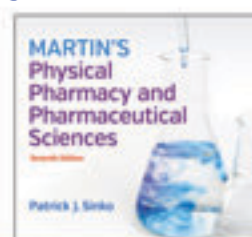
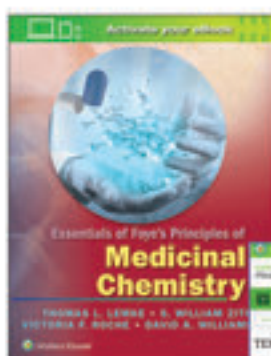


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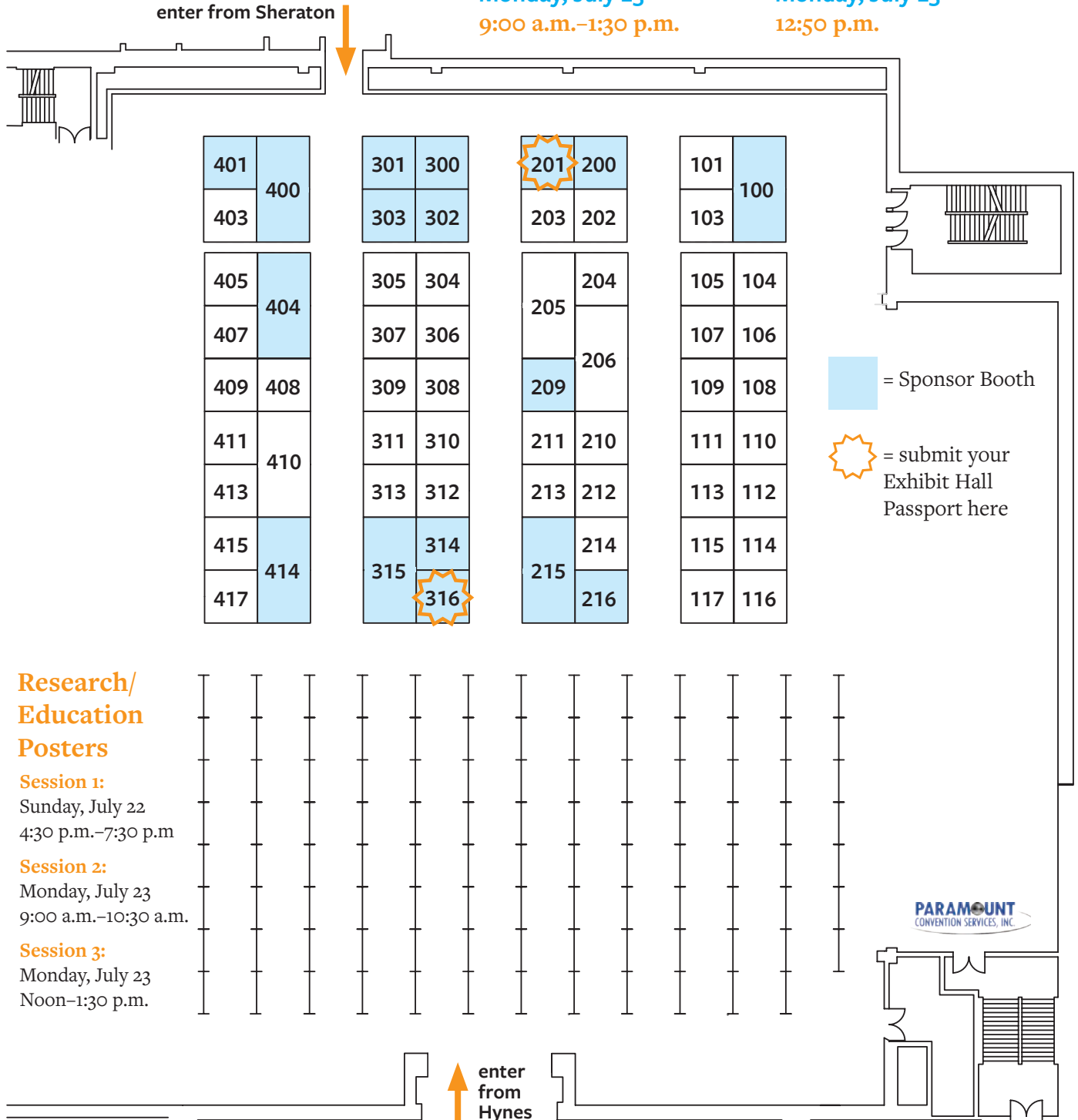
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Exhibit Hall

**Hynes Convention Center:
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Exhibit Hall Hours:
Sunday, July 22
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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 sticker at each booth for a chance to win great prizes from AACP. Prizes include an **Apple Watch Nike+ GPS + Cellular 38mm Silver Aluminum Case with Pure Platinum/Black Nike Sport Band**; **Bose SoundSport Pulse Wireless Headphones**; **Supersonic 8" Portable Bluetooth Rechargeable Speaker** and two **\$100 Amazon Gift Cards**.

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Sunday, July 22: Meet & Greet 9:00 a.m.–10:00 a.m.

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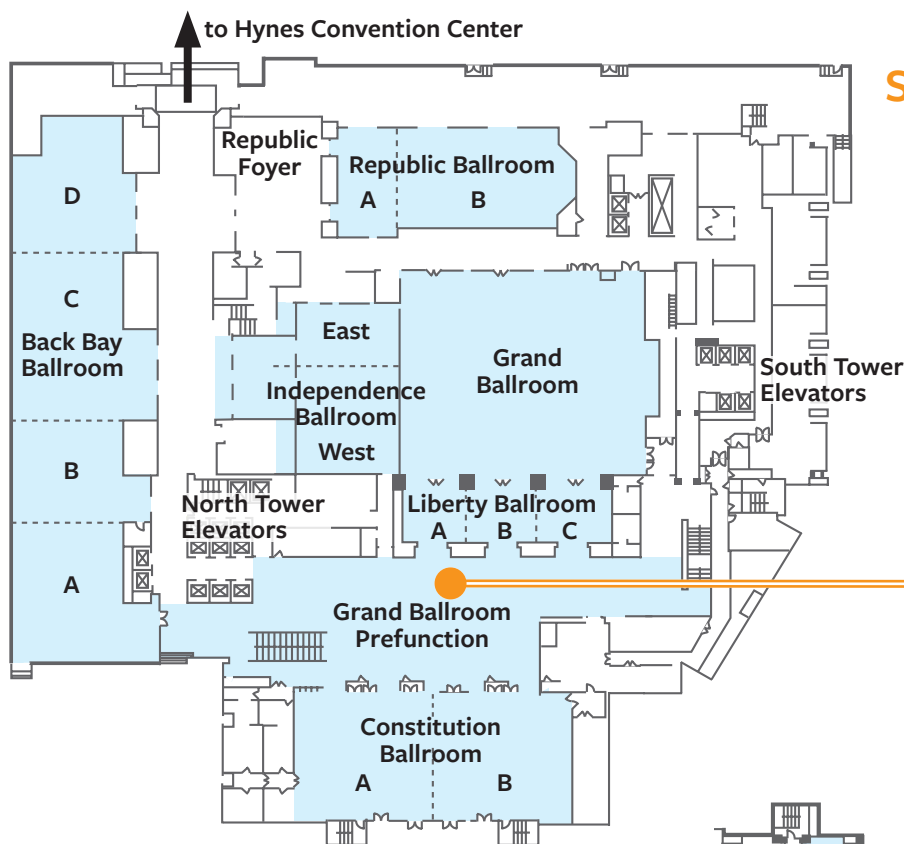
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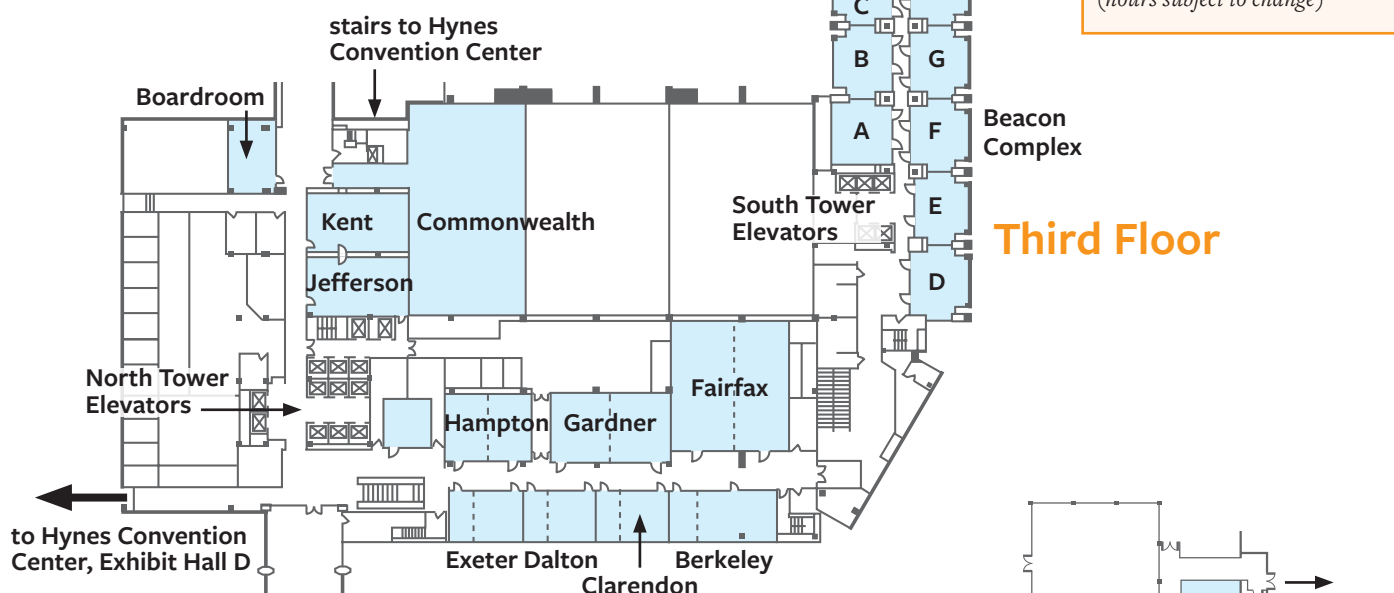
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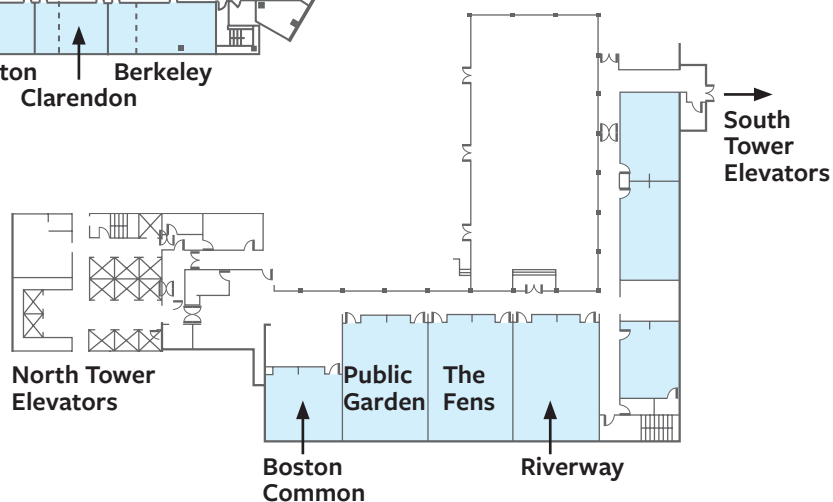
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Third Floor



Fifth Floor

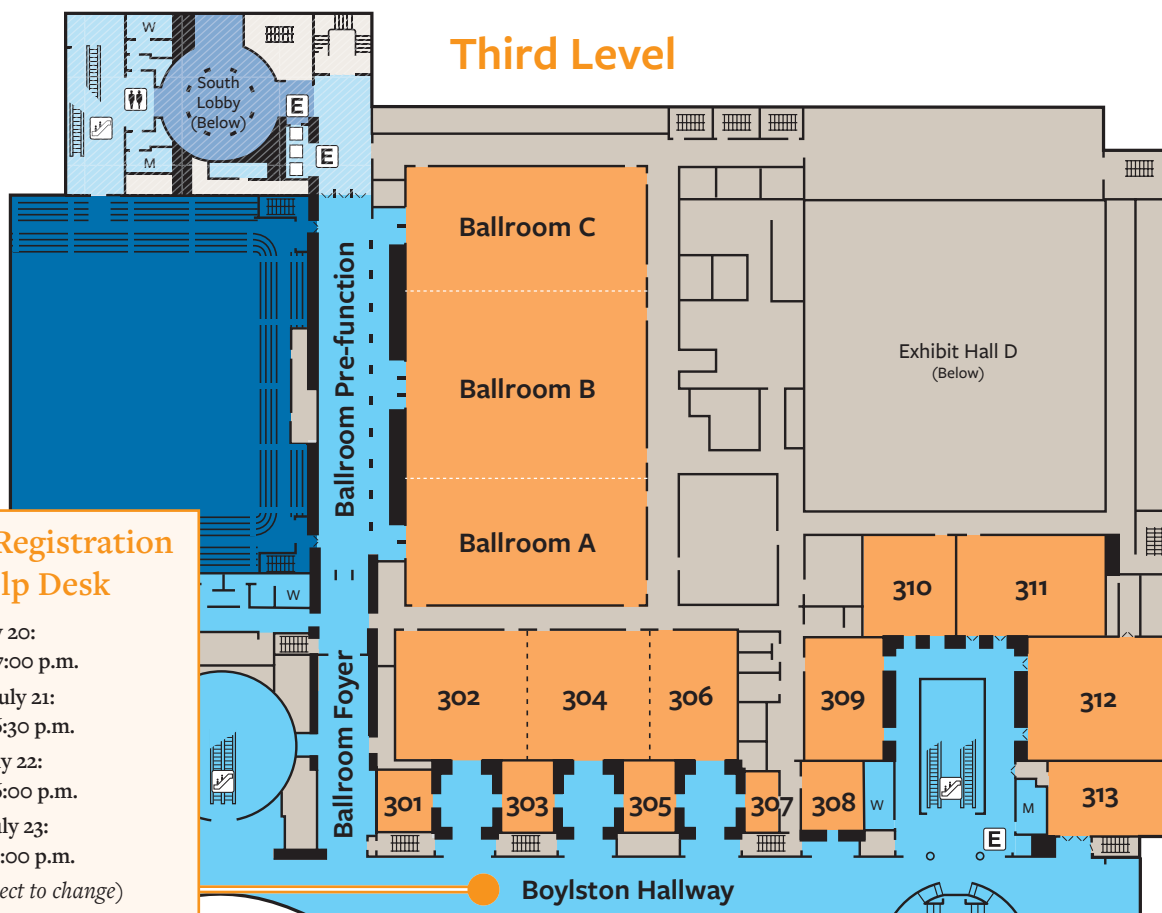


Hynes Convention Center Floor Plan

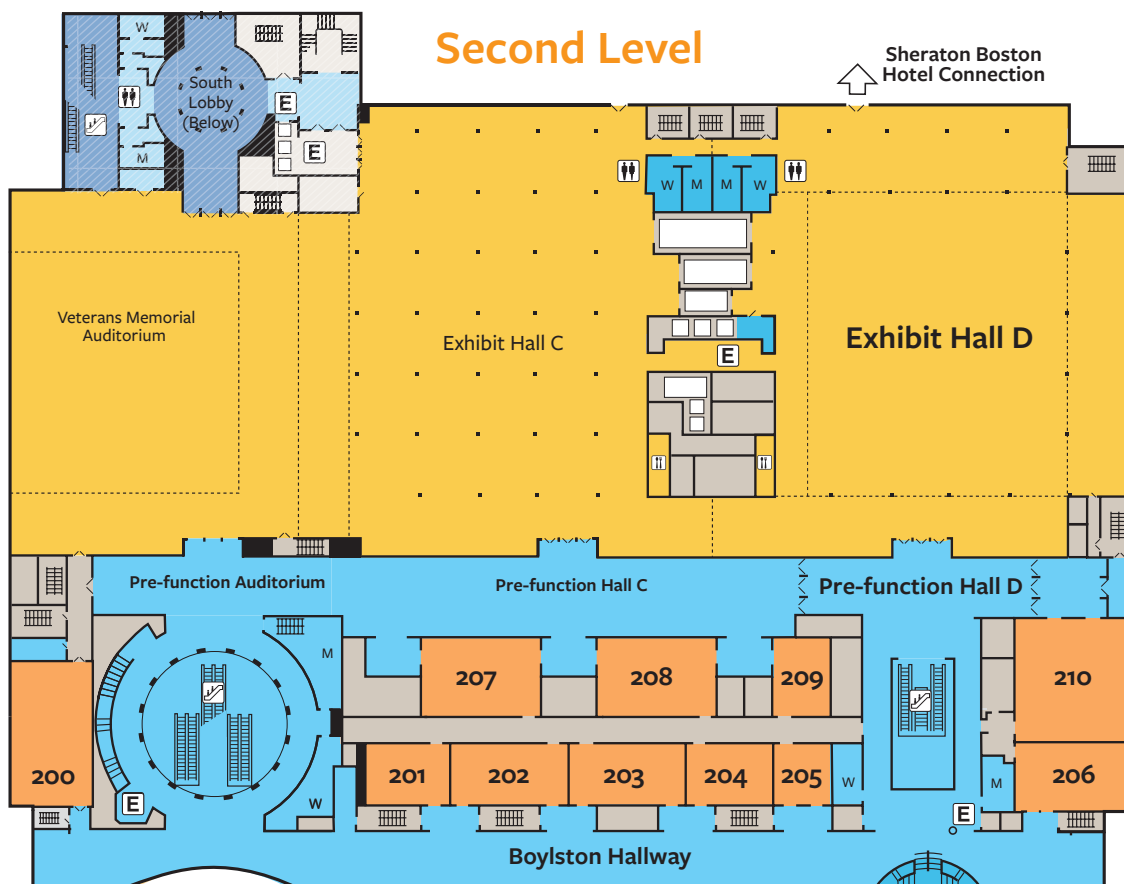
Third Level

AACP Registration and Help Desk

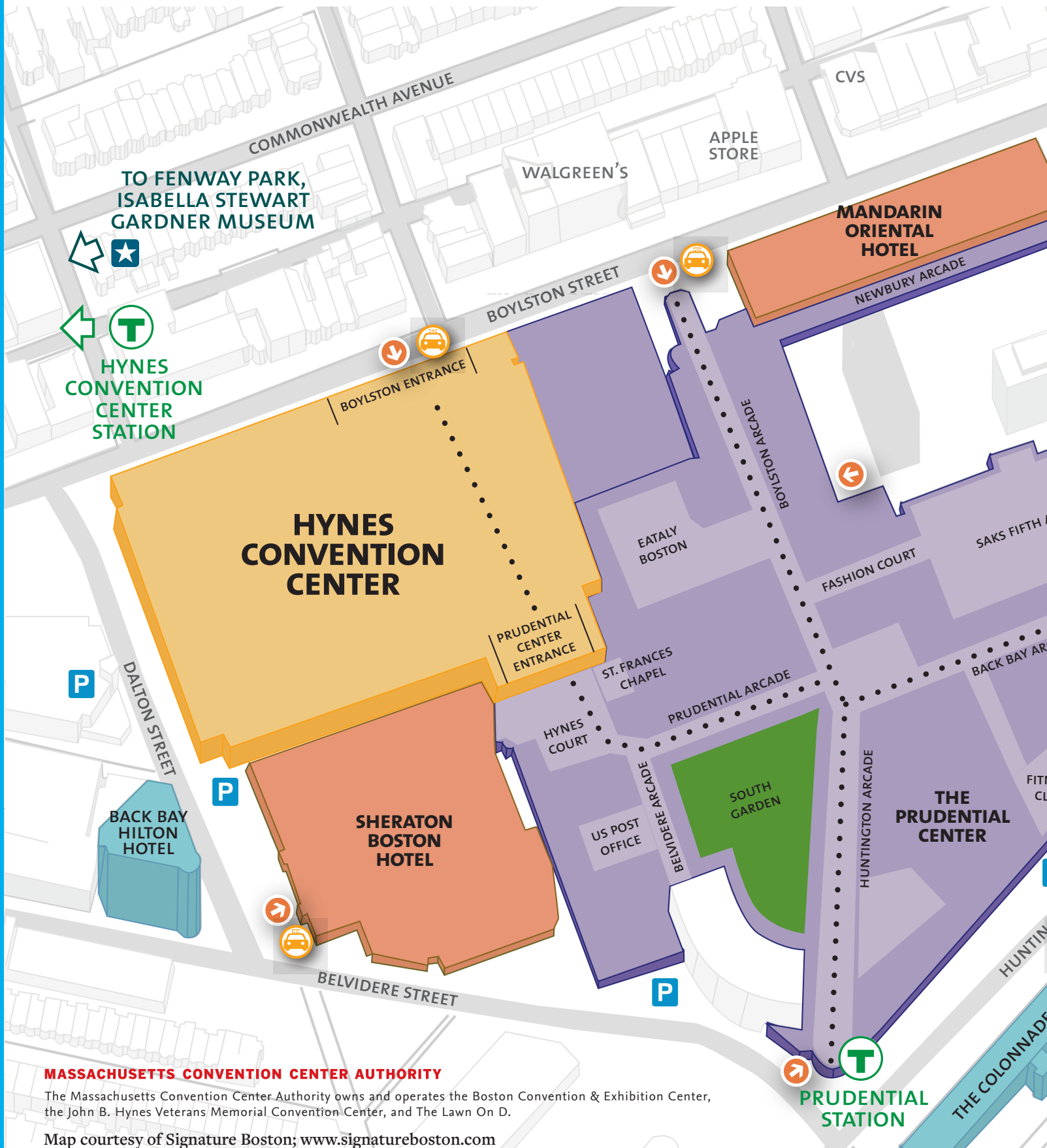
Friday, July 20:
4:00 p.m.–7:00 p.m.
Saturday, July 21:
7:00 a.m.–6:30 p.m.
Sunday, July 22:
7:00 a.m.–6:00 p.m.
Monday, July 23:
8:00 a.m.–1:00 p.m.
(hours subject to change)



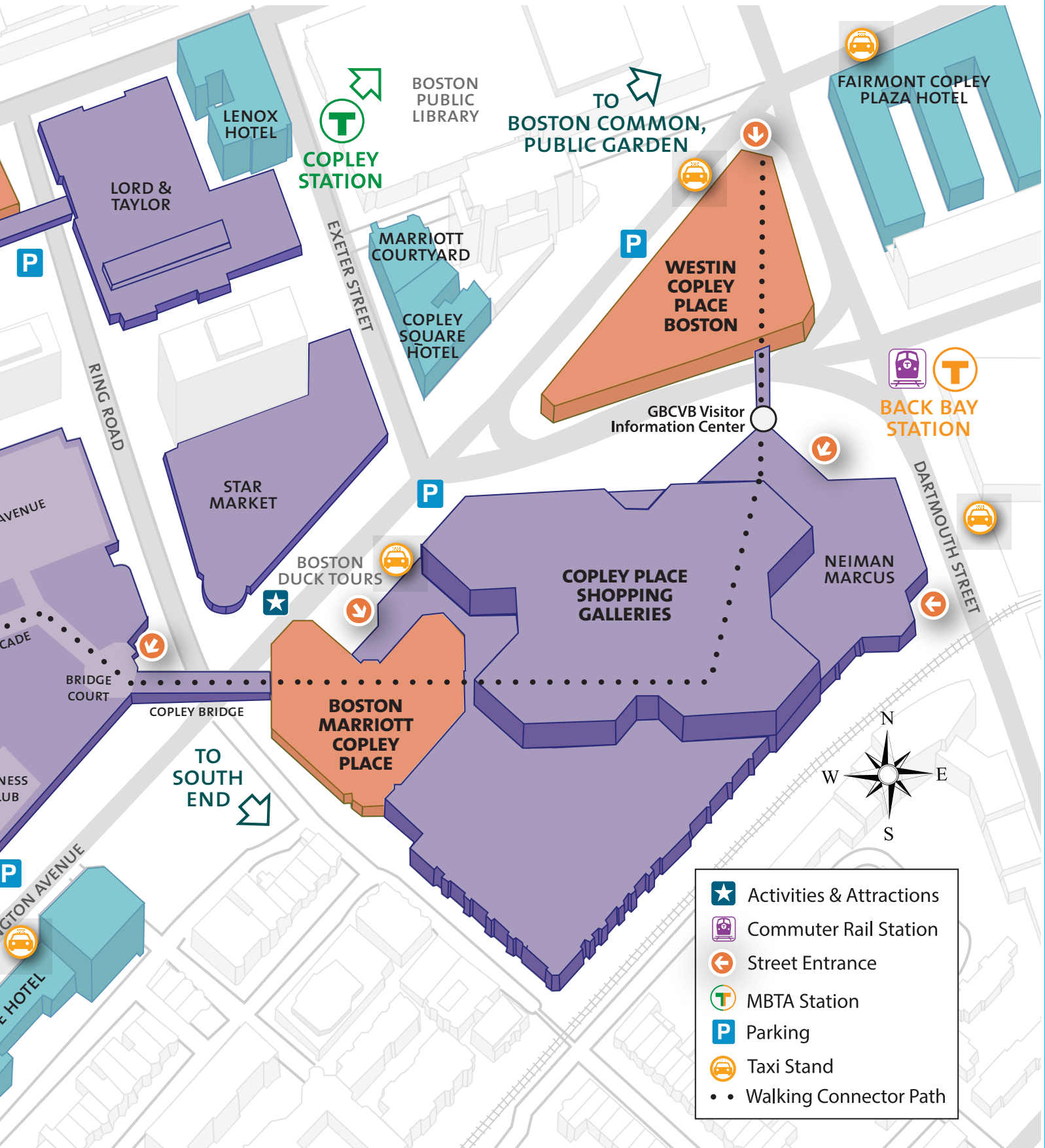
Second Level



Area Map



Area Map



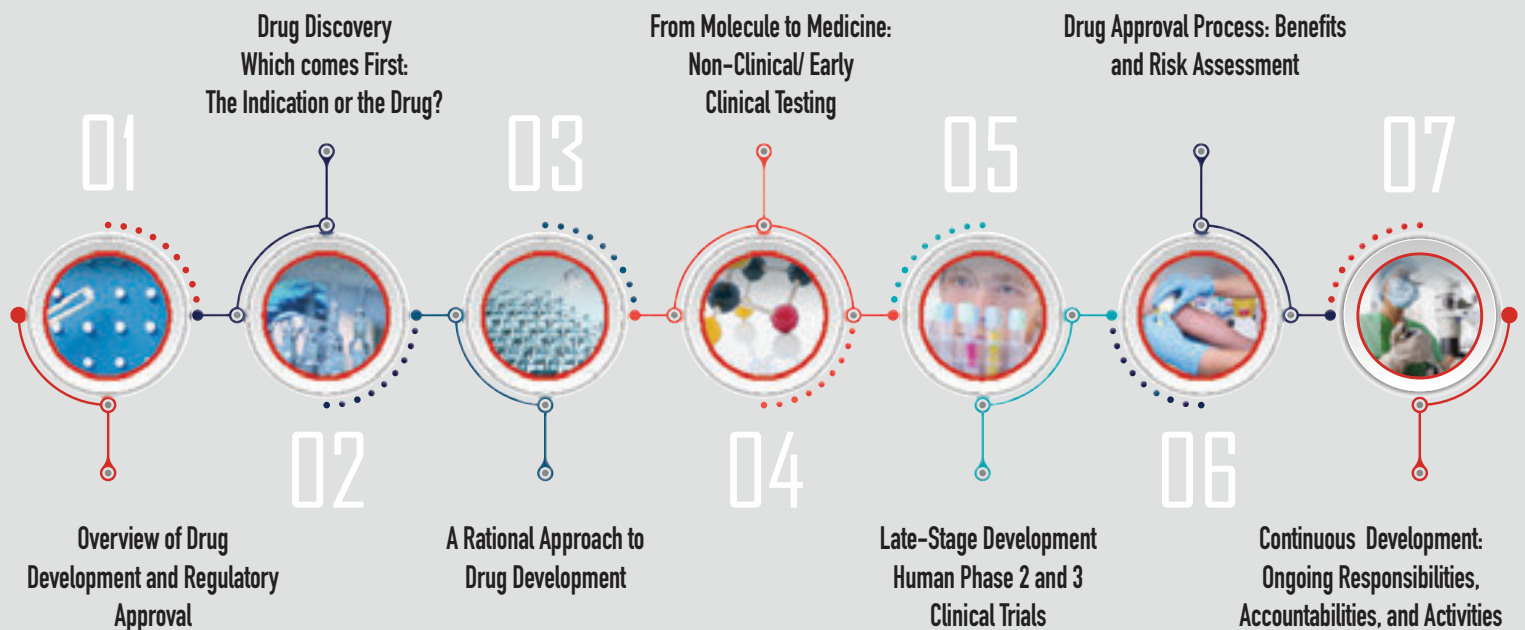


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