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PHARMACY EDUCATION
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American Association of Colleges of Pharmacy
Discover • Learn • Care: Improve Health
Lessons Learned from Satellite Campuses: Focus on Collaboration, Technology, Student Organizations, and Interprofessional Education
Disclosures

- All presenters report no affiliations or conflicts of interest with any entity presented herein.
  - Pamela Joyner
  - George Francisco
  - Greene Shepherd
  - Amy Pittenger
Engagement with Collaborative Partners

Pamela Joyner, EdD, MS Pharm, FASHP
Executive Associate Dean
for Professional Education
UNC Eshelman School of Pharmacy
Learning Objective

• Discuss the role of collaborative partners in the delivery of pharmacy education on a distance campus.
Colleges and Schools with Satellite Campuses

• 129 Colleges and Schools of Pharmacy with Accreditation Status.

• 31 Colleges and Schools of Pharmacy with Satellite Campuses – Some have multiple sites.

• Total of 47 Satellite Campuses.
Satellite Campus Structure

• Most common types of structure include:
  – 2 years on main campus followed by 2 years on satellite campus
  – 4 years on satellite campus
Our Three Campuses

Asheville
Established 2011

Chapel Hill
Established 1897

Elizabeth City
Established 2005

UNC Eshelman School of Pharmacy
Examples of Collaborative Partners in Asheville

• Institutional partnerships
  – UNC Asheville
  – Mission Health System
  – Mountain Area Health Education Center
  – UNC Medical School Branch Campus in Asheville
Examples of Collaborative Partners in Asheville

• Community partnerships
  – City of Asheville
  – Chamber of Commerce
  – Buncombe County
  – Community Leaders
Value of Collaborative Partnerships

• Enhance student opportunities and experiences.
• Opportunity for cost efficiencies.
• Increase quality and number of clinical training sites.
• Expand interprofessional activities.
• Enhance residency programs.
Learning Activity

• What challenges are you facing with collaborative partnerships on your satellite campus?
• What lessons have you learned while working with collaborative partners?
Lessons Learned

• Appreciate history
  “Shedding old model and embracing new” – Change can be difficult.
• Make sure that your strategic priorities are interwoven and shared throughout all levels of partnership.
Lessons Learned (cont’d)

• Do a thorough analysis and evaluate that the partnership is in your School’s best interest for both short and long term goals.
• Avoid decisions based on short-term expediency.
Lessons Learned (cont’d)

• Communicate frequently and effectively.
• Ensure that expectations are clear for co-funded faculty.
• Discuss number of students, faculty titles, and plan for salary increases early in the planning process.
Lessons Learned (cont’d)

• Ensure that both parties understand the responsibilities of the co-funded faculty.

• Exit strategy – If you have discretion to terminate based on market influence, remember that when you create, it is hard to terminate.
Asheville Campus
Asheville Campus
Pharmacy Complex at Elizabeth City Campus
Managing Student Organizations on Multiple Campuses

George E. Francisco, Pharm.D.
Associate Dean
University of Georgia College of Pharmacy
Learning Objectives

• Discuss the challenges associated with providing students on satellite campuses opportunities to participate in student organizations.

• Identify ways to address these challenges.
Student organizations provide opportunities for:

• Professionalization (e.g., APhA, ASHP)
• Socialization (e.g., PDC, LKS, KE)
• Networking
• Participation in various activities
• Leadership
• Reinforcing curricular goals (problem solving, time management, CPD)
Each of these “purposes” can create challenges for schools with multiple campuses

• The number of organizations
• Official organizations vs. clubs
• By-laws of the organization (how many presidents, advisors, etc. can there be?)
• Meetings, meeting times, attendance, dues collection
Challenges (cont.)

- Types of activities in which students participate (and their regulatory requirements)
- One project on the main campus vs. identical projects on every campus vs. similar projects on every campus
- Participation in national competitions
- Requirements for chapter awards
Learning Activity

• What challenges are you facing with student organizations on your satellite campus(es)?
Lessons Learned

• Before students arrive on your satellite campus, at least think about how they might participate in student organizations.

• Review/revise organizations’ by-laws to assure that they do not preclude student leadership or participation.
Lessons Learned (cont.)

• Decide how many student participants are needed on the satellite campus in order to conduct projects separate from the organization on the main campus.

• Are there faculty “advisors” on satellite campuses? Who is responsible for oversight of CLIA-waived tests/dispensing health information, etc?
Lessons Learned (cont.)

• Have rules about creating new organizations and clubs.
• Plan times during “normal class hours” for student organizations to meet.
• Utilize technology for meetings and competitions.
• Devise plans for travel to regional and national meetings.
Learning Activity

• Based on your experiences, what other pearls should be added to the “Lessons Learned” slides?
Video Conferencing Technology on Satellite Campuses

Greene Shepherd, Pharm.D.
Clinical Professor
UNC Eshelman School of Pharmacy
Objectives

- Describe UNC’s approach to classroom technology
- Discuss common challenges satellite campuses face when using technology
- Discuss teaching techniques for distance campuses
Our Infrastructure

• Closed network
  – State based fiber optic system

• Classrooms (3 sizes)
  – Cisco (Tandberg) for synchronous video
  – Adobe connect for content
  – Echo 360 capture
  – Turning point
  – Sakai
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Demonstration
Pair & Share

How do you handle connection problems?
Policies and procedures for educational technology

• Technical failures

• Weather closures
Pair & Share

What percentage of didactic content originates at your satellite campus?
Delivering Content …

Active is better!

Figure 2. Relative frequency of student preference for delivery format prior to and following participation in the flipped classroom (p = 0.001)

THE FLIPPED PHCY 411 CLASSROOM

- 35 MIN iLAMs, Self-paced Interactive Learning Accelerator Modules
- 45 MIN Readings
- Preparation time 80 MIN
- 15 MIN Assessment of Foundational Learning
- 15 MIN Pair & Share
- 25 MIN Student Presentations & Discussion
- 20 MIN Quiz

AACP Annual Meeting
Classroom Challenges

• 2 second delay
• Seeing everyone
• Administering assessments
• The “5 minutes after class”
  – How do students connect when they are not there?
2011/12 Virtual Office Hours

- PY1s utilization on UNC satellite campuses
  - 35 hours of VOH scheduled
  - 64% of PY1s used VOH
Summary

greene_shepherd@unc.edu
Interprofessional Education Across Multiple Campuses

Amy Pittenger, PharmD, PhD
University of Minnesota
Agenda

• What is IPE?
• IPE challenges
• How to make it work!
  – Three examples - Lessons learned
  – Who needs to be engaged?
  – What is necessary for implementation and sustainability?
  – What about accreditation?
Learning Objective

Leverage collaboration, technology, and student organization strategies for interprofessional success involving multiple campuses, programs, and institutions
What is IPE?

• WHO definitions (2010)

• IPE – “When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes”

• Purposeful activities framed around Core Competencies for Interprofessional Collaborative Practice

IPE Challenges

• IPE is logistically difficult – even when on the same campus
  – When, where, who and how to fit it in!
• How to allocate and share resources
  – Tuition/academic credit, faculty time, space, administrative efforts
  – Different accreditation goals and motivation
Example 1: Foundations of Interprofessional Communication and Collaboration

- Engagement – Senior Leadership and Faculty
- Implementation - Coordinators and Directors
  - Over 1000 students/semester long
  - 9 professional programs on 3 campuses
  - 9 course owners but 1 Course Director
  - 87 facilitators
  - 1 central academic health center coordinator
- Tuition, credit determination, teaching assignments
  
  *Avoid the champion model!*
Example 2: Interprofessional Diabetes Experience

• 3-campus, 2-institution example
  – U of M (Twin Cities, Rochester, Duluth) and College of St. Scholastica
  – Nursing and Pharmacy students
    • Technology – ITV, Skype, social networking
    • Tuition, credit determination, teaching assignments
    • Using the champion model here…
Example 3: Interprofessional Leadership and Facilitation

- Advanced students within health professional program
  - Dentistry, Nursing, Pharmacy, Medicine, Occupational Therapy
  - 3 campuses/state-wide clinical placements
  - Tuition and academic credit issues unresolved
    - Pharmacy and Dentistry elective – 1 academic credit
    - Medicine student organization
    - Nursing, OT – letter of acknowledgement
- Currently only pharmacy faculty really teaching…really using the champion model here!
Accreditation

• Equivalent IPE experiences and outcomes

• Leverage and optimize unique aspects of each campus or region

• Accountable? Motivated?
Summary

• Who needs to be engaged?
  – Senior leadership and Faculty from all programs
    • IPE curriculum committee
  – Accrediting bodies
  – Health Systems
    • IPE coordinator/student ‘value-add’/Linked to a meaningful outcome

• Sustainability
  – Devoted resources and integral to curricular mission “Avoid the Champion Model”

*Without this level of engagement, IPE at risk of going away*
National Center for Interprofessional Practice and Education

- National Coordinating Center
- Collectively address barriers, challenges
- Combine educational efforts
- How to get involved