

2008-09 Call for Successful Practice Descriptions

Student Leadership Development

Conducting Residency Programs

Dual-Degree Programs

BACKGROUND

Recognizing the desire among the AACP membership for sharing of approaches and ideas, coupled with current issues and challenges related to student leadership development, conducting residency programs and developing dual degree programs, AACP seeks to prepare a compilation of “successful practices” in these areas. The Association will compile and disseminate descriptions of your successful practices highlighting innovative programs, processes, procedures, and systems.

Beginning In 2002-03, AACP initiated a process whereby member institutions could submit brief descriptions of “successful practices” in targeted areas. Three compilations are available on the AACP Web site (<http://www.aacp.org/site/page.asp?TRACKID=&VID=1&CID=731&DID=4942>). These descriptions provide a valuable resource to the Association in understanding current practices across its member institutions, as well as to individuals seeking to learn from colleagues. Previous topics included leadership and faculty development, experiential education, interprofessional education, and program assessment.

REQUEST

For the 2008-09 compilation, what processes and practices have you developed and implemented that you have found to be particularly effective (or anticipate will be effective) related to:

Student Leadership Development

- Curricular and Co-curricular Strategies for Leadership Skill Development. Describe curricular models and/or components of successful approaches to developing students’ leadership skills. The Argus Commission is especially interested in those efforts focused at equipping students to be agents of change in practice and in the profession. Courses, tracks, case studies, projects and other curricular elements should be described succinctly with links as available to syllabi and other resources the school is willing and able to share.
- Unique Extra-curricular Activities to Promote Practice Change Leadership Among Students, Faculty and Preceptors. Students, often through the chapters of state and national organizations, plan and execute many projects that aim to equip students to be practice leaders upon entering pharmacy. While the Argus Commission is aware of national projects (e.g., NCPA Business Plan Competition, APhA-ASP Patient Care Projects), we seek information about other projects undertaken by students, faculty and alumni/preceptors which serve to stimulate knowledge and abilities related to serving as agents of change in moving pharmacy toward a patient-centered care profession.

College/School Involvement in Conducting Residency Programs

- Successful Partnerships for Conducting Residency Programs (college/school affiliation with practice site-based program). Please share information about the logistics and qualitative aspects of your involvement that could be adopted by others.
 - a. Briefly describe your program type and design. If multi-site, indicate number and describe sites. Which of these models best describes your program → i.) The practice site is the sponsoring organization affiliated with the college/school. ii.) The college/school is the sponsoring organization affiliated with the practice site.
 - b. Describe successful models you have adopted for funding (partial/full/shared) and/or administration of residency programs (PGY1, PGY2 in any setting, single or multiple site) at your institution. What strategies for funding resident stipends have you used? What factors influenced your college/school’s decision to become/stay involved?

Is residency training incorporated in your mission/strategic plan? Are residents involved in reimbursable patient care activities and do they generate revenue for the faculty/college (e.g., MTM)? Describe benefits of your involvement to the college and stakeholders (students, faculty, patients, etc.).

c. Describe the cooperative relationships, management, faculty roles, financing arrangement and mutual benefits. What administrative structures have you found to be enabling? What operational efficiencies are employed?

- Residency Training as a Foundation for Faculty Preparation. How does your residency program prepare residents for a faculty position? Is there a teaching component to your residency programs? How does this component stimulate interest in an academic career? How do you evaluate this component? Do you have outcomes to report? How do pharmacy students and residents interact in your program (e.g., residents are preceptors/instructors for the doctor of pharmacy program, students work on independent study projects with residents...)
- Combined Residency/Graduate Degree Programs. Describe successful strategies for conducting programs you are involved in that offer combined residency training with academic degree programs (e.g., MS, MBA, etc.). How is the dual program constructed? Is there a partnership (college/college or college/practice partner)? If applicable, how is financing handled (tuition/fees, stipend, waiver). Have candidates been successful in meeting admissions criteria? Have you found this offering to be a recruiting advantage? Describe outcomes.
- Residency Contribution to Faculty Development. Describe benefits your faculty have derived from involvement in residency programs. Describe innovative approaches taken by your institution to influence practice/practitioner development at residency learning sites. Does involvement in residency stimulate practice change? Does it stimulate research and scholarship? Are your faculty encouraged to participate and are they rewarded for effort (positive for promotion and tenure) as instructors, preceptors, or directors in the residency program? Does the interaction with residents allow your faculty to extend their clinical practice or their role in other ways?
- Using Technology to Bridge Programs/Disciplines. What technology resources are employed to expose residents to interprofessional learning opportunities across residency programs of other health professions? What forms of innovative technology (e.g., distance learning, video conferencing) are used in your residency practice to broaden the residents' experience and introduce greater resources to the practice site? Is technology (or other means) used to facilitate interaction among pharmacy residents from multiple programs (e.g., online journal clubs)?
- Innovations in Access to Residency Training. Describe involvement, management, oversight and outcomes for any nontraditional residency programs (e.g., part-time; drop in/drop out) constructed to provide access to practitioners for training opportunities to develop advanced skills.

College/School Involvement in Offering Dual-Degree Programs

- Administration of Dual-Degree Programs Describe how you have partnered with other academic units across your university or other university academic units to provide professional degree (PharmD) students with the opportunity to concurrently enroll and complete a second degree component (e.g., MBA, MPH, MPA, JD) more efficiently and effectively than possible with the traditional sequential enrollment model.
- Curriculum Development Describe in detail how you have structured the professional degree curriculum to facilitate the completion of the second component in the dual degree program in a more efficient and effective manner while still providing time for completion of all the professional degree requirements.
- Pharmacy Faculty Involvement in the second component of the dual-degree program. Describe how college/school of pharmacy faculty have been impacted by the dual degree offering, particularly regarding the use of pharmacy faculty courses to fulfill some of the requirements of the second degree both for pharmacy and non-pharmacy students. Has the dual degree resulted in any interdisciplinary interaction among faculty members from pharmacy and those from the college/school which offers the second component of the dual degree program?

- **Student Recruitment** How do you recruit pharmacy students into dual-degree programs? Do you merely offer the dual-degree option to students who are interested and qualified or do you use the dual degree option as a significant recruiting tool to attract students to the college/school of pharmacy?
- **Quality Assessment** Discuss the performance indicators are you using to determine the success of your dual-degree program(s), particularly in how it impacts the outcomes of your professional degree program. Relate any discussions you may have had with ACPE staff or site visitors regarding the impact of the dual-degree program on fulfillment of the professional degree requirements.

SUBMISSION FORMAT

Maintaining a consistent format in your submissions will facilitate the publication process. Please use the format below for each successful practice you describe:

1. College/School name
2. Area of successful practice (major category heading (e.g., **College/school involvement in offering dual-degree programs**) and subheading (e.g., **Curriculum development**), if applicable, from list above)
3. Description of successful practice (be sure to include the component activities and personnel involved in the activity)
4. Outcomes (why you have deemed this practice successful)
5. Barriers to implementation (what barriers were encountered, how were they negotiated)
6. Advice or lessons learned
7. Contact information (name, title, address, telephone number, email address) of a person at your institution available to answer questions from interested parties.

Please limit each description to no more than two pages.

Deadline for receiving your response is **January 16, 2009**.

Send your successful practice descriptions to Whitney Zatzkin at wzatzkin@aacp.org (phone 703.739.2330 X 1023).

For questions on specific content areas please contact:

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College/School involvement in conducting dual-degree programs: Kenneth W. Miller (kmiller@aacp.org)