

Practice & Science: Change Creating Collaboration

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BACKGROUND

- History of CPHS
 - CPHS has evolved from being the first pharmacy program to be established in 35 years into a health sciences entity offering 5 professional programs (pharmacy, athletic training, PT, PA & nursing), 3 graduate programs (clinical research, public health & pharmaceutical sciences), and 3 undergraduate programs (clinical research, pharmaceutical sciences, and general sciences)
- Overview of Recent Changes
 - The addition of athletic training, nursing, PT, PA, and public health are recent and have changed the landscape in terms of faculty, students, pre-professional offerings, advisement, and research opportunities
- Faculty Turnover
 - In 5 years, CPHS has had many changes in the pharmacy faculty, mostly due to well-earned retirements and 2 recent deaths
 - Keys positions: founding dean retired with 29-year tenure, associate dean of academic affairs retired, 2 department chairs retired
 - 7 members of pharmaceutical sciences in the past 2 years
- New Curriculum
 - A new integrated, systems-based, block-designed curricular model was developed and launched fall 2018
- Challenges Create Opportunity

EXPERIENTIAL SHADOW PROGRAM

- Background
 - New CPHS faculty in the Department of Pharmaceutical Sciences had varying degrees of experience in pharmacy education and practice
 - To aid in their transition to the Doctor of Pharmacy program, a “shadow” program was developed for Pharmaceutical Sciences (PS) faculty to spend a day with a nearby Pharmacy Practice (PP) faculty member
- Experiential Shadow Program Goals
 - Facilitate an understanding of contemporary pharmacy practice
 - Understand the roles each faculty member has within the College
 - Determine ways to improve the delivery and didactic content in the PharmD program to better meet programmatic goals and outcomes

EXPERIENTIAL SHADOW PROGRAM Cont.

- Program Description
 - PS faculty contacted available PP faculty from a list of potential sites to visit
 - Shadow experiences were suggested to be a day in which the PS faculty member visited the practice site of the clinical faculty to witness experiential student teaching experience
 - PS faculty were asked to complete a survey of his or her experience(s)
- Summary
 - PS faculty who participated in shadowing experiences developed a better understanding of the role of both the pharmacist and students in a clinical setting
 - Participating faculty indicated that the experience was helpful in developing classroom activities, plans for future collaborations, and an interest in additional shadowing
 - Results were consistent with those reported in the literature¹

SCIENCE CONTENT SURVEYS

- Background
 - Integration of curriculum required that content from both basic science and pharmacy practice be condensed
 - In order to ensure delivery of appropriate content, we referred to the AACP Pharmacotherapy Toolkit²
 - Toolkit does not include all basic science, so we needed to develop content based on clinical practice
 - Surveys for practice faculty were developed to ensure that appropriate content was emphasized
- Goals/objectives
 - Develop surveys for basic science content used in pharmacy practice
 - Utilize results from surveys to help prioritize and streamline content
 - Utilize surveys to foster further discussion and collaboration
- Current status
 - Survey for biochemistry was developed and launched
 - Assessing data and feedback

REFERENCES

¹Clapp et al. AJPE 2014;78(5). Article 106

²Schwinghammer TL, et al. 2016 ACCP Pharmacotherapy Didactic Curriculum Toolkit. www.accp.com/docs/positions/misc/Toolkit_final.pdf

RESEARCH PRACTICE PARTNERSHIPS

- Background
 - The curriculum implementation process provided the impetus for research collaboration
- Goal
 - Create collaborative teaching and research academic partnerships to facilitate the professional advancement of the respective faculty
- Summary
 - PS and PP faculty are collaborating on various research projects including grants, book chapters, and other scholarly endeavors
 - Two recent publications noting collaboration amongst the departments Ahiawodzi P, Thompson DK, Kelly K. Risk factors for sepsis morbidity in a rural hospital population: A case-control study. *American Journal of Infection Control*. March 2018.
 - Johnson SW, Thompson DK, Raccor B. Hepatitis C virus-genotype 3: Update on current and emergent therapeutic interventions. *Current Infectious Disease Reports* 19:22; 2017.

NEXT STEPS

- Experiential Shadow Program
 - Develop formal survey/assessment of experiences; Establish specific goals/objectives; Expand to include staff; Involve faculty from other programs (IPE); Create an alumni network of shadow sites; Incorporate into our faculty/staff onboarding process; Develop professional practice informational sessions
- Science Content Surveys
 - Complete survey(s), analyze results and identify “next steps”
- Research Practice Partnerships
 - Identify additional ways to expand/enhance research collaboration; Design more training opportunities for faculty on the scholarship of teaching & learning; Utilize the integrated curricular model to improve communication; Build relationships and generate ideas for practice-based research; Incorporate purposeful plans to seek internal grants and non-traditional extramural funding; Provide a team-based approach to offer more student research projects; Identify barriers (Communication, Time, Funding, Expertise)
- What's Next
 - Identify how these programs can impact our curriculum and benefit our students
 - Develop a stronger level of intellectual curiosity
 - Develop skills to measure outcomes of educational interventions