

Academic Affairs Back-to-School Update – August 18, 2009

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1. **Accreditation**

Although it seems that the last self-study was only a short time ago, we are reaching the end of that accreditation cycle and are scheduled for our next comprehensive on-site evaluation in 2011-2012. Therefore our next self-study will begin during the 2009-2010 academic year. You might recall that the last self-study in 2006-2007 “got in under the wire,” meaning that we were not held to full compliance with the new 2007 standards at that time. A lot of effort, particularly in the area of experiential learning, has gone into meeting those new standards over the last few years. The curriculum redesign has also kept a close eye on the new standards, and curriculum mapping is underway to assure compliance. Drs. Roffman and Coop and Ms. Lebovitz attended the ACPE Self-Study Chair Workshop in Chicago, August 9-11. This session reviewed the new expectations for self-studies, discussed the scoring “rubric” that both schools and on-site evaluators will use in their evaluations, and highlighted necessary appendices and other documents that should be included in the report or made available to the on-site team. There will be much more to come on self-study and accreditation in the coming academic year.

2. **Assessment**

Dr. Nutter and the Assessment committee continued work on a number of items over the summer. Comparisons of student performance between the Baltimore and Shady Grove campuses for AY 2008 were completed; in most cases, performance was very similar, typically with Baltimore slightly outperforming Shady Grove at the level of individual exams. Differences in individual exams were also seen in overall averages between campuses in both cohorts, i.e. Baltimore outperformed Shady Grove slightly but not significantly. This translated into slightly skewed patterns of letter-grade distributions showing better performance for Baltimore than Shady Grove. Again, however, these differences were not significant for any courses, with the exception of Clinical Chemistry and Patient-Centered Pharmacy Practice Management II. This same pattern was seen for semester and cumulative GPA values.

Several surveys were administered and analyzed. The annual Student Climate Survey and Faculty Survey were discussed at length at the faculty retreat. Analysis of stress patterns and coping mechanisms among students showed a significant pattern of correlations between “healthy” coping strategies and lower stress levels. The annual Staff Survey revealed generally positive attitudes among staff for their positions, albeit somewhat low morale due to economic uncertainty and possible effects on their personal lives. Finally, several surveys were developed and administered in support of research projects, including the MTM Certificate Training and SUCCESS preceptor programs. Because of the abundance of survey and grade data now being generated on an ongoing basis, data repositories and databases are being planned to allow for easier continued access of these data.

The Assessment Committee worked, with the help of Dr. Stuart Haines, to develop and refine student TPO self-evaluation rubrics for use in the ePortfolio project. The Committee is developing a formal Institutional Assessment Plan for the School, which is to be completed by mid-Fall. Faculty Workload Reports and Faculty Non-Instructional Productivity Reports were compiled and submitted to campus.

3. PharmD Education

Faculty and staff have been working diligently over the summer to prepare for the third year at Shady Grove and transition to the new curriculum. The department vice-chairs for education have been reviewing elective delivery and enrollments, pathways, policies and mapping for the new curriculum. The curriculum is being mapped to the school's 16 terminal performance outcomes and numerous sub-outcomes (which were designed to mirror the CAPE Outcomes). We are also working with coursemasters to map the science content, according to the 4 areas of ACPE's Standards 2007 Appendix B: Basic Biomedical, Pharmaceutical, Social and Administrative, and Clinical. A note on the science content: these 198 items were identified by ACPE stakeholders (faculty, practitioners, regulators, and others) as essential to the development of pharmacists. While some of these areas may be addressed in pre-pharmacy courses, the majority would be the purview of the curriculum of the professional degree program. The majority of the content should occur in required course work, while some could be addressed in elective courses.

Academic Affairs has proposed to the curriculum committee the following academic policies that will be presented to the Executive Council and then Faculty Assembly for a vote:

Attendance: Attendance is *expected* at all instructional activities for students at the Baltimore campus. Students at the Shady Grove campus are expected to view Mediasite presentations within 24 hours of posting. At both campuses, attendance is *required* for non-recorded activities. Students are expected to arrive promptly for all activities and exams, or present a legitimate excuse. Course masters may choose to track attendance at *required* activities via roll call, sign-in sheets, Blackboard, audience response system or other technology; and may choose to allocate points for active participation during these sessions. The relationship between attendance and grading will be stated in the grading policy of the syllabus. The coursemaster will deduct an amount of points specified in the syllabus for each instance of unexcused absence or lateness. Excused absences or lateness will be determined by the coursemaster. Professional behavior is expected for all academic experiences within the PharmD curriculum. Signing in for other students, or signing in and leaving before completion of the activity (without permission) is considered a breach of academic integrity.

Attendance Policy for Syllabi: *If you choose to track attendance, your syllabus must clearly describe the following:* For <activity> attendance will be tracked by <method>. Students will have ___ <points or percent> <awarded or deducted> for each <activity>. (Optional) More than ___ unexcused absences will result in <consequences>. (Optional) Students who show up after the beginning of a required activity, including examinations, or who leave before the end of a required activity are considered absent unless the absence is excused by the course master. School Policy on Attendance:
<http://www2.pharmacy.umaryland.edu/administration/academics/policies/>

Remediation during Transition to the New Curriculum: Every year, a few students get into academic difficulty and are unable to maintain progression with the student cohort. Students typically repeat the course that they failed in the following year, and they either 'catch up' with their classmates after doing

so or drop back to the next cohort and continue through the curriculum. As the new curriculum phases in for the Fall of 2009, students will no longer be able to repeat old courses or stay on the old program if they drop back a year. A similar situation arose during the transition from BS to PharmD. Therefore, each coursemaster must provide a one-time, reasonable remediation opportunity to enable student success, for students who fail required courses in the old curriculum that will no longer be offered or have been redesigned in the new curriculum. Remediation, while comprehensive, should address minimum competencies required to pass the course.

At the sole discretion of the coursemaster, remediation will take place either within the course or after the student has been reviewed by the Student Affairs Committee where the result was to be placed on probation. The criteria for students who receive an "F" or two "D" grades in required courses to appear before the Student Affairs Committee will remain unchanged.

4. Shady Grove

Shady Grove will open this fall with 120 students across 3 years of the PharmD program, as well as 6 full time faculty members. Joining the faculty team at Shady Grove is Wanda Williams as an Instructor in pharmaceutical sciences. She is joining us from the NIH. Her focus is facilitating biology-based courses at Shady Grove, supporting pharmaceutical sciences teaching laboratories at Shady Grove, and proctoring at Shady Grove. Also joining Shady Grove faculty is Dr. Lauren Angelo, who obtained her PharmD and MBA degrees from Drake University in 2001 and brings with her a broad experience in community pharmacy. Her areas of interest include disease state management programs, advancement of community pharmacy services and reimbursement for services. Dr. Angelo will be assisting with teaching in the Abilities Based course, ISAT and other courses.

Also new this fall, each PharmD course will have a student liaison at UMB and at SG. Liaisons will be urged to take a more active role in checking course schedules and communicating with each other, their peers at the other campus, the faculty and the administration. Student forums are scheduled to be synchronous to USG this year, instead of recorded on Mediasite, so that all interested students can actively participate. In the future, forums may be broadcast from USG to Baltimore although issues of technology and scheduling would need to be addressed. The practice lab passed certification by the State Board after security, fire code, and ADA accessibility issues were addressed.

5. Electives, Pathways, Dual Degrees

Nearly all pharmacy electives are offered via technology to Shady Grove in order to provide equivalent opportunities for Shady Grove students. Most are synchronous with some hybrid web-based delivery. Also, just as Baltimore students have the option to register for courses offered by other schools on Baltimore campus, Shady Grove students also have the option to enroll in courses offered by other institutions at Shady Grove. A live section of Journal Club is offered at Shady Grove this fall for Years 2&3 students, and Immunization is being taught live at both campuses for Year 3 students. Pharmaceutical Marketing and Management of Health System Pharmacy were moved from spring to fall so that the management courses would be more evenly distributed across the semesters.

Pathways continue to be discussed with the department chairs and vice-chairs. A pathway vision and criteria have been developed, and a general framework has been drafted which includes a number of required and optional courses as well as a thesis project. Discussion is ongoing for how best to design

innovative and multidisciplinary pathways that capitalize on faculty expertise while providing an enhanced experience for students with specific interests.

Dual degrees are also a hot topic this summer. As the new curriculum phases in, course substitutions for the UB/Towson MBA will change. We expect to renegotiate this agreement in the next several weeks. We will be hosting UMCP's Smith School of Business next month to discuss a PharmD/MBA agreement for next year. The Smith School currently offers MBA courses at Shady Grove and in the Baltimore BioPark, which is very convenient for our students at both campuses. We have also visited the Schools of Public Health on the Baltimore campus and at College Park, and hope to have PharmD/MPH agreements in place in time for students to apply for the programs by the end of the fall semester. In general, pharmacy students apply to the MBA and MPH programs after completing the first year of the PharmD. These programs have independent admission requirements. The main benefit to students pursuing dual degrees are course substitutions that allow them to complete both degrees in less time and for less cost than if they approach each degree separately. Usually it takes an additional year of study to finish all dual degree requirements.

6. Experiential Learning

The Experiential Learning Program (ELP) was completely redesigned last year to fully comply with ACPE Standards 2007 accreditation requirements. In order to meet the requirement that students must complete all didactic requirements before starting advanced rotations, Pharmacy Law shifted from 4th year to 3rd year (remember that during this transition in the spring of 2008, Dr. Palumbo had 240 students at once!). Another change is that each student must now complete a minimum of 300 hours for Introductory Pharmacy Practice Experiences and a minimum of 1,500 hours for Advanced Pharmacy Practice Experiences that include a number of patient care experiences. To meet this requirement, Drs. Boyle and Truong have worked tirelessly to recruit more preceptors and reclassify others, so that a wide variety of required and elective opportunities abound. Students consistently report high levels of satisfaction with the ELP.

There will be a change this fall that affects the first year introductory rotations. In the past, all first year students went on rotation during the same week. This was a huge challenge due to preceptor availability and the increase in class size with Shady Grove. This fall, half of the first year class will be on rotation during the week of October 19-23, and the other half of the class will be scheduled for lectures and course activities as usual. In the following week of October 26-30, they switch. This way the preceptors have more flexibility and course schedules are not disrupted.

7. Continuing Education

Over the summer, the Office of Continuing Pharmacy Education (OCPE) completed accreditation of the 2009 NIH Pharmacotherapy Frontiers conference and issued more than 1,200 statements of continuing pharmacy education credit. We continue to support the PPS department's residency program's pharmacotherapy rounds, the Academy of Preceptors and our faculty who present several APhA certificate programs annually for practitioners, preceptors and alumni. These programs focus on innovative practice services such as MTM, Lipids, Diabetes and Immunization.

The OCPE expects to host a large number of pharmacists on August 22nd for the APhA certificate program Pharmacy-Based Immunization Delivery. Since the school started offering the program, we have trained more than 540 pharmacists and students as certified immunizers. New programs this year

that are accredited for continuing pharmacy education credit include Teaching Excellence Day and Pan Flu and You: Vital information for Pharmacists in Montgomery County. We are also transforming the Academy of Preceptors Training to an online program to better meet the needs of the preceptors. As we move forward into the fall, additional planned offerings of the APhA certificate program Pharmaceutical Care for Patients with Diabetes will support the growth initiative of the P3 Program throughout the state. In the future, OCPE will continue to work closely with faculty and external stakeholders to provide continuing pharmacy education programs that expand practitioner skills and increase visibility of the school's innovative practice models.

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