

Interdisciplinary and Practice Understanding Approaches for Non-clinical Faculty in a Pharmacy College

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BACKGROUND

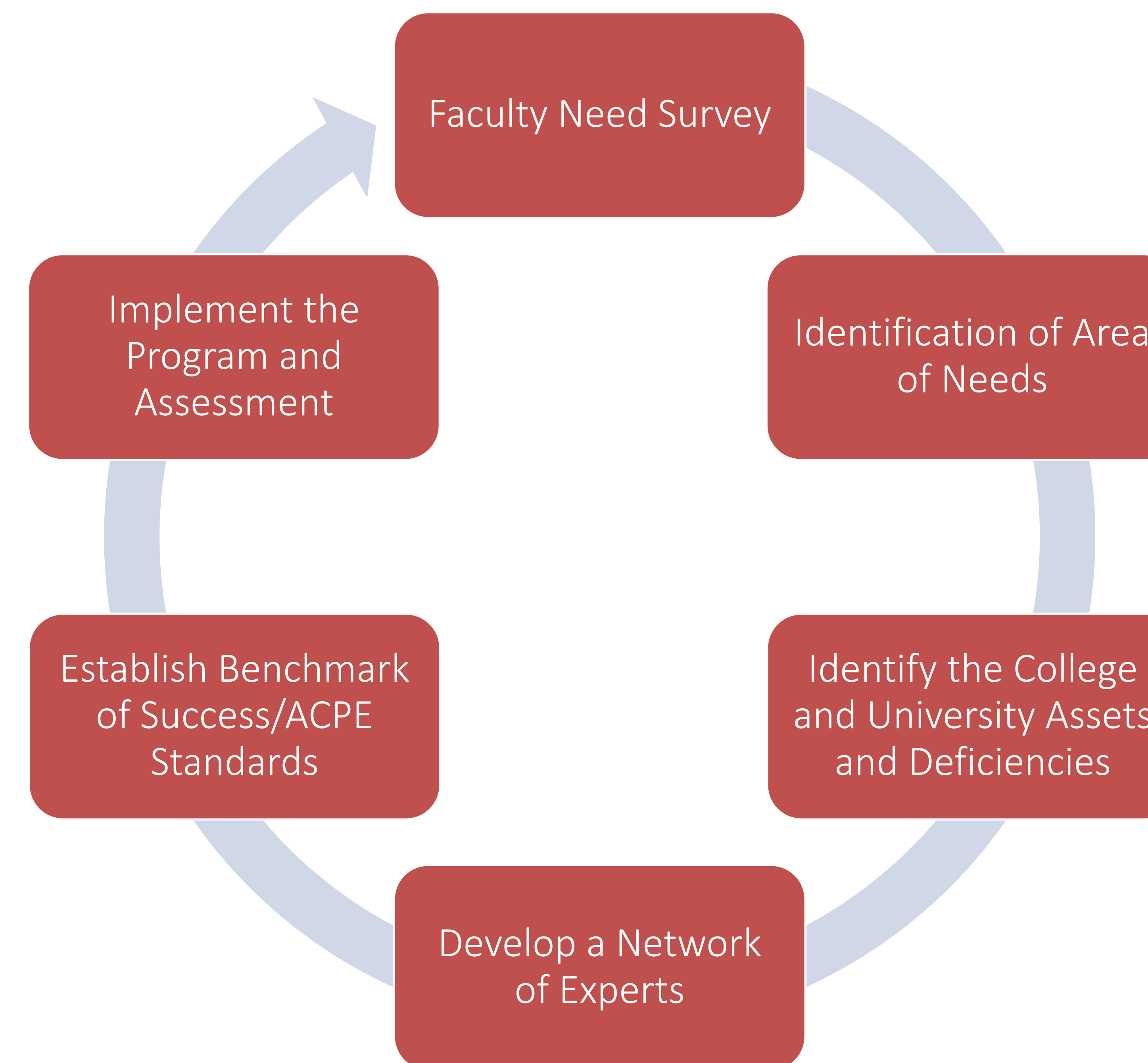
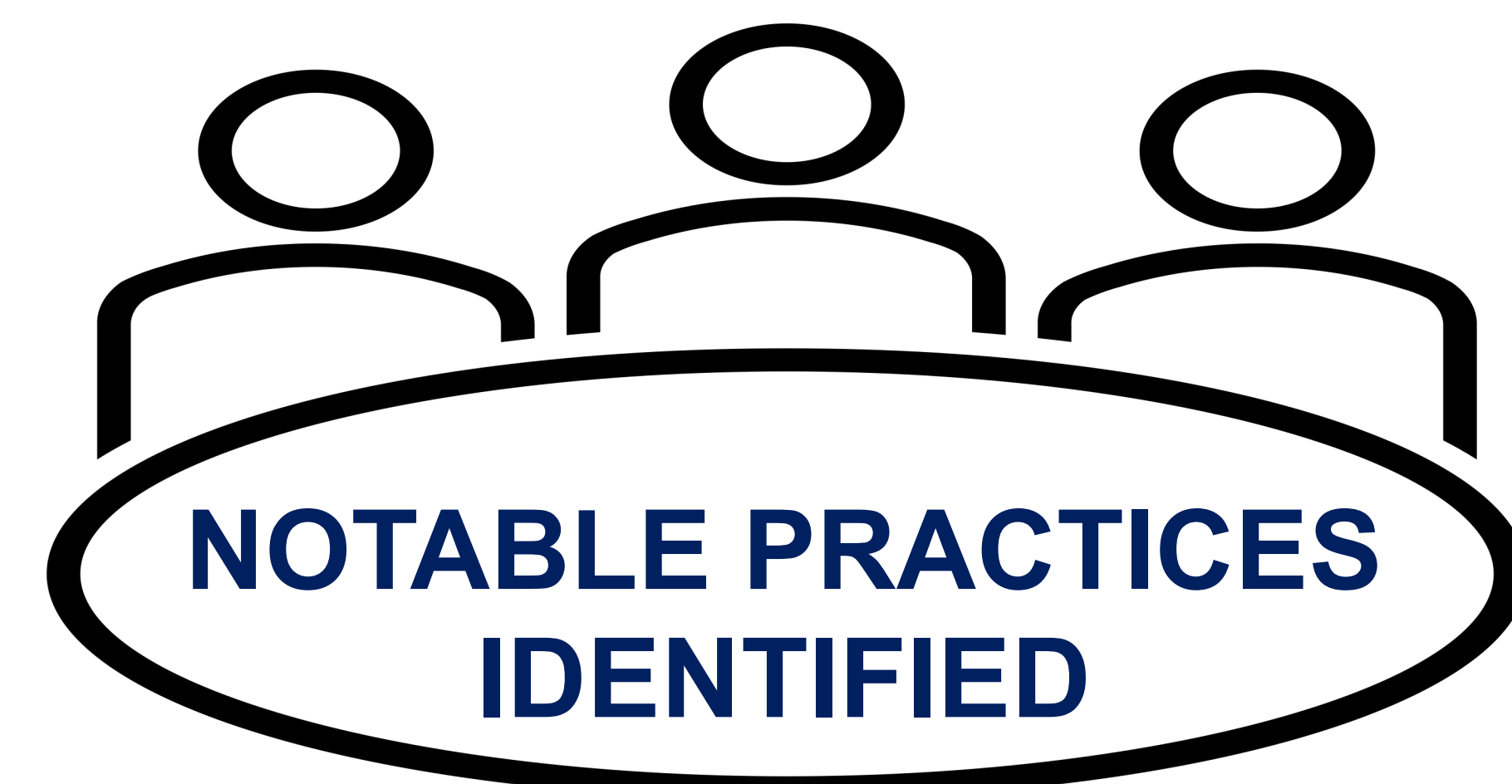
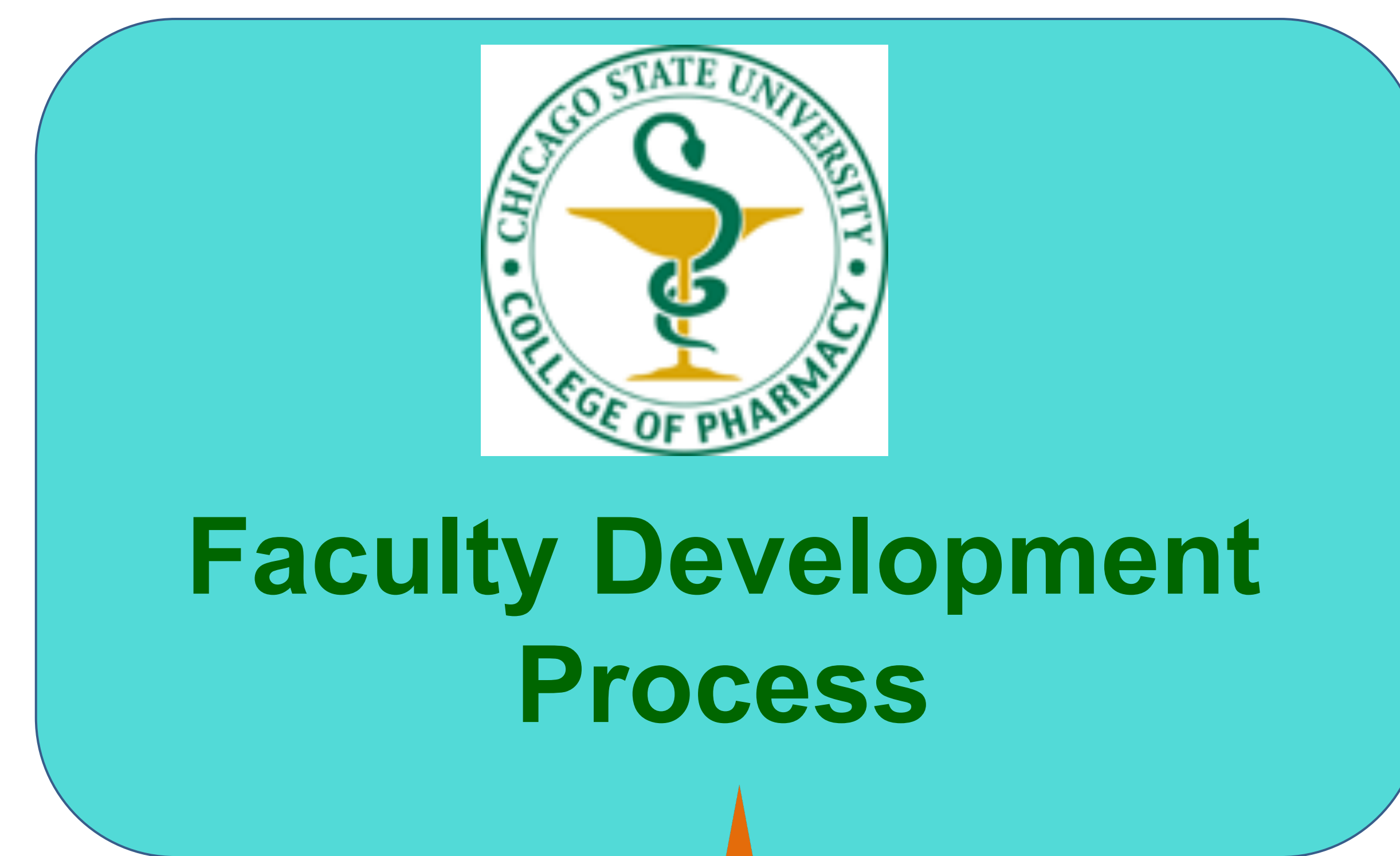
- Pharmacy schools have limited forums and programs to ensure that non-clinical faculty understand the pharmacy practice and the profession¹.
- This leads to suboptimal course delivery, impacting student learning and the educational outcome.
- Practice understanding and faculty development in this area are the important requirements in ACPE standards 18 and 19.

OBJECTIVE

- To describe the model for faculty development to enhance practice understanding amongst non-clinical faculty members in a PharmD institution.

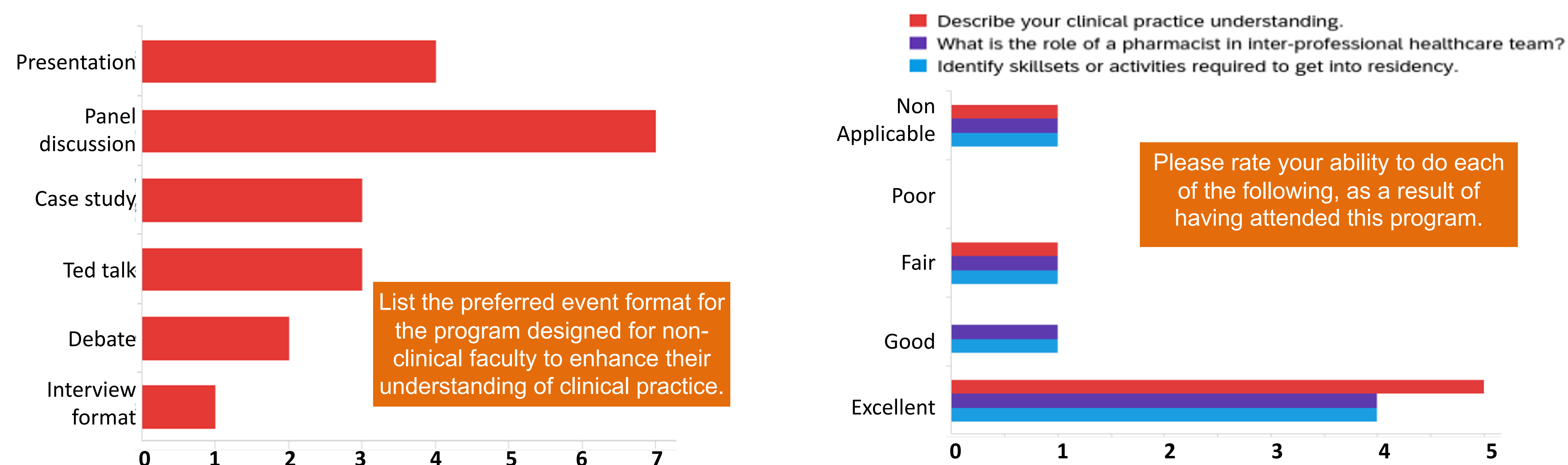
METHODS

- Faculty and Staff Development Committee (FSD) at the Chicago State University College of Pharmacy (CSU-COP) developed an annual feedback loop survey to determine the faculty needs.
- Based on the faculty feedback, a robust faculty development program was developed that included CE events and other hand—on training workshop with particular emphasis on understanding pharmacy practice, team-based learning, and test item writing. This presentation focusses on pharmacy practice understanding.
- The program was regularly assessed and formally evaluated using post-program evaluation surveys.



School	Coordination	Determination of Topic	Assessment Method	Mentorship Model
CSU-COP	<ul style="list-style-type: none"> College-level standing committee Faculty-level professional development funds (Chair-approved) 	<ul style="list-style-type: none"> Feedback from needs assessment survey Programmatic needs from programmatic and university-level accreditation results 	<ul style="list-style-type: none"> Survey of Faculty and Staff for needs assessment 	<ul style="list-style-type: none"> Structured through department chairs Pairing with external and internal senior faculty members

FSD PROGRAM SURVEY & ASSESSMENT



RESULTS

- The FSD Committee at CSU-COP developed a two-step strategy to orient the non-clinical faculty members to pharmacy practice, including workshops and the tours to the practice sites (Pending).
- Post-program survey demonstrated that faculty understanding, and knowledge of the topics improved from 3 to 5 on a scale of 5.

CONCLUSIONS

- It is imperative that pharmacy educators remain up to date with the emerging trends as well as ACPE accreditation requirements, enabling the development of well-rounded future pharmacists.
- The faculty development program in pharmacy schools can play a critical role in meeting the faculty need and program accreditation requirements.

FUTURE DIRECTIONS

- A pilot program to implement shared development programs was slated for Fall 2022, with the possibility of expansion to other institutions

REFERENCES

- Lancaster JW, Stein SM, MacLean LG et. al. Faculty development program models to advance teaching and learning within health science programs. Am J Pharm Educ. 2014;78(5):99.

CONTACT INFORMATION

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