



2015

Meeting Faculty Development Needs via Inclusive Processes in a Newly Established College of Pharmacy

Keith Veltri

Touro College of Pharmacy, keith.veltri@touro.edu

Suzannah Callaghan

Touro College of Pharmacy, suzannah.callaghan@touro.edu

John Fisher

Touro College of Pharmacy, john.fisher@touro.edu

Martha M. Rumore

Touro College of Pharmacy, martha.rumore@touro.edu

Rebecca L. Salbu

Touro College of Pharmacy, rebecca.salbu@touro.edu

See next page for additional authors

Follow this and additional works at: <https://touro scholar.touro.edu/tcopynypubs>



Part of the [Higher Education and Teaching Commons](#), and the [Pharmacy and Pharmaceutical Sciences Commons](#)

Recommended Citation

Veltri, K., Callaghan, S., Fisher, J., Rumore, M. M., Salbu, R. L., Warwick, S., Wittman, D., & Soliman, S. (2015). Meeting faculty development needs via inclusive processes in a new established college of pharmacy via inclusion processes. *American Journal of Pharmaceutical Education*, 79(5) [Article S4].

This Abstract is brought to you for free and open access by the Touro College of Pharmacy (New York) at Touro Scholar. It has been accepted for inclusion in Touro College of Pharmacy (New York) Publications and Research by an authorized administrator of Touro Scholar. For more information, please contact touro.scholar@touro.edu.

Authors

Keith Veltri, Suzannah Callaghan, John Fisher, Martha M. Rumore, Rebecca L. Salbu, Shelly Warwick, Deborah Wittman, and Suzanne R. Soliman

drug coverage and potential financial savings. Students at UCSD Skaggs School of Pharmacy and Pharmaceutical Sciences participate in Medicare Part D Outreach events and conduct medication reviews with Medicare-eligible patients. Students discuss their current or future drug plan and identify potential cost savings strategies for their prescription drugs using the online Medicare tool. Since 2010, more than 200 student pharmacists have participated in these outreach events at 12 sites in San Diego County. Students met with an average of 15 participants per outreach and have produced estimated cost savings of \$1200 per participant. This co-curricular offering is ideal for assessing the affective domains of Standard 2016, specifically in Standard 3. Students can learn skills associated with problem solving, patient advocacy, cultural sensitivity and communication.

Meeting Faculty Development Needs via Inclusive Processes in a Newly Established College of Pharmacy. Keith T. Veltri, *Touro College of Pharmacy-New York*, Suzannah Callaghan, *Touro College of Pharmacy-New York*, John Fisher, *Touro College of Pharmacy-New York*, Martha M. Rumore, *Touro College of Pharmacy-New York*, Rebecca Salbu, *Touro College of Pharmacy-New York*, Shelly Warwick, *Touro College of Pharmacy-New York*, Deborah Wittman, *Touro College of Pharmacy-New York*, Suzanne Soliman, *Touro College of Pharmacy-New York*. **Objectives:** Professional faculty development is essential in establishing the skills necessary to become both leaders in education and research. Changes were necessary for our College in this area. This study describes the development of a comprehensive faculty development program that is in compliance with the new ACPE Standards 2016. **Methods:** In fall 2013, the College reappointed a new chair of the faculty development committee (FDC). A needs assessment survey was created and circulated amongst the faculty members requesting prioritization of several key focus areas and measurable ACPE standard outcomes that were lacking and required immediate attention. **Results:** The FDC has updated and solidified many fundamental College policies and procedures surrounding the academic plan, performance appraisals and contract renewal processes. A peer evaluation procedure and tool were created to provide non-punitive feedback to faculty in an attempt to identify strengths and weaknesses. For new hires, a faculty orientation program was created for chairs and a mentoring plan was developed to identify and address obstacles in challenges early in their role. Over fifteen workshops were also offered to assist in personal and professional development within the last 18 months. Administration is currently devising a plan to alleviate teaching loads to allow faculty additional time to pursue scholarship. Faculty perception of the FDC effectiveness improved from 37.7% to 97% based on AACP/ACPE survey results. **Implications:** It is essential to the growth of any institution to make a concerted effort to incorporate inclusive processes amongst faculty for successful decision making strategies.

Meeting the Challenges of Building Skills and Community in a Rural College of Pharmacy. Elizabeth Ackerman, *University of Hawaii at Hilo*, Patricia Juscak, *University of Hawaii at Hilo*, Paula Zeszotarski, *University of Hawaii at Hilo*, Jarred Prudencio, *University of Hawaii at Hilo*. To comply with the new ACPE Standards 2016, three initiatives help student pharmacists enhance their skills and strengthen their community despite the geographic challenges faced by the only College of Pharmacy in the Pacific. First, interprofessional education activities, designed in collaboration with other health care schools, aim to develop students who are “practice-ready and team-ready”. The use of video conferencing technology enabled students of medicine, nursing, pharmacy, and social work to collaborate despite being located on different islands. Performance based activities,

including simulation cases, incorporated core competencies needed to function as members of an interprofessional healthcare team. Next, a capstone course in the 3rd year of the PharmD curriculum is designed to increase APPE readiness for students immediately prior to starting 4th year clinical rotations. This year, selected CAPE 2013 outcomes have been mapped to specific items on performance-based examination rubrics. This mapping will allow for the assessment of how well DKICP students are achieving these outcomes as well as provide information on APPE readiness to major stakeholders. Finally, College-sponsored student organizations and community activities provide important professional development opportunities, especially in a small rural community. An online pilot survey of third year students showed the majority of students participated in the co-curriculum and also measured the amount of time, the degree of involvement, and the impact on CAPE 2013 professional development outcomes. Although training student pharmacists in an island state is completely unique to Hawaii, we believe these approaches are generally applicable for institutions based in rural settings.

OneStepHire! A “Smarter” SmartPhone Application for Finding the Perfect Career. Brooke Linn, *Purdue University*, Brian M. Shepler, *Purdue University*. **Objective:** It is more difficult for pharmacy students to secure internships, residencies, fellowships, and fulltime positions than it was 10 years ago. Many students are unaware of where to begin the career search. Outside of the companies that attend the annual college career fair, students have little knowledge about what opportunities are available in pharmaceutical companies, health systems, and pharmacies. The current job search engines can be cumbersome and not specific to pharmacy positions nor to the specific companies/health systems that may have strong relationships with the college. Having a specialized SmartPhone application populated with companies that have an existing relationship with the college may help direct students toward opportunities and employers that are familiar with the caliber of students applying for the positions, thereby increasing students’ likelihood of securing positions. **Methods:** The OneStepHire! SmartPhone app allows students to connect directly to employers’ webpages through a central hub to assist in the search and application process. Students were given a demonstration of the application and asked to download the webpage to their mobile devices. **Results:** Approximately 2,700 pages were accessed during the first semester. Statistical analysis of student placement in internships, fellowships, and fulltime positions as a direct result of app usage will be measured. The college’s Career Development Committee will also explore additional resources to add to the app to enhance the student experience. **Implications:** This career specific, customizable system is designed to assist students in searching for opportunities within organizations to which the college is already connected.

Peer Mentorship Reduces Stress for First Year Pharmacy Students. Rochelle Nappi, *Nova Southeastern University*, Robert McGory, *Nova Southeastern University*, Tony Perez, *Nova Southeastern University*, Ada Jalice, *Nova Southeastern University*. Starting a professional degree program can be a stressful time for a student. First year students are concerned with managing a heavy course load, meeting new people, and the overall experience of adjusting to a new environment. In an effort to assist 157 first year pharmacy students with this transitional period, a Peer Mentor Program was developed. This program matched a small group (4-5) of first year students with a second year Peer Mentor. Thirty seven 2nd year students applied to the program. The application process was voluntary and interested students submitted an online application. Applications were reviewed by two students previously designated as Peer Mentor Program Leaders and a college