

---

## 2009 AACP Curricular Change Summit

### PRE-SESSION ACTIVITIES AND READINGS

---

#### I. Future Pharmacy Graduates Useful Readings and Pre-Summit Activities

##### Readings:

1. Background Paper "[Future Pharmacy Graduates - Making More Opportunities than We See](#)". References 1-6 from this paper are useful as background information and Reference 9 provides an important charge to Summit participants.
2. [Integration of Pharmacists' Clinical Services in the Patient-Centered Primary Care Medical Home](#); March 2009
3. [Disease Management and Retail Pharmacies](#); 2008
4. Creativity Sites: The following are provided as useful sites to help you stimulate your creative thinking for the third question as you consider all the possibilities for those who have a pharmacy education:
  - a. [Brainstorming](#) from MindTools.com
  - b. [Analysis and Matrix Analysis](#) from MindTools.com

##### Pre-Summit Activities:

*Future pharmacists as health care providers:*

1. In your own college or school, how would you describe to your students what a "health care provider" does in his or her professional activities?
2. In your own college or school, how would you define to your students what the term "practice" means?

*Emerging and envisioned roles for pharmacists:*

3. Using a roundtable discussion technique via e-mail, please have the members of your team identify as many possible roles (now and in the future) that pharmacists could engage in as a consequence of their professional education. You should think broadly about these roles based upon societal needs. As an individual or small group brainstorming, you might want to consider one of the tools referenced above at [www.MindTools.com](http://www.MindTools.com). Alternatively, the process might start with the team leader, who should list as many roles as possible and then forward the e-mail list on to a second member of the team who would add to the list and likewise to the other team members.

**\*\*\* When your list is complete, please send this list to [Gayle Brazeau](#) by August 31, 2009. \*\*\***

*Student learning outcomes and the curriculum of the future:*

4. As a team, please discuss the extent to which your doctor of pharmacy program encourages your students to develop their skills as risk takers, entrepreneurs, and leaders, as well as advance their intellectual curiosity when considering emerging roles for pharmacists. Are the educational abilities (learning outcomes) you have identified in your college or school for the doctor of pharmacy program consistent with those needed for future graduates to assume the emerging roles identified in 3 above?

## II. Stimulus Questions Regarding Future Practice Competencies and How They Are Addressed In Future Professional Curricula

These stimulus questions are provided to assist pharmacy schools in considering the practice competencies required of future pharmacists and the curricular and other programmatic actions they will take to better prepare future practitioners. School teams are encouraged to review and discuss these questions prior to attending the Curricular Change Summit. These questions are also designed to guide plans that teams begin to develop during the Summit and further revise and implement after they return home.

1. Describe your school's vision for the profession of pharmacy.
2. How will pharmacy practice change in your state/region between now and the year 2020?
3. How will pharmacy practice change nationally between now and the year 2020?
4. What role(s) will your school play in advancing pharmacy practice locally, statewide, regionally, and nationally?
5. What changes will occur in the competencies (ie, knowledge, skills, attitudes) required for pharmacy practice?
6. How will your school change in order to help student pharmacists achieve these competencies? What actions will your school take to assure that curricular content and processes are relevant to future practice?
7. What actions will your school take to develop the following attributes in your student pharmacists?
  - a. Leadership and advocacy
  - b. Professionalism
  - c. Self-directed learning
  - d. Interprofessional collaboration
  - e. Cultural competency
8. What actions will your school take to provide experiential learning opportunities for your student pharmacists that develop the attributes discussed above? Your school may want to focus on all of these attributes in one experience or may consider focusing on various attributes at different points of experiential learning.

### Readings:

Duncan-Hewitt W, Austin Z. [Pharmacy Schools as Expert Communities of Practice? A Proposal to Radically Restructure Pharmacy Education to Optimize Learning.](#) *Am J Pharm Educ.* 2005; 69(3):article 54.

Jungnickel PW, Kelley KW, et al. [Addressing Competencies for the Future in the Professional Curriculum.](#)

## III. Review of Pre-Requisites and Admissions Selection Criteria

Please review the pre-professional pre-requisites / curriculum and admissions selection criteria for entry into your Doctor of Pharmacy program and bring those to the Summit.

**June 9-12, 2009**  
**Scottsdale Resort and Conference Center**

For your pre-professional pre-requisites / curriculum and admissions selection criteria,

1. How and when were these developed or last revised?
2. Describe any data you have that document their appropriateness.
3. Describe any other perceived strengths, weaknesses, and/or areas in need of improvement.
4. Are you planning any revisions? If so, why?

**Reading:**

Boyce EG, Lawson LA. [White Paper on the Pre-Professional Curriculum in Preparation for Doctor of Pharmacy Educational Programs](#).

**IV. Roles of Innovation in Education Delivery**

**Readings:**

Blouin RA, Riffée WH, et al. [Roles of Innovation in Education Delivery](#).

Clayton MA, Brinthaup TM, et al. Serving Students by Helping Faculty: Encouraging Instructional Technology Integration. *Academic Leader*. 2008; 24:3. **See attached.**

Hammer DP, Sauer KA, et al. [White Paper on Best Evidence Pharmacy Education \(BEPE\)](#). *Am J Pharm Educ*. 2004; 68: article 24.

Wright M. Always at Odds?: Congruence in Faculty Beliefs about Teaching at a Research University. *Journal of Higher Ed*. 2005;76:3. **See attached.**

Bradberry JC, Droege M, Evens RL, et al. [Curricula Then and Now—An Environmental Scan and Recommendations Since the Commission to Implement Change in Pharmaceutical Education: Report of the 2006-2007 Academic Affairs Committee](#). *Am J Pharm Educ*. 2007; 71: article S10.

Moore JC. [The Sloan Consortium Quality Framework and the Five Pillars](#). The Sloan Consortium.

Goodyear P, Ellis RA. University students' approaches to learning: rethinking the place of technology. *Distance Ed*. 2008;29:2. **See attached.**

**V. Assessment to Transform Competency-based Curricula**

**Readings:**

Farris KB, Demb A, et al. [Assessment to Transform Competency-based Curricula](#).

**VI. Additional Suggested Readings**

Please see the section titled "Additional Suggested Readings" on the Summit's [Meeting Materials Web page](#).