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News Letter

## Higher Education Skill Development and Research Center

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### 1. Teacher's day and Foundation Day 2021 celebrations at Govt. College of Pharmacy Bengaluru on 6 Sept. 2021

Four very senior teachers of Govt. College of Pharmacy Bengaluru, who retired after about 40 years of services were honored on teacher's day on 6 Sept. 2021.

Prof M Lakshman, Prof Uma D Murthy, Prof MD Karvekar and Prof Mariswamy were honored on behalf of HESDAR Center, Mysuru, GCP Bengaluru, faculty and students of the college in a public function. All the guests were honored with traditional shawl, Mysuru petha, garland, sweets packet and a memento. All the guests were requested to share their cherished moments in GCPB. All were very happy about the program and that it was organized in the premises of GCPB, their Karma Bhoomi for about 40 long years. Their words of wisdom were valuable and inspiring to say the least. Students and faculty of the college had a rare occasion to meet the retired teachers who contributed their best to build GCP almost 50 years ago given the challenges of the times.

HESDAR Center, celebrated its 5th Foundation day (commenced on 5th Sept. 2017) It focuses on faculty training & up-skilling in the areas of Blooms taxonomy and LO's, PBL, TBL Assessments and Surveys and Feed back from students about the courses and faculty. Video marking the growth of HESDARC was shown to the audience. Dr BG Nagavi alumnus of GCPB was the president of the program and spoke about his B Pharm. days in early 1970's. The program was also graced with the presence of invitees and well wishers.

Dr Ramachandra Setty, Principal, GCPB welcomed the guests and others. Guest were honored By Dr Nagavi and Setty. The program began with traditional prayer by students, welcome by faculty, closed after vote of thanks by faculty and National anthem was sung by all. The program concluded with traditional south Indian sumptuous meal hosted by HESDARC, Mysuru. HESDARC also thanked the Guests of honor, Principal, Faculty, Students, invitees and all involved in the successful organization of the program.



Lighting The Ceremonial Lamp



Prof. Setty &amp; Prof. Lakshman



Prof. Nagavi, Prof. Uma D Murthy &amp; Prof. Setty



Prof Setty, Prof. Nagavi, Prof. Mariswamy and Prof. Karvekar



Food is everything



Women Participants Enjoying Lunch



**Timothy Burkart,**  
College of Pharmacy,  
University of Findlay,  
Ohio, USA

## **2. Learning Objectives and Expectations for Introductory Pharmacy Practice Experiences in a Community Pharmacy Setting**

Timothy Burkart, PharmD,  
BCPS, BCGP, CDP

Assistant Professor of Clinical Practice in Pharmacy, Assistant Director of Experiential Education, University of Findlay College of Pharmacy, Ohio, USA

The ability to put into practice the skills a student is learning in the classroom can help immensely with reinforcement of the didactic learning. This is where my current world, Experiential Education (EE), is critical in the area of pharmacy. The Accreditation Council for Pharmacy Education (ACPE) sets the standards for all colleges, schools, and programs of pharmacy in the United States (they have even established an International Services Program to assist those outside of the United States).

ACPE develops guidance and standards for everything from pharmacy curriculum to faculty governance to EE expectations (the learning that takes place outside of the classroom). With regards to EE, they further delineate two levels of learning: Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs). The IPPEs take place typically during the first 3 professional years of a pharmacy program and must total to a minimum of 300 hours, with at least 75 of those hours being in a community/retail pharmacy setting and 75 of them being in an inpatient hospital/institutional setting.

Within the College of Pharmacy at the University of Findlay, we require the students spend at least 100 hours in a community pharmacy setting, and we begin this process in the first professional year of the program. Unique to pharmacy compared to other health professions in the United States, all students in the professional program are required to obtain an intern's license for the state of Ohio and may obtain intern's licenses for other states as well if they would like to practice elsewhere during school or after graduation.

Then, for experiential learning, the students are paired up with licensed pharmacists (preceptor) in these community settings for 50 hours of internship experience each semester during the students' first professional year. Each preceptor is required to be vetted before having students, so the college has an onboarding process that includes affiliation agreements along with providing support and resources for the preceptor in their efforts in teaching students in the field. All of these items are also part of the ACPE standards.

In terms of the focus of IPPEs in a community setting for students, the goals includes understanding of

prescription processing from start to finish (drop off to dispensing), patient and provider communication, patient counseling on new and refilled medication and over the counter (non-prescription) medication and supplements, understanding of the immunization process, how to handle drug-drug interactions, understanding the role of third party health insurance, and overall pharmacy inventory management.

We gauge competency in these activities by providing a manual with checklists and assignments to that the students need to complete and are evaluated on for each 50 hour IPPE rotation. The preceptors are also provided this information so they are aware and can help shape the student experience to highlight these skills. At the end of each IPPE experience, the students then evaluate the preceptor, the preceptor evaluates the student, and the assignments are graded by faculty on campus.

The evaluations are blinded until both the preceptor and the student complete them respectively to help minimize any biased. Ultimately the goal here is to provide a strong learning environment where the students can put the classroom knowledge they are acquiring into real live scenarios with real patients, while still having the guidance and safety net of a licensed pharmacist to oversee everything. It's an initial look at career exploration and the foundation of building the skills to be a competent pharmacist focused on providing excellent care to the patients!

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## **3. Dr Nagavi invited to Central Executive Committee (CEC) of Indian Pharmaceutical Association (IPA)**

Dr BG Nagavi, Founder and CEO HESDAR Center (HESDARC), Mysuru, is invited to the Central Executive Committee (CEC) of Indian Pharmaceutical Association (IPA) from April 2021 to March 2023. Dr Nagavi has accepted the invitation with humbleness and humility of Dr. T.V. Narayana National President IPA and accepted to join the TEAM - IPA. Dr Nagavi will make use of his more than 40 years of his professional career in teaching, education and practice in India and UAE and advocate and demonstrate to the CEC the policy changes needed to be addressed as we are heading to celebrate centenary of pharmacy education in India on one hand and give 3 years plan of action to raise the level of community pharmacy in India. Dr Nagavi will work closely with IPA Center to raise the level of pharmacy education, training and practice at all levels.

Dr Nagavi plans to work closely and actively with Education and Community Pharmacy division for value addition. Dr Nagavi was the vice-president of IPA and Chairman of Hospital Pharmacy division during 2000 to 2006 and Life member of IPA since 1986.

Dr Nagavi is very happy and proud to work with elite and committed TEAM of IPA and contribute his best, for the progress of the profession especially in the education and community pharmacy fronts. Thank you IPA and the team.

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## Survey Report

### 4. A community-based survey on the “Health status of a selected area of Mysore city”

Farooqia College of Pharmacy and Sarada Vilas College of Pharmacy, Mysore under the NSS Unit, carried out a health survey in the selected area within Mysuru city limits on 4th April 2021 in collaboration and mentorship of HESDAR Center, Mysuru.

*The objectives were (1) to identify and quantify the disease in a select population and (2) to categories the services offered by healthcare professionals.* Ethical Committee clearance was obtained before initiation of study and permission of the association president of the locality was also obtained.

The study used a well-designed, validated survey questionnaire containing demographic and health status details of family members. All participants asked to assemble at the selected place of the area of survey; described about the study and distributed questionnaire and other study materials. The team was divided into 6 groups containing 2 to 4 persons to survey at least 10 houses each. Around 75 houses were surveyed for about 4 hours. A pilot study with 10 houses was conducted to test the instrument.

The study observed the prevalence of life style

diseases such as Diabetes, hypertension and thyroid related disease, especially in the elderly population above 45 years. According to the data obtained, the residents stated that they consulted a known physician with good service frequently, also there is no professional service/s offered by Pharmacists other than selling medicines at the pharmacies. According to the residents, there is an urgent need to provide professional counseling along with dispensing, drug information in local language and document Adverse Drug Events (ADE) if any, within the limits of community covering about 500 or so families. Final findings will be presented and published at a later date after the lockdown due to COVID 19.

The team would like to specially thank Dr. Md. Salahuddin and Dr. Hanumanthachar Joshi, Principal, FCP and, Sarada Vilas College of Pharmacy respectively, Dr. Jinesh Nagavi, Dr. Vinayatulla, Dr. BJ Mahendra Kumar, Dr. Sathvika faculties and Mr. Danial, Ms. Fanus, Mr. Sofiqul Mollik, Mr. Abdul Kadir & all the other students for their active participation. We thank residents of the selected area for the cooperation and support.

All the participants enjoyed their participation and would like to be part of community-based studies in the future. We thank everyone who was part of the study including the participants from the community.



**A community-based survey on the “Health status of a selected area of Mysore city” April 2021**

## 5. Brief Report of 2nd Accreditation Synchronized FDP, 1 to 4 Sept. 2021 on Curriculum Design, Development and Implementations at Adichunchanagiri University, BG Nagar, Mandya, KTK

The program was conducted by HESDARC, Mysuru and the FDP is supported and endorsed by University of Findlay, USA

7 Professors, 4 Associate Prof and 24 Asst Profs of ACU attended the FDP. 9 were from the Medical, 10 from Engineering, 7 from Pharmacy, 4 from Nursing and 5 from Natural sciences, Education and management colleges of ACU. Participants were a mix of young as well as old faculty from various constituent colleges.

There were 4 resource persons from HESDARC, Mysuru. Dr BG Nagavi, Mr Kalpesh Mehta, Prof BG Sangameshwar and Prof SB Bhise.

### Topics:

**Day1:** Need Analysis, Curriculum Design & Development; PO's, PSO's, CO's

**Day2:** Assessment; Academic Flexibility; CBCS; Management Plan

**Day3:** Curriculum Enrichment, Feedback System; Course, Faculty and Facilities surveys

The event began with the inauguration ceremony graced by Dr. S Chandrashekhar Shetty, Honourable VC-ACU, Dr. C.K. Subbaraya, Registrar-ACU, Dr. Rupanarayan, Dean Academics-Accreditation, Dr. M G Shivaramu, principal-AIMS, Dr. B K Narendra, principal-BGSIT, Dr. B Ramesh, principal-SACCP, Dr. A T Shivaram, principal-BGSCOPE, Prof. Chandrashekar, principal-SACN and Dr. Prashantha K, Dean FNS and staff.

Dr. B Ramesh, principal SACCP began the session with welcome address. Inauguration ceremony continued with the lamp lighting followed by release of FDP handbook.

In his deliberations, honorable vice chancellor enlightened the gathering on

1. Importance of attending FDPs and acquiring desirable knowledge and add value to the teaching and learning.
2. Curriculum design to be based on new education policy.
3. 5 participants from across seven constituent colleges of ACU participated who could play an important role in near future in designing curriculum which would be move towards outcome based education which is the need of the hour.

The FDP comprised of Google class room for continuous communication, Reading materials to be studied before the days W/S, Pre learning Check, Post learning check, Feedback & surveys. The participants are assessed continuously and with end modules assessment such as MCQ, RRE, Assignment, PPT making and Video based seminar presentation.

Eligible faculty will receive the certificates in a public function after the evaluations. Detailed report will be published later.



## 6. Editorial

We are pleased to release the 4th issue, volume 4 of Belaku, which is being published for the last 4 years in the service of teaching fraternity especially to up-skill and re-skill them. We celebrated this year's teachers day on 6th Sept. by honoring 4 teachers who served for over 4 decades at Govt. College of Pharmacy, Bengaluru. Timothy Burkart from University of Findlay shares his experiences in a community pharmacy setting. You can see that experiential education in USA for Pharm D students is more specific, relevant and effective. A community based survey in Mysuru on health status of the population shows that there are plenty of opportunities for pharmacists to contribute in health care, while evolving a socio-business model of work and service.

FDP was conducted in Adichunchanagiri University, BG Nagar, where Medical, Engineering, Pharmacy, Nursing and other Allied sciences faculty were trained for 4 days on NAC synchronized standard 1, on Curriculum design, development and implementation. HESDARC will publish a special issue on the FDP and provide all the details. Editors

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