Use of a Consortium-Based Approach to Stimulate Scholarship and Research Among Experiential Faculty Across Multiple Institutions

Southeastern Pharmacy Experiential Education Consortium (SPEEC)

2002 – 2009

Charles H. McDuffie, PharmD
P. Dave Brackett, PharmD, BCPS
T. Lynn Stevenson, PharmD, BCPS

Objectives

• Describe the rationale for promoting scholarship in an experiential consortium
• Explain the methodology required for this type collaborative scholarship
• Discuss successful scholarship efforts to date for the SPEEC consortium
Rationale for Promoting Scholarship
In An Experiential Consortium

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Public Service Associate, NE Georgia Regional Coordinator
The University of Georgia College of Pharmacy

Southeastern Pharmacy Experiential Education Consortium (SPEEC)

• Established in 2002
• Purpose
  – Standardization of Administrative Processes
  • Forms / Documents / Policies
  – Establish Preceptor Development Programs
  – Establish opportunities for educational research and scholarship
  – Foster networking and professional development opportunities

SPEEC Membership

• All faculty and staff associated with the administration of experiential learning at member institutions
• All current colleges / schools of pharmacy located in Georgia or Alabama
SPEEC Member Institutions

• Auburn University – Auburn, AL
• Mercer University – Atlanta, GA
• Samford University – Birmingham, AL
• South University – Savannah, GA
• University of Georgia – Athens, GA
• Philadelphia College of Osteopathic Medicine – Suwanee, GA (new)

SPEEC Membership

• Auburn University
  – Lynn Stevenson
  – Dave Brackett
  – April Staton
  – Kathy Kyle
  – Olivia Shank
• Mercer University
  – Marcia Gibraith
  – Christine Klein
• Samford University
  – Michael Hogue
  – Paula Thompson
  – Trish Naro
  – Betty McCullough
  – Eva Click
• South University
  – Rusty Fetterman
  – William Wynn
  – Lindsey McKinney
• University of Georgia
  – Lori Duke
  – Wes Kruic
  – Charles McDuffie
  – Mindi Miller
  – Melody Sheffield
  – Whitney Unterwagner
  – Lynn Parham
• Philadelphia College of Osteopathic Medicine (New)
  – Mark Litzinger
  – Nancy Shapiro

Why Should We Promote Scholarship In An Experiential Consortium

• Faculty expectation for promotion
• Availability of ready collaborators (mentors / formation of research group)
• Share the “burden” of scholarship
• Abundance of opportunities for scholarship in examining “best practice models” in both IPPE and APPE program administration
Definition of Scholarship

- Published Papers, Peer Reviewed
- Invited Presentations
  - National
  - Regional
  - State

Improving Chances of Success in Scholarly Endeavors

- Use your own area of expertise for your research
- Have senior faculty mentorship
- Have opportunities to collaborate with faculty who have similar interests
- Have adequate "protected" time

1 Kennedy RH, et al. AJPE 2003;67(3):Article 92

Obstacles To Experiential Education Scholarship within Single Institutions

- Limited senior faculty mentorship
  - Harralson found that 51% of APPE program administrators held a rank equivalent to assistant professor
  - Sauer and Red reported that for experience program administrators:
    - 73% had no formal training or preparation for their position
    - 56% had been in their position for 5 years

1 Harralson AF. AJPE 2003;67(1):Article 17
2 Sauer KA, Red L. AJPE 1998;68(2):Article 54
Obstacles To Experiential Education Scholarship within Single Institutions

• SPEEC Data
  – Program Directors
    • 4 of 6 have held their position ≤ 5 years
    • 3 of 6 have held their position ≤ 1 year
  – Membership Faculty Ranking
    • 50% assistant
    • 37.5% associate
    • 12.5% full

Obstacles To Experiential Education Scholarship within Single Institutions

• Faculty members with similar interests are limited
  – Experiential faculty allocation is minimal relative to faculty allocation in other departments
  – Clinical and basic science faculty generally have primary research interests outside of experiential education
• Protected time for research and scholarship is limited
  – administering a minimum of 30% of curriculum
  – Support staff is often limited

Why Conduct Experiential Education Research

• Broaden the body of work devoted to experiential education
• Increase interest in problems facing experiential education
• Foster enhanced working relationship between faculty and staff
Why Conduct Experiential Education Research

- Obtain a better understanding of other SPEEC members
- Improve educational experiences for students and preceptors
- Provide avenues for professional development for SPEEC members

Practices and Procedures for Successful Scholarship in an Experiential Consortium

Southeastern Pharmacy Experiential Education Consortium (SPEEC)
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Auburn University Harrison School of Pharmacy

Primary Focus

- From the outset:
  - Scholarship was primary purpose
  - Grew from concern that experiential faculty often struggle with scholarship for promotion and tenure
    - High workload
    - Few, if any, colleagues to collaborate at own institutions
SPEEC Scholarship Goals

• Steady pipeline
  – at least one new research project each year
• Inclusive
  – everyone who wants to contribute to the project will be given an opportunity to do so
• Meaningful
  – engage in projects answering questions important in our jobs

Our Process

• Generate new ideas in mid fall through early winter
• Choose a project leader
• Project leader gathers group of interested participants (faculty and staff participate)
• Flesh out project/idea submit poster abstract to AACP annual meeting

Our Process

• If accepted, gather data and prepare poster before July
• Following poster presentation:
  – Additional data gathering and analysis as needed
  – Begin writing manuscript
  – Split up writing by section with small teams (2-3 persons each)
Writing in Large Groups

• Requires some adjustment and accommodation for all involved
• Project leader needs to take primary responsibility for coordination and deadlines
• Helps if smaller section teams are somewhat closer together

Writing in Large Groups

• Smaller groups write drafts together then send to the whole project team for review
• Breaking the project down like this actually makes it more manageable and allows more people to have meaningful participation

Writing in Large Groups

• Project leader is in charge of blending the sections together
• Typically, project leader assists all the writing groups but may dedicate special effort to the Results and Discussion/Conclusion
• Members try to rotate sections from project to project so if they handled introduction on one project, they do methods on the next
Using Technology to Bridge the Distance

- Mostly we have simply employed e-mail and MS Word with Track Changes
- We have also used video conferencing between lead authors
- We have tried using Google Docs – OK but still looking for a better way
- Intend to try Microsoft Groove

Group Writing at Meetings

- Tried dedicating a portion of consortium meetings groups can write together
- Limited success:
  - environment and forced time frame not conducive
  - Best for groups who have made significant progress needing collaboration on specific issues

Group Writing at Meetings

- Successful approach:
  - Dedicated time at meetings for large group discussion of projects/manuscripts
  - Throughout project – frequently re-visiting the project keeps it on timeline, allows for more group contribution and builds consensus of ideas, verbiage, analysis, etc
Authorship

• Has been one of our biggest challenges
• Topic of several lengthy consortium discussions
• Desired to allow involvement by a large number of people
• Need to insure all listed authors did “author work”

Authorship

• How to determine author order
• Developed a procedure and point system
• Emphasis is placed on a priori decisions
• Project Leader = Lead author
• Project group decides workload and author order (especially 2-5) at beginning

Authorship

• Based on AMA Guide for author status:
  1. Conception, design, data acquisition, analysis, interpretation
  2. Drafting/critically revising for important intellectual content
  3. Final approval of version to be published
Authorship

• Points system

<table>
<thead>
<tr>
<th>Domain</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept/Design</td>
<td>20</td>
</tr>
<tr>
<td>Data Acquisition</td>
<td>15</td>
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<tr>
<td>Analysis/Interpretation</td>
<td>15</td>
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<tr>
<td>Drafting/Writing</td>
<td>25</td>
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<tr>
<td>Critical Revisions</td>
<td>15</td>
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<tr>
<td>Final edits/Approval</td>
<td>10</td>
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</tbody>
</table>

Authorship

• Points system:
  – Decided against formal tallies
  – Project leader keeps relative points informally
  – Only important if pre-arranged workload is not maintained
    • Member leaves, circumstances change, etc.

Editorial Concerns about Group Authorship

• Questions from journal editors have required us to justify “author” status for our large groups
• In an earlier project, had not begun organization, planning and writing procedures described above
• Couldn’t legitimately justify authorship for the whole group – no proof
Editorial Concerns about Group Authorship

- Communication with editors:
  - confirmed that we follow AMA standards for authorship
  - Described or writing process and determination of author order

Summary

- Projects from SPEEC:
  - produce important scholarship in experiential education
  - enhanced the dossiers of its member faculty
  - successful approach that allows for collaboration of large groups
  - fair and justifiable authorship process

Summary

- Project outcomes:
  - inform our individual experiential programs and our schools and/or deans
  - information gained from projects incorporated into preceptor training and CE
Scholarship Efforts To Date

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SPEEC

• Scholarship was a primary goal/objective
  – Professional development of individual members
  – Advancement of experiential programs for member institutions
• 2002-42% of faculty were assistant professors
• 2009-50% of current faculty are assistant professors
• Devoted meeting time to scholarship development
• Faculty and staff equally involved
• Poster at each AACP meeting since 2004

SPEEC Faculty

- Auburn University
  - Lynn Stevenson
  - Dave Reed
  - April Shelton
  - Kathy Riley
  - Chris Stambaugh
- Mercer University
  - Markus Gilmore
  - Chris Fall
  - Hugh Kennedy
  - Ron Neal
  - Vanessa Young
- Samford University
  - Michael Boggs
  - Paula Thompson
  - Betty McCullough
  - Ted Jones
- Georgia Southern
  - Sue Decker
- South University
  - Randy Kepner
  - William Wyman
  - Lindsey McElroy
- PCOM-Georgia Campus
  - Matt Smisher
  - Mary Murphy
- University of Georgia
  - Lee Ralls
  - Charles McRill
  - Mike Kiff
  - Scott Miller
  - Lynn Parham
  - Hickory Beatyfield
  - Hillary Ostronagh
Project Themes

- Administrative focus/processes
- Student performance
- Preceptor development
- Staff justification

Scholarship Accomplishments

- National
  - Publications: 2
  - Posters: 6
  - Presentations: 3
  - Roundtables: 2
- State
  - Presentations: 6

Posters
Uniform APE Evaluation Tool Among Regional Schools/Colleges of Pharmacy

- Presented at AACP Annual meeting, July 2004; Salt Lake City, UT
- APPE sites shared by 2 or more SOPs/COPs
  - Multiple evaluation tools
- Develop, implement and evaluate the tool
- Consistency in evaluation
- Coordination/streamlining for preceptors
- Tool implemented in 2005-2006 academic year
- My personal experience as a preceptor at one of these sites
Benefits Associated with Utilizing a Multi-State Experience Program Consortium

- Presented at AACP Annual meeting, July 2005; Cincinnati, OH
- Gives background of the consortium
  - Objective
  - Structure
- Overview of:
  - Projects accomplished
  - Preceptor development efforts
  - Ongoing projects/publications
- Solve shared/similar issues/challenges
- Implications of the consortium

Cooperative Approach to Alleviate Barriers in Graduating Pharmacy Students: Focus on APPEs

- Presented at AACP Annual meeting, July 2006; San Diego, CA
- Assessment of APPE needs and availability
  - Included data from other regional schools outside consortium
  - Data did not include new SOPs/COPs in region
  - Total availability numbers not reflective of useable availability for all APPE types
  - Significant overlap with SOPs/COPs
  - # of preceptors only ~20% of licensed pharmacists
- Explain the cooperative approach to barriers
A Multi-Center Study of Student Grades and Evaluation Patterns in APPEs

- Presented at AACP Annual meeting, July 2007; Orlando, FL
- Assessment of APPE grades for 2005-2006
- Comparisons for:
  - Grade assigned
  - Comparable student rank
  - Suitability for employment
- 3175 grades assessed
- Most students received A’s (85.5%)
- Positive correlation with "would you hire" question
  - 180 A’s & B’s received a "No" to this question from preceptors

- 450 A’s & B’s were ranked in middle, lower or bottom compared to the student’s peers
- Reasons for these findings
  - Grade inflation
  - Lack of understanding of evaluation and grading tool
- Need for further analysis and preceptor training
Consortium-Based Approach to Implementing an Online Preceptor Training Program

- Presented at AACP Annual meeting, July 2008; Chicago, IL
- Goal was high quality, timely delivery and easily accessible preceptor training/development
- Development began in Fall 2005; implemented October 2007
- 1 hour of ACPE approved CE/module
- School specific reports
- 46% of preceptors completing the modules precepted for more than one SPEEC school

Multi-Center Assessment of APPE Placement Changes: An Examination of Reasons and Evaluation of Administrative Workload

- Poster at this year’s annual meeting
  - Today (June 20) 12-1:30 pm
- Evaluation of types of schedule changes for APPEs
- Administrative time involved
Manuscript Publications

2. Confronting Barriers in Graduating Pharmacy Students: Focus on Advanced Pharmacy Practice Experiences by an Experiential Education Consortium; accepted for publication Jan 2009 by AJPE

Establishment of a Multi-State Experiential Pharmacy Program Consortium

- AJPE 2008;72(3):Article 62
- Authors
  - L. Duke, W. Unterwagner, D. Byrd
- Describes the process, activities and benefits of SPEEC development

Invited Lectures

- Regionalization and Collaboration to Enhance Experiential Education (Special Session, AACP July 2008)
Round Tables

• Preceptor Development (AACP July 2008)
• Faculty Extenders (AACP this year)

State Association Presentations

• Generational Alphabet Soup: What’s Your Letter?; GPhA Annual meeting, June 20, 2009; Ponte Vedra Beach, FL
• Pharmacist Patient Assessment: Today and Tomorrow; GPhA Annual meeting, June 23, 2009; Ponte Vedra Beach, FL
• Effective Communication With and Assessment of Student Pharmacists; APA Annual meeting, June 22, 2009; Destin, FL
• Opportunities and Challenges of Integrating Pharmacy Students into Health-System Pharmacy, GSHP Summer meeting, July 25, 2009; Amelia Island, GA

Challenges

• Membership turnover
• Lack of a statistician within the group
• Ideas-conception to publication
• Participation from all schools
Future Initiatives

- Reward system to acknowledge member contributions
- Publication of completed projects
  - 2 pubs in progress
  - 1 project’s data collection is complete
- Creative activities that ensure successful outcomes for all member institutions
  - 1 project currently in development/ongoing
  - 1 project proposed
- Active participation from each individual and each member institution
- Recent addition of PCOM-GA SOP

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