

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

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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

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Rationale for Promoting Scholarship In An Experiential Consortium

Southeastern Pharmacy Experiential
Education Consortium (SPEEC)
2002 – 2009

Charles H. McDuffie, PharmD
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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 Slaton
 - Kathy Kyle
 - Olivia Shanks
- Mercer University
 - Marcia Gilbreath
 - 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 Krulic
 - 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
² Jackson TL, et al. AJPE 2005;69(5):Article 98

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 professor¹
 - Sauer and Riel reported that for experience program administrators:
 - 73% had no formal training or preparation for their position²
 - 56% had been in their position \leq 5 years

¹ Harralson AF. AJPE 2003;67(1):Article 17
² Sauer KA, Riel L.J. 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 \leq 5 years
 - 3 of 6 have held their position \leq 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) 2002 – 2009

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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

Domain	Points Possible
Concept/Design	20
Data Acquisition	15
Analysis/Interpretation	15
Drafting/Writing	25
Critical Revisions	15
Final edits/Approval	10

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

Southeastern Pharmacy Experiential Education Consortium (SPEEC)

2002 – 2009

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SPEEC

- Scholarship was a primary goal/objective
 - Professional develop 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
 - Dawn Brackbill
 - April Stalton
 - Kathy Kyle
 - Oblea Sharita
- Mercer University
 - Marisa Gilbreath
 - Chris Klein
 - Kleigh Kennedy
 - Rose Neal
 - Vanessa Young
- Sanford University
 - Michael Hogan
 - Paula Thompson
 - Betty McCullough
 - Trish Haro
- Eve Clark
- South University
 - Rusty Fetherman
 - William Wynn
 - Lindsey McGinney
- PCOM-Georgia Campus
 - Mark Litzinger
 - Nancy Ruggiero
- University of Georgia
 - Lori Duke
 - Charise McDuffie
 - Wes Krulic
 - Heidi Miller
 - Lynn Farnham
 - Melody Sheffield
 - Whitney Ustervogner

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

A Multi-Center Study of Student Grades and Evaluation Patterns in Advanced Pharmacy Practice Experiences (APPEs)
 Kennedy WK, Rogers SP, Staton AG, Duke LJ, Fetterman JW, Usherwagner WL, Boyd DC, Miller MC, Sheffield MC, Brackett PD, McDuffie CH
 The Southeastern Pharmacy Experiential Education Consortium (SPEEC)


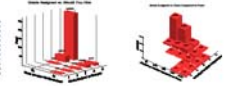
Background: There is a need to assess the quality of APPEs and to determine if there are differences in the way that APPEs are graded and evaluated across different sites. The purpose of this study was to assess the quality of APPEs and to determine if there are differences in the way that APPEs are graded and evaluated across different sites.


Objective: The purpose of this study was to assess the quality of APPEs and to determine if there are differences in the way that APPEs are graded and evaluated across different sites.

Methods: A multi-center study was conducted across 10 sites. The study included a review of APPE grades and evaluations, as well as a survey of preceptors regarding their grading and evaluation practices.

Results: The study found that there were significant differences in the way that APPEs were graded and evaluated across different sites. The most common grade assigned was an A, and the most common evaluation was "would you hire this student?".

Conclusion: The study found that there were significant differences in the way that APPEs were graded and evaluated across different sites. The most common grade assigned was an A, and the most common evaluation was "would you hire this student?".







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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



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A Multi-Center Study of Student Grades and Evaluation Patterns in APPEs

- 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



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Consortium-Based Approach to Implementing an Online Preceptor Training Program

Charles McDuffie, Lori Duke, James Fetterman, Jr., Whitney Unterwagner, Melody Sheffield, David Brackett, Lynn Stevenson, April Staton, Mimi Miller, Robert Henderson, Paula Thompson, Betty McCutcheon, Brinkley Warren
The Southeastern Pharmacy Experiential Education Consortium (SPEEC)

Background: Preceptor training is a critical component of the development of each pharmacy student's professional skills. The development of a preceptor training program that is accessible, timely, and of high quality is a challenge for all pharmacy schools. The Southeastern Pharmacy Experiential Education Consortium (SPEEC) is a consortium of 12 pharmacy schools in the Southeastern United States that have agreed to share resources and collaborate to develop a preceptor training program that is accessible, timely, and of high quality.

Objectives: To create the content of an online preceptor training program that is accessible, timely, and of high quality. To create a preceptor training program that is accessible, timely, and of high quality.

Methods: A consortium of 12 pharmacy schools in the Southeastern United States agreed to share resources and collaborate to develop a preceptor training program that is accessible, timely, and of high quality. The consortium members met regularly to discuss the development of the program and to share resources. The program was developed and implemented in October 2007.

Results: The program was implemented in October 2007 and has been successful. The program is accessible, timely, and of high quality. The program has been well received by preceptors and students alike. The program has been successful in providing preceptors with the necessary skills to train students effectively.

Conclusions: The program is accessible, timely, and of high quality. The program has been well received by preceptors and students alike. The program has been successful in providing preceptors with the necessary skills to train students effectively.

Keywords: Preceptor training, online training, consortium, pharmacy education.

Preceptor Training Module Completion

Number of Preceptors Completing the Module	Number of Preceptors
0	0
10	10
20	20
30	30
40	40
50	50
60	60
70	70
80	80
90	90
100	100

Online Preceptor Training Module

- 1. Introduction to Preceptor Training
- 2. Preceptor Training Objectives
- 3. Preceptor Training Content
- 4. Preceptor Training Assessment

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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

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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

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Manuscript Publications

1. Establishment of a Multi-State Experiential Pharmacy Program Consortium; AJPE 2008;72(3):Article 62.
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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