

TASK FORCE REPORT ACCP PARTNERSHIP TASK FORCE

CHARGES:

1. Evaluate ACCP education and leadership development offerings for relevance to Section membership
2. Evaluate AACP education and leadership development offerings for relevance to ACCP membership
3. Develop recommendations for partnerships between ACCP and AACP that will mutually enhance mission and value for pharmacy practice faculty
4. If recommendations approved by AACP leadership, begin discussions with ACCP for implementation of these recommendations
5. Prepare a report for the mid-year and annual for inclusion in section business meetings at the ASHP Midyear Clinical Meeting and AACP Annual Meeting.

TASK FORCE MEMBERS:

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PROCESS

Task Force members reviewed applicable offerings from both organizations as presented on their respective websites. Staff members at both organizations were contacted directly. Our charges were shared with them and they were asked for their opinions/advice on organizational offerings and attendant websites or other resources that the Task Force could examine.

FINDINGS

The following offerings/programs of the two organizations were identified by Task Force members as being of potential interest and benefit to the members of the other organization:

Leadership

ACCP

1. The Leadership Experience
ACCP cosponsors and 3.5 day leadership workshop with LeaderPoint, a local company in Kansas City. All elected officers of ACCP are encouraged to participate in this workshop. Non-elected ACCP members may attend these workshops at a discounted registration fee. This is a management and leadership development program designed for pharmacy professionals who currently have,

or will be assuming significant management and leadership responsibilities. Attendance by non-ACCP members is possible.

2. The ACCP Bookstore (www.accp.com/bookstore.php)

ACCP offers a variety of books concerning leadership and administration through its bookstore (at a discount to members). These include such offerings as:

- a. On Becoming a Leader (Bennis)
- b. On Leadership (Gardner)

ACCP

1. ACCP Education Scholar and Leadership Fellowship Program
Fellows must participate in four program meetings over the course of a year in addition to an assigned group project. The Fellows convene during August 2007 for an initial four-day meeting at a retreat facility located just outside the Washington, D.C. metro area. The program overall will cover personal and interpersonal competencies for leadership, practical management responsibilities and administrative competencies of an academic pharmacy administrator, as well as leadership in the external arena of advocacy and the profession. Tuition is \$5,000 and the fellow/college covers all travel costs.

Academic Development

ACCP

1. ACCP Academy (a new unit of the College)
Offers four different professional development programs (each is multiyear) leading to certificates. Required and elective courses are offered at ACCP Annual and Spring meetings.

Teaching and Learning Certificate Program (initiated Fall 2006)

Includes a basic training workshop and three academic symposia

Leadership and Management Certificate Program

Research and Scholarship Certificate Program

Clinical Practice Certificate Program

how often offered? How frequent will basic training workshop be offered?

2. ACCP Bookstore (www.accp.com/bookstore.php)

ACCP offers a variety of books concerning teaching through its bookstore (at a discount to members). These include such offerings as:

- a. Re-visioning Professional Education (Zlatic)

- b. Clinical Faculty Survival Kit (ACCP)
- c. Scholarship Reconsidered. Priorities of the Professorate (Boyer)

AACP

1. Annual Teachers' Seminar
2 different offerings – the one for new faculty stays the same every year while the other varies
2. Academic – Practice Partnership Initiatives

The American Association of Colleges of Pharmacy with support from Merck & Company created the Academic-Practice Partnership Initiative (APPI) in 2004 to identify strategies and develop resources to increase capacity and enhance quality, efficiency, and effectiveness of professional experience programs. The purpose of this initiative is to improve pharmacy education and practice by: enhancing opportunities for pharmacists to become partners of schools and colleges of pharmacy; enabling colleges and schools of pharmacy in their efforts to assist practitioners and organizations to advance patient care services; and to assist administrators at colleges and schools as well as in pharmacy organizations to enhance experiential education.

3. Education Scholar Program
Education Scholar is a Web-based program for the advancement of teaching skills, professional scholarship, and instructional improvement for educators in the health professions. It costs a school \$5,000 per year for a site license for unlimited use by faculty and students.
4. AACP's scholar in residence programs
Designed to provide unique professional development opportunities for pharmacy educators in the areas of public policy, legislative processes, and research initiatives directly related to pharmacy and pharmacy education. AACP, in conjunction with other organizations, offers three scholar in residence programs. The programs are designed to provide unique professional development opportunities for pharmacy educators in the areas of public policy, legislative processes, and research initiatives directly related to pharmacy and pharmacy education. They are meant to facilitate collaboration between pharmacy educators and other stakeholders in the health care delivery system, and improve linkages between the private and public sectors in areas of research that affect health policy issues of national concern. AACP covers the costs.

The following programs are available:

AACP/AAAS Congressional Fellowship Program
AACP/AHRQ Senior Scholar in Pharmacy
Donald C. Brodie AACP Academic Scholar in Residence

5. Other resources

a. Curricular Resource Center

AACP is building the Curricular Resource Center (CRC) as an accessible system for sharing intellectual resources on topics pertinent to pharmacy education and practice. The CRC will enable faculty members, students, and practitioners to more easily access peer-reviewed teaching resources from a variety of sources to utilize in teaching and learning activities. More material will be added as the project evolves. Topics/areas include: Clinical prevention and population health, geriatrics, managed care, Medicare/medication therapy management, patient safety, pharmacogenomics,, women's health, diabetes and reaching underserved populations.

b. 006 Basic Resources for Pharmacy Education

A guide for those developing or maintaining the library collections that serve colleges of pharmacy. The books and other works recommended in this list are suitable for all pharmacy college libraries, but all pharmacy college libraries need not purchase every title in the list.

c. Learning Communities

AACP has established four learning communities that allows faculty members to network and address education-related needs and issues while sharing interests and resources with their fellow peers. Members of learning communities participate in a variety of ways and in differing degrees. Each of the three learning community folders contains documents relevant to their themes. The communities are: Assessment, Community Engagement and Learning, Cultural competence and diversity, quality improvement in pharmacy practice

d. Reference materials

Links to a variety of documents such as: Successful Practices in Pharmaceutical Education; a compilation of manuscripts describing successful practices pertinent to pharmaceutical education. The documents highlight innovative programs and procedures currently in place at U.S. Colleges and Schools of Pharmacy.

CONSIDERATIONS

This exercise was initiated based upon the premise that many clinical faculty, whether they be full time or adjunct, are neither members of nor regular attendees at AACP meetings. Further, there are certainly clinical pharmacy faculty who are members of AACP and regular meeting attendees who may not be members of ACCP, nor regular attendees of ACCP meetings. Even those individuals who are members of both organizations, might not be able to travel to both meetings on a regular basis. Such educators cannot avail themselves of the leadership and academic development programs of the second organization. If applicable offerings could therefore be made available at both meetings, it would theoretically serves the needs of the members of both organizations. It should be recognized, however, that neither organization is likely to enter into a collaborative effort or partnership which could have adverse effects on their

respective meeting attendance or revenue streams. This simple consideration could hinder development of one or more partnering activities with existing programs or initiatives.

Many of the other activities/resources of the two organization would be beneficial to the members of the other organization but probably don't represent sufficient reason to join (e.g., AACP SIGs) in and of themselves. However, sharing information about these opportunities, taken in toto, with the members of the organizations may attract new members to both.

Lastly, the development of new programs or products that would be of interest to the teachers in both organizations might be pursued on a partnership basis. As examples, programming that develops clinical research skills and mentoring are apparent needs.

RECOMMENDATIONS

1. It would be desirable for the two organizations to consider offering one of more their programs at the other's meeting. Short of this, publicizing organizational offerings and activities to the members of the other organization may lead to more dual memberships. The leadership of both organizations may wish to explore a relationship wherein special prices for services/products could be offered to the members of the other organization.
2. It would be appropriate that the elected leadership and/or executive directors of both organizations consider and react to the desirability and feasibility of these suggestions for partnering. As a further step, we recommend that respective committees (or other appropriate groups) of both organizations have a joint meeting for planning purposes. It is obvious to this Task Force that both organizations have various committees, task forces, etc working on similar initiatives related tot his report.
3. To initiate the partnering process, we would recommend that the two organizations start by considering:
 - a. providing the AACP Teachers' Seminar at an ACCP meeting, and
 - b. consider using selected AACP sessions to meet requirements for the ACCP Teaching and Learning Certificate Program