



Association of Faculties
of Pharmacy of Canada

Association des facultés
de pharmacie du Canada

2017 CANADIAN PHARMACY EDUCATION
AND RESEARCH CONFERENCE (CPERC)

2017 CONFÉRENCE CANADIENNE SUR L'ENSEIGNEMENT
ET LA RECHERCHE EN PHARMACIE (CCERP)

ROUNDTABLE Discussions "Speed-Dating Style"

CURRENT TOPICS IN PHARMACY EDUCATION

CURRENT TOPICS IN PHARMACY EDUCATION – Tables & Facilitators

Table 1	Professionalism Patricia Gerber, The University of British Columbia Kim Sponagle, Dalhousie University
Table 2	Education Scholarship in Pharmacy Simon Albon, The University of British Columbia Gilles Leclerc, Université de Montréal
Table 3	Basic Science Integration Ed Krol, University of Saskatchewan
Table 4	Faculty Development Ingrid Price, The University of British Columbia
Table 5	Program Evaluation Ken Cor, University of Alberta
Table 6	Assessment Andrea Edginton, University of Waterloo Anne Marie Whelan, Dalhousie University
Table 7	Innovations in Teaching Cheryl Sadowski, University of Alberta
Table 8	Supporting Students (remediation) Jamie Kellar, University of Toronto Doret Cheng, University of Toronto

SESSION OVERVIEW

Roundtable discussions are informal platforms designed to allow for interactive information exchange on a given topic. They provide a venue to meet colleagues with similar interests and with varying perspectives. Given the success of the Roundtable Discussions held at previous years' CPERC meetings, the 2017 conference will again include this "speed-dating" format of dialogue, networking and collaboration, as follows:

- The room will be set up with eight round tables, with seating for 10-12 participants. Each table will have one or two pre-selected discussion facilitators. Participants will be asked to find a seat at a table of their interest and share ideas, pose questions and learn about what others are doing or thinking around that topic.
- At 30-minute intervals participants will be alerted to move around the room to a different table to engage in dialogue around an alternate topic. Participants will rotate around the room sharing their experiences, ideas, concerns, solutions and questions with colleagues in small, open discussion groups for a total of three rotations.
- The Facilitator(s) have prepared an overview of their topic and several thought-provoking, open-ended questions to guide and stimulate the discussion. Each participant will be provided a handout with this information and space for note-taking.
- A sign-up sheet will be circulated to collect names and contact information for those who are interested in further networking beyond CPERC and/or receiving summary notes after the session.
- Following the session, the Facilitator will prepare a brief summary of the discussions that took place, capturing the main points (e.g., questions raised, ideas for collaboration, take-away points, next steps). Summaries will be emailed post-conference to participants who have indicated they want to receive this information.

Table 1 Professionalism

Facilitators:

Patricia Gerber, B.Sc.(Pharm), ACPR, Pharm.D., FCSHP

Associate Professor; Director, Doctor of Pharmacy (Graduate) Program
Faculty of Pharmaceutical Sciences
The University of British Columbia

Kim Sponagle, BScPharm, M.Ed.

Administrator, Skills Lab & Coordinator Skills Lab III
Associate Director, Student Affairs
College of Pharmacy
Dalhousie University

Overview:

There is an abundant body of literature on the decline in the professionalism of pharmacy students and on the efforts by schools of pharmacy to foster professional conduct. In the proposed newly revised AFPC Educational Outcomes, the Professional role is not outlined as a stand-alone role but rather as an “overarching ethos of the discipline of pharmacy, the spirit that guides graduates’ practice and their approach to practice regardless of the type of practice in the field of pharmacy”

The use of electronic media has generating interest in e-professionalism, which has been defined as “the attitudes and behaviors reflecting traditional professionalism paradigms but manifested through digital media”. Professional identity formation (PIF) refers to the perception of oneself as a professional, as it relates to thinking, acting, and feeling like a professional.

There are ongoing efforts at Canadian faculties/schools of pharmacy to enhance the way e-professionalism and professional identity formation are addressed in pharmacy curricula. The purpose of this roundtable discussion is to explore current efforts to enhance student e-professionalism and PIF as well as teaching strategies used.

Discussion Questions:

1. When and how are the basic elements/components of e-professionalism and PIF taught in your faculty’s/school’s curriculum?
2. Any unique teaching strategies?
3. How does what is done in the classroom connect with what’s expected of students on rotation?
4. What are your faculty’s/school’s success stories about e-professionalism and PIF?
5. In regards to e-professionalism and PIF, what direction would you like to see the AFPC AdHoc Professionalism Committee take?
6. What input/feedback does you faculty’s/school collect from external stakeholders from issues arising in practice?

Table 2 Education Scholarship in Pharmacy

Facilitators:	Simon Albon, PhD Professor of Teaching, Director, Office of Educational Support and Development Faculty of Pharmaceutical Sciences The University of British Columbia
	Gilles Leclerc, B.Pharm., Ph.D. Conseiller en évaluation et en intégration techno-pédagogique Faculté de pharmacie Université de Montréal

Overview:

Research in health professions education is becoming increasingly important in research-intensive Universities for the purposes of building understanding of and continuous improvement in educational programs, curriculum and pedagogical practices, and student learning.¹⁻² Based on experiences in medicine and nursing, concerted effort aimed at creating and fostering the conditions that encourage and support educational scholarship and research appears critical for enabling the field to blossom and build legitimacy.³ Although successive pharmacy deans and scholars nationally have established a foundation for pharmacy education research, little is currently known about the status of the field in the Canadian context and the conditions required to support and advance the field.⁴ This roundtable discussion intends to explore these issues. Following a series of guiding questions, we hope to create a preliminary environmental scan of what is happening in Canadian pharmacy schools and identify the requirements to foster growth of the field. Lessons learned and current successes and challenges will be an important part of the conversation. Themes generated will be shared with roundtable participants and during large group discussions.

Discussion Questions:

1. What is the current state of pharmacy education scholarship and research (PESR) in pharmacy schools in Canada including impacts on promotion decisions?
2. What are the key conditions required to support the development of PESR as a legitimate and sustainable scholarly discipline in academic and clinical contexts in Canada?
3. What are the current perspectives of pharmacy educators regarding how to advance PESR in Canada?
4. What is the path moving forward? How can we share our understandings?

References:

1. Hubball, H, Clark, A, Webb, A, Johnson, B. Developing institutional leadership for the scholarship of teaching and learning: Lessons learned in multi-national research-intensive university contexts. *Int J of University Teaching and Faculty Development*. 2015; 4(4).
2. Lewis, C. What Is Improvement Science? Do We Need It in Education? *Educational Researcher*, 2015; 44(1), 54-61. doi: 10.3102/0013189X15570388
3. Van Melle, E, Lockyer, J, Curran, V, Lieff, S, St Onge, C, Goldszmidt, M. Toward a common understanding: Supporting and promoting education scholarship for medical school faculty. *Medical Education*, 2014; 48, 1190–1200. doi: 10.1111/medu.12543
4. Kehrer, JP, Svensson, CK. Advancing pharmacist scholarship and research within academic pharmacy. *Am J Pharm Educ*. 2012; 76(10) Article 187.

Table 3 Basic Science Integration

Facilitator: **Ed Krol, Ph.D**
Associate Professor
College of Pharmacy & Nutrition
University of Saskatchewan

Overview:

Pharmacy programs across Canada incorporate basic science courses in their curriculum to provide a critical knowledge base and as part of their learning outcomes. Frequently these courses are viewed as being isolated from the practice of Pharmacy and students may not recognize how the knowledge in these courses translates to others aspects of their program and see little value to these courses. One result has been an increased interest in integrating basic sciences into other pharmacy courses throughout the undergraduate program.

Discussion Questions:

1. Why have many attempts at basic science integration in Pharmacy programs been deemed unsuccessful?
2. Has our focus on what is relevant for students in basic science courses been too narrow or too broad?
3. Will integration of the basic sciences within pharmacy programs actually contribute to student learning and provide an improved training experience?

Table 4 Faculty Development

Facilitator: **Ingrid Price, PhD**
Senior Instructor
Faculty of Pharmaceutical Sciences
The University of British Columbia

Overview:

As educators, we are always concerned about the learning needs of our students, however our skill as educators has direct effects on the student experience. The overall goal of faculty development for faculty members/pharmacy educators (e.g., lecturers, practice educators/preceptors, lab instructors) is to enhance the learning experience of our students so that they learn more effectively, ultimately becoming better health care professionals.

Discussion Questions:

1. How can faculty members be best supported to develop their skills as educators?
2. How can faculty development initiatives support sustained instructional skill development?
3. What should the institution be doing to support faculty development?

Table 5 **Program Evaluation**

Facilitator: **Ken Cor, PhD**
Clinical Research Associate Professor
Assistant Dean, Assessment and Accreditation
Faculty of Pharmacy and Pharmaceutical Sciences
Associate Director, Assessment
Centre for Teaching and Learning
University of Alberta

Overview:

With advances in educational technology that is leading to widespread adoption of computer based testing solutions such as Exam Soft or other Learning Management System (LMS) assessment solutions, program evaluators in Pharmacy Schools in Canada are gaining access to more detailed student performance data than ever before. Access to student performance data creates opportunities to better monitor student achievement at all stages of a program. This level of access could be useful to investigate effectiveness of the delivery of pharmacy education. However, the question remains as how best to use student performance data to inform quality improvement decision making.

Discussion Questions:

The following session is designed discuss the following broad question:

1. How can internal student performance data be used to support on-going evaluation of the effectiveness of Canadian pharmacy education programs?

Additional questions for exploration include:

2. What types of program outcomes can the different levels of data (question level, assignment/assessment level, course level) be used explore?
3. What challenges do you foresee emerging in using student performance data for program evaluation purposes?
4. How can program level student performance data be used to support student learning?

Table 6 **Assessment**

Facilitators:

Andrea Edginton, PhD
Associate Professor
Programmatic Assessment Officer
School of Pharmacy
University of Waterloo

Anne Marie Whelan, BSc(Pharm), PharmD, FCSHP
Professor and Associate Director, Program Evaluation
College of Pharmacy
Dalhousie University

Overview:

The goal of an Entry to practice Doctor of Pharmacy program is to produce graduates prepared to fill the role of a practicing pharmacist. Assessment allows us to determine if the core competencies that this role requires have been met by the students.

Discussion Questions:

1. With the introduction of Entry to Practice Doctor of Pharmacy programs have Faculties introduced (or plan to introduce) new methods of assessing the knowledge and skills of students (describe).
2. How have Faculties addressed the identification of struggling students and what supports are being made available for remedial purposes?
3. With the introduction of Entry to practice Doctor of Pharmacy programs have Faculties introduced (or planned to introduce) a high stakes exam (assessing the knowledge and skills of students) before sending students out on Advanced Pharmacy Practice Experiences (APPEs) (describe).
4. Student evaluation of teaching is a component of course/program assessment. Tell us about how/if you promote participation, the value you place on student assessment of teaching and any alternatives that you use to assess teaching.

Table 7 **Innovations in Teaching**

Facilitator: **Cheryl A. Sadowski, B.Sc.(Pharm), Pharm.D., FCSHP**
Professor
Faculty of Pharmacy & Pharmaceutical Sciences
University of Alberta

Overview:

The Society for Teaching and Learning in Higher Education (STLHE) states: “The practice of effective and meaningful teaching can benefit immensely when educators thoughtfully experiment and apply new or different pedagogical approaches, technologies, curricular enhancement, course design and organization, and assessments.” Innovation therefore has a place, but in a busy academic environment, with changing curriculum, degrees, student expectations, and other demands in a professional program, it is important to discuss the value of teaching innovation. If innovation does have significance, then development, support, and facilitation for faculty are a priority for CPERC and faculties across Canada.

Discussion Questions:

1. What is the difference between innovation and good teaching?
2. When and how should innovation in teaching be encouraged?
3. Should the focus on teaching innovation be on the teacher, or on the activity? What is the impact of framing this differently?

Table 8 Supporting Students (remediation)

Facilitators: **Jamie Kellar, RPh, BSc.HK, BSc.PhM, Pharm.D**
Assistant Professor – Teaching Stream
Leslie Dan Faculty of Pharmacy
University of Toronto

Doret Cheng, RPh, BSc.Pharm, PharmD
Lecturer, Experiential Education Coordinator
Leslie Dan Faculty of Pharmacy
University of Toronto

Overview:

Opportunities for student remediation are important elements to be incorporated into our pharmacy curriculum. This round table will explore current remediation practices across the country, including formal and informal processes, faculty resources, successes and challenges to date. It will focus on remediation in the experiential setting, however remediation practices occurring in other areas will also be explored.

Discussion Questions:

1. What is the current process for longitudinal monitoring of students in experiential rotations in your program? In other areas of your curriculum?
 - How is this working? If working well – what enablers have made it successful? If not working well – what are the barriers/challenges?
2. What is your program's current grading policy in experiential education (i.e. consequence(s) for failed rotation(s))?
3. What elements/components do you think are required to provide academic support / remediation to students in experiential? In other areas of the curriculum?
4. What resources do you have available to support student remediation programs in your faculty? What type of faculty development is provided?