Learning Objectives

1. Understand the AACP Section of Teacher’s of Pharmacy Practice survey findings and relate them to your personal circumstances.
2. Reflect on role of scholarship in your position and at your institution.
3. Develop strategies to assess your environment and identify barriers and opportunities in scholarly pursuit.
4. Develop strategies to enhance scholarly output and meet the criteria for promotion at your institution.

2007 ACPE Accreditation Standards and Guidelines

• Standard No. 25
  Faculty must possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and be committed to the advancement of the profession and the pursuit of research and other scholarly activities.

2007 ACPE Accreditation Standards and Guidelines

Guideline 25.1
Full-time faculty should hold an earned doctoral degree appropriate to their responsibilities in the program. Faculty in the sciences should have doctoral education and, to foster scholarship and research, postdoctoral research training or equivalent experience... Faculty should show evidence of scholarship and publication.
2007 ACPE Accreditation Standards and Guidelines

Guideline 25.8
Faculty should generate and disseminate knowledge through scholarship. Scholarship, including the scholarship of teaching, should be evident and demonstrated by productive research and other scholarly activities, such as contributions to the scientific, professional, and educational literature; publication of books and review articles; and successes in securing extramural funding to support research and other scholarly activities. The college or school must foster an environment that encourages contributions by the faculty to the development and transmission of knowledge...

AACP Faculty Development Task Force
Subcommittee 3
Scholarship/Research Development

• Ron Polk, Pharm.D., Professor and Chair, Department of Pharmacy, Virginia Commonwealth University.
• Debbie Byrd, Pharm.D., Assistant Dean & Associate Professor, University of Tennessee.
• Sharon Youmans, Pharm.D., MPH, Assistant Professor, University of California at SF.

Subcommittee 3 Charges
1. Identify the development needs of practice faculty related to scholarship and research.
2. Identify resources already available to address these development needs.
3. Develop recommendations for the Section and for AACP leadership for programming related to the development of research and scholarship in pharmacy practice faculty.
4. Recommendations for Colleges and Schools of Pharmacy on the development of research and scholarship of pharmacy practice faculty.
Approach to the Task

On May 15, 2007 an e-mail cover letter sent to AACP Chairs of “pharmacy practice” with a Web based (Survey Monkey) 30-question survey asking that it be forwarded to their faculty.

The questionnaire:
1. Was pre-reviewed by Norman Carroll, Ph.D.
2. Asked faculty to directly address the charges.
3. Asked for some faculty demographics.
4. Asked questions designed to assess attitudes towards scholarship and research.*

* Broadly defined, including discovery, teaching and integration.
[IRB approval obtained from 3 IRBs.]

Results

• On June 17, 2007 the results were downloaded from Survey Monkey
  – 343 responded to question #1
  – 299 responded to question #29.
  – Multiple formatting available. Excel to SQL.

• Results
  – Elimination of respondents (time < 4 minutes)
  – Cross tabulation and stats completed*
  – Manuscript submitted

* JR Robles, Ph.D., Research Associate Professor, VCU School of Pharmacy

Charge 1: What do you regard as your most important “development needs of pharmacy practice faculty related to scholarship and research.”?

[Graph showing priorities and number of respondents]
"You are missing the point with your options. Many of us do not have a passion to do this. We got into academia to teach and practice, not do a lot of research. I don't give a darn about making tenure particularly when Colleges don't seem well set up to respect what I do do well as a non-tenure track person. I have a family that is much more important to me than research. I feel this whole question was formulated by ivory tower academics who are out of touch with clinical faculty."
Charge 3: What are your “recommendations to [AACP] for programming related to the development of research and scholarship in pharmacy practice faculty”.

What are a reasonable number of peer-reviewed, primary authorship* publications per year for practice faculty to receive an evaluation of “acceptable” for scholarship/research during annual review?

What are a reasonable number of peer-reviewed, primary authorship* publications per year for practice faculty to receive an evaluation of “acceptable” for scholarship/research during annual review? Stratified by Clinical Service
Conclusions

• Barriers to Scholarship? Depends on who you ask.
  – Insufficient time to do research
  – Insufficient motivation to do research
  – Insufficient training, mentors and opportunity.
  – How to even think about research questions?

• Recommendations? Still being formulated.
  – Clarity of expectations upon hiring—Gap between faculty desires and School expectations creates frustration.
  – Provide time, opportunities, encouragement, mentors, support staff and incentives. Some may take advantage.
  – Formal programs will likely be of value...to some.

Overcoming Barriers to Success

Overcoming Barriers to Success

Improve the Management of Time YOU Control

• # 1 identified barrier to scholarship success in AACP 2007 survey

• Determine if there is not enough time (inappropriate workload) or your choice of time is not in scholarship (time budgeting) (AACP 2007 survey)

• Overcome time-wasting behaviors that sap time, energy, creativity and confidence
  • Establish project and commitment boundaries and say NO
  • Schedule “Scholarship time”
  • Break the procrastination habit
  • Don’t seek perfection with the 1st or 2nd or 3rd draft

Overcoming Barriers to Success

• Work on addressing the time you DO NOT control
  • Inappropriate workload – workload of students, lectures, residents

• Step out of Comfort Zone with confidence

• Understand the potential of delayed satisfaction turnaround

• Develop skills of scholarship
How to Turn Clinical Practice into Research: Examples and Pearls

Get the most ‘bang for your buck’

- QI projects, MUE’s, protocols etc… for the institution.
- Consider research that can also be used for internal purposes
  - Pain management project in the emergency department
    - Primary aim was to look at factors affecting morphine requirements for patients in severe pain
    - Secondary aim was to evaluate nursing use of opioid range orders and patient safety
    - Results help us educate prescribers and nursing staff and bring about system changes

How to Turn Clinical Practice into Research: Examples and Pearls

Find ways to overlap clinical activities with research, so you do both simultaneously

- Procedural sedation in the emergency department:
  - Pharmacist present at the bedside during drainage of abscess or other invasive procedure.
  - Assist emergency physician with sedative dosing or drawing up syringes.
  - Collect data regarding the procedure, survey patients after the procedure and obtain informed consent.

How to Turn Clinical Practice into Research: Examples and Pearls

Limit the extent of your clinical involvement to allow time for research

Your practice site may hire a clinical pharmacy specialist in your area.

- Team with that individual so that it is mutually beneficial.
- New emergency pharmacist who will be in the ED for 40 hrs/week.
  - Can change your focus to less direct patient care?
  - Work as a team and involve clinical pharmacist in scholarship activities
How to Turn Clinical Practice into Research: Examples and Pearls

Identify the academic track
• Tenure
• Non-tenure

Research your clinical practice site
• Faculty history
• Current research/ opportunities for collaboration
• Patient base
• Support staff
• Instructional opportunities and limitations
• Space

How to Turn Clinical Practice into Research: Examples and Pearls

Evaluate promotion and tenure guidelines, understand workload expectations
• Practice site expectations/University expectations
• How is service contract written?

Define your research
• Contract studies
• Investigator-initiated studies
• Principle investigator vs. co-investigator
• Seek publication – case reports

How to Turn Clinical Practice into Research: Examples and Pearls

Teaching
• Innovative, engaging, inclusive, interactive
• Publishable

Service

Other helpful hints
• Be visible and active
• Learn proper setting of limits
• Know when to say “no”
• Be a team player
• Be persistent and organized
• Find professional and personal balance
Finding and Using Mentors and Collaborators

Definitions

• Mentor
  A trusted counselor or guide.

• Collaborator
  One who works jointly with others, especially in an intellectual endeavor.

Finding and Using Mentors and Collaborators

Use both for success

• A mentor helps you decide whether a project is worthwhile whereas the collaborator helps with the nuts and bolts of the specific project
• A mentor is constant whereas collaborators vary with your specific needs
• A mentor meets with you periodically to help evaluate your success whereas meetings between collaborators occur frequently, as the project requires
• A mentor provides global information whereas collaborator ideas are specific to the work at hand

Finding and Using Mentors and Collaborators

Characteristics of the mentoring relationship

• A mentor can be assigned or requested by the faculty; however
  – it is best to make sure the mentor is successful in his own right
• More often than not, the junior faculty should attempt to schedule periodic meetings
• Meeting should be reflective as well as provide methods to enhance your success
• Discussions should always include criteria needed/achieved for successful promotion
Finding and Using Mentors and Collaborators

Characteristics of the relationship between collaborators:

- A collaborator may be at your practice site, a different practice site or be part of a team-taught course
- A collaborator allows you to make scholarship a priority instead of procrastinating which is common without a partner
- Collaborators discuss project specifics regardless of stage
  - Brainstorming, proposal development, active research including statistical analysis, or poster or manuscript development in order to ensure successful completion
- By working with different collaborators
  - Various skills are gained to enhance one’s own success
  - The School or College may overall be more scholarly

Finding and Using Mentors and Collaborators

- Single versus multiple mentors (e.g., P & T issues)
- Mentoring converting to collaboration
- Recognize delayed gratification with regards to research (so start early)
- Ask mentor(s) for advice on:
  - prioritizing activities
  - integrating activities
  - adaptation to one constant (i.e., change)
  - ongoing evaluation of progress towards P & T

Questions for Panelists