Gearing up New Faculty: A Toolbox to Assist New Faculty, Mentors, and Department Chairs.

COS Task Force

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Plan for Session

• Toolbox checklist/discussion: I have, I need, I would like
• Showcasing Aspects of Toolbox (1.0):
  – Where do I begin? Faculty Orientation/Mentoring
  – How do I contribute to the curriculum/program?
  – What is the “practice of pharmacy”?
  – What are our programmatic, curricular and/or assessment goals?
  – What collaborative opportunities are available?
• Discussion: What’s Missing (Toolbox 2.0)
• Check-in: Toolbox checklist
• Questions and Answers

Haves, Needs, Would Likes

• Locate Toolbox checklists on table
• Provide name + legible e-mail address
• Review representative examples of Toolbox content.
• Identify if you have, need or would like each type of content.

Where do I Begin?
Mentoring Programs

- Internal
- External
- Mentor Selection
- Collaborative Mentoring

Resources


Faculty Development

- Internal opportunities
- External opportunities
The Three Legged Stool

- Teaching
  - Dissemination of Knowledge
  - Integration of Knowledge
- Research
  - Discovery of Knowledge
- Service
  - Application of Knowledge

Types of Appointment

- Academic Contracts
  - Calendar Year vs. Academic Year
- Non-tenure Track
- Tenure Track
- Academic Appointments

Who is my audience?

- Professional doctoral students vs. graduate students
- Undergraduate Mentality/Characteristics
Resources

• Preferred Learning Methods of the Millennial Generation (Arlene Nicholas, 2008)
• The 5 R’s of Engaging Millennial Students (Mary Bart, Teaching and Learning, 2011)
• Motivating Today’s College Students - The Millennial Generation (Angela Provitera McGlynn)
• PowerPoint and Learning Theories: Reaching out to the Millennials (Karen Gardner, Jolanta Alexsejuniene, 2011)
• Smith L, Krass I, Saisbury E, Rose G. Pharmacy Students Approaches to Learning in Undergraduate and Graduate Entry Programs, Am J Pharm Educ 2010;74(6): Article 106.
• Jonas-Dwyer D, Pospisil R. 2004 The Millennial Effect: Implications for academic development
• Generation Y Alternative Teaching Approaches (Hanover Research Council, 2008).

The Value of Shadowing

• Pharmacy practice faculty at practice sites
• Resources:
  1. American College of Clinical Pharmacy (www.accp.com)
  2. American Pharmacists Association (www.pharmacist.com)
  3. American Society of Health-System Pharmacists (www.ashp.org)

How do I contribute to the curriculum/program?
Curricular Differences

<table>
<thead>
<tr>
<th>Pharm.D.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on patient outcomes using currently known Information</td>
<td>Focused on discovery of new Information</td>
</tr>
<tr>
<td>Focused on learning known facts and known drugs</td>
<td>Focused on development of new drugs/formulations</td>
</tr>
<tr>
<td>Focus on explaining why a known therapy is used</td>
<td>Focus on determining how a disease state occurs and identifying new treatment strategies</td>
</tr>
<tr>
<td>Text driven</td>
<td>Research/application driven</td>
</tr>
<tr>
<td>Faculty driven</td>
<td>Self-driven</td>
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</tbody>
</table>

Types of Curricula

- Integrated; Coordinated; Modular
- Interprofessional; Interdisciplinary
- Team-Based Learning; Problem-Based Learning; Case-Based Learning

Resources

Discipline: Curricular Position and Contribution

• Identify prior courses and content
• Foundational course in PY1 year or more integrated with other courses?
  – Biochemistry vs. Medicinal Chemistry
  – Physiology vs. Pathophysiology
• Stand alone course or part of other courses?

Resources

• CAPE Educational Outcomes and Supplemental Outcomes
  – http://www.aacp.org/resources/education/cape/Pages/default.aspx
• Basic Resources for Pharmacy Education:

Discipline: Linkages

• Find the links
  – On paper: review your curriculum
  – In person: meet prior to content delivery
• Establish good working relationships
  – Sit in on lectures, other didactic activities
  – Review lecture handouts and notes
• Remain current
  • Consult current treatment guidelines
Discipline: Application in the Practice of Pharmacy

- Work backwards
  - Step 1: This is the current standard of care for "Disease X".
  - Step 2: How does your discipline contribute?
    - Example = gout
      - Biochemistry: purine metabolism, causes of gout
      - Physiology/Pathophysiology: inflammatory steps in an acute attack
      - Pharmacology/Medicinal Chemistry: mechanisms of action
      - Pharmaceutics: discuss formulations, dosing

Resources

- Daugherty KK. Backward Course Design; Making the End the Beginning. Am J Pharm Educ, 2006; 70(6): Article 135.

What is the “Practice of Pharmacy”?
Pharmacists and the Profession


Opportunities and Employment Trends

Pharmacist of the Future

Vision of Pharmacy Practice 2015

• Pharmacists will be the health care professionals responsible for providing patient care that ensure optimal medication therapy outcomes
• Resource in ACPE Standards 2007 Guidelines 2.0, Appendix A:
Professional Organizations

- Educational Organizations
- Professional and Practice Societies
- Scientific Organizations
- State Organizations
- Resources
  - [http://www.aacp.org/about/membership/Pages/professionalorganizations.aspx](http://www.aacp.org/about/membership/Pages/professionalorganizations.aspx)
  - [http://www.pharmacy.org/association.html](http://www.pharmacy.org/association.html)

Historical Notes of Importance

- History of Pharmacy
- History of the Pharmaceutical Industry and Drug Discovery
- History of Drug Regulation

AACP Contribution

- Educational Programming
- Councils, Sections, SIGs
- Networking
- Leadership Development
Programmatic, Curricular, and Assessment Goals: a map to how you will contribute meaningfully

Align what you are going to do with what others want

• How do you determine what you want to do?
  – Personal timeline, personal goals, plans for future
• How do you determine what the organization wants?
  – What are the future plans?
  – What is assessed (students, faculty, institution)?
• How do you determine what the profession wants?
  – ACPE Standards
  – CAPE Outcomes

How do you determine what the profession wants?

• Review the CAPE outcomes (2004): Pharmaceutical care, systems management, public health. 
• Review the relevant accreditation standards from ACPE. Some specific for faculty needs and expectations (e.g., standards 24 and 25)
  https://www.acpe-accredit.org/
• Peer school comparisons (e.g., the AACP survey of graduating students, faculty, and alumni)
What collaborative opportunities are available?

Who are my clinical colleagues and what do they do?

- **Resources:**
  - Other?

What is Clinical Practice?

- Activities to engage in to better understand the nature of clinical practice:
  - Shadowing opportunities
  - Group discussions with clinical faculty
  - Interdisciplinary teaching
  - Interdisciplinary research
  - Other?
Resources


Interdisciplinary Teaching

- Resources to identify models and best practices for interdisciplinary teaching:
  - American Journal of Pharmaceutical Education (www.aipe.org)
  - Currents in Pharmacy Teaching and Learning (http://www.pharmacyteaching.com/)
  - Others?

Interdisciplinary Research

- Resources to identify models and best practices for interdisciplinary research:
  - Discipline specific journals
  - Local, regional and national meetings/conferences
  - Others?
Showcase Summary

- Focus on non-pharmacist faculty
- Recognize generalizability of content across types of faculty
- Summarizes value of variety of resources
- Anticipated to be “living” document

Toolbox Checklist Check-in

- Review your toolbox checklist
- Identify where you anticipate the toolbox will be of value to you
- Complete the checklist and leave on table.
- We will review data and return checklist to you.

What’s Next for Toolbox 2.0?

- What key area(s) is missing?
- What content (including resources) would you like to see expanded?
Questions and Feedback