

From the Front Lines: Innovative Structure for Curriculum Support

Lea S. Eiland, PharmD, BCPS, BCPPS, FASHP, FPPA; Georgia W. Fox, PharmD, BCPS; Gladys Heard, PharmD;
Lindsey E. Moseley, PharmD, PhD, MEd; Anna Solomon, PharmD, BCPS



Background

- Auburn University Harrison College of Pharmacy (HCOP) implemented the Practice-Ready Curriculum (PRC) in Fall 2017, which is a fully integrated curriculum that consists of Integrated Learning Experience (ILE), Longitudinal, and Workshop course sequences.¹
- There are 12 individual, six-week, six credit hour ILEs. There are six individual, 14-week, three credit hour Longitudinal courses. There are also six individual one-week, one credit hour Workshop courses.¹
- The ILEs integrate basic, clinical and behavioral sciences, pathophysiology, and pharmacotherapy. Longitudinal incorporates the social and behavioral aspects. Workshops are skills-based.
- Courses are taught by numerous faculty members teaching and collaborating as a team. All courses are taught by faculty from all three departments.
- The implementation of this highly integrated, multi-faculty teaching curriculum gave rise to novel positions at the HCOP known as the Curricular Coordinators (CCs) and Professors of Practice (PoPs).

Objective

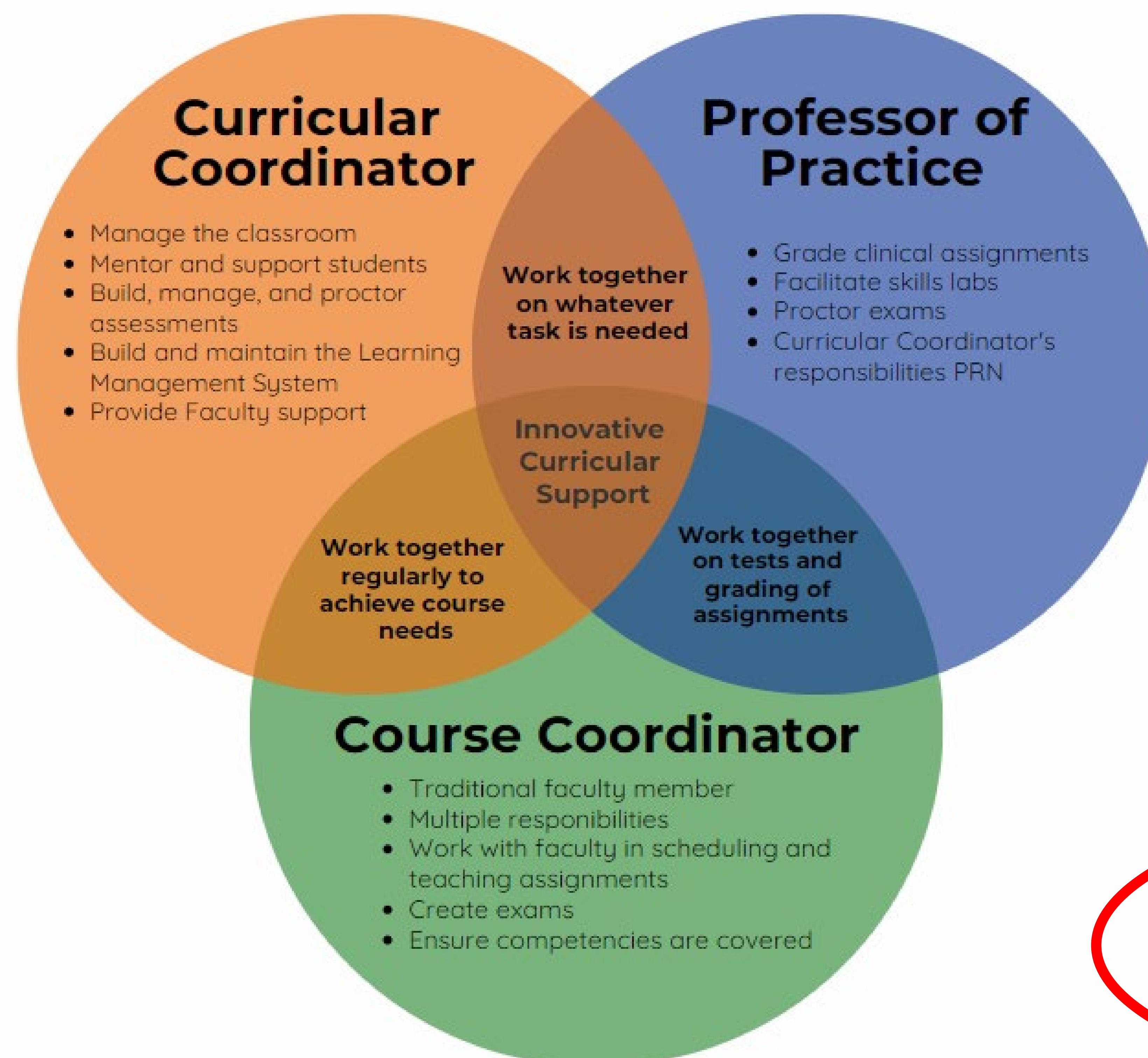
- Describe a unique faculty structure that supports a highly integrated curriculum.

Methods

- HCOP's PRC is supported by four Curricular Coordinators and four Professors of Practice.
- Primary roles are supporting the classroom, lab, and assessment needs and managing the Learning Management System (LMS).
- The first year of the PRC identified that these positions needed to be pharmacists.
- Several roles contribute to the success of the PRC; however, this poster will focus on the CCs and POPs; other roles will be discussed, such as Course Coordinators, Skills Lab Coordinators, and the Director of Professional Programs.

Results

	Curricular Coordinator Role	Professor of Practice Role
Overview	<ul style="list-style-type: none"> Affectionately called the "Glue" or "Boots on the Ground" Licensed pharmacists 	<ul style="list-style-type: none"> Affectionately called "the right hand" of the CC Licensed pharmacists
Appointment	<ul style="list-style-type: none"> Full-time, non-promotable, 12-month faculty positions <ul style="list-style-type: none"> Full-time = continual support of faculty and students Non-promotable = constant focus on courses; 100% teaching workload 12-month = present year-round for all planning needs 	<ul style="list-style-type: none"> Part-time, non-promotable, 9-month faculty positions <ul style="list-style-type: none"> Part-time = 32 hours/week (flexible schedule based on student schedule) Non-promotable = constant focus on courses; 100% teaching workload 9-month = present when students are in didactic classes
Tasks	<ul style="list-style-type: none"> Time is spent "on the front lines" CCs manage the classroom, support students' vast needs, build and manage assessments, maintain the LMS, and support faculty 	<ul style="list-style-type: none"> Time is spent "behind the scenes" Primary graders for clinically-focused assignments Facilitate skills labs weekly and assist with skills-based assessments Support CCs with assortment of tasks
Other	<ul style="list-style-type: none"> Mobile's campus CC's role looks different as there is one CC and no PoP <ul style="list-style-type: none"> Does not attend class or maintain LMS but is present when needed Develops and maintains student rapport; has "pulse" on Mobile campus Runs and facilitates all labs and skills-based assessments for all three academic years Proctors all types of assessments (exams and skills) and many other responsibilities 	<ul style="list-style-type: none"> Skills Lab PoP is Full-time, non-promotable, 9-month and differs from the other three PoPs <ul style="list-style-type: none"> 100% of time is spent in the lab Orders supplies, prepares lab for labs, facilitates lab for P1s-P3s, grades lab assignments, is involved in all skills lab testing, and has additional responsibilities.
Curricular Coordinators and Professors of Practice view their working relationship as a partnership.		



How do Curricular Coordinators and Professors of Practice work together?

- CCs and PoPs paired together: 1 CC + 1 PoP per academic year
- Meet regularly to divide and assign tasks based on weekly needs
- Work closely with Mobile CC and Lab PoP
- Each group, CCs and PoPs, meet with the Director of Professional Programs regularly

How do Curricular Coordinators differ from Course Coordinators?

- Course Coordinators are traditional faculty members with responsibilities in all academic domains: teaching, research, outreach, and service.
- CCs' responsibility is only to teaching/course needs.
- CCs manage the day-to-day course needs which frees up the Course Coordinator for other responsibilities.
- CCs may be considered an extension of the course coordinator; however, the course coordinator is still ultimately responsible for the course to the University.

How do Course Coordinators and Curricular Coordinators work together?

- Meet regularly to discuss course needs
- Work together to create semester schedule, content order, number and point value of assignments, and to train faculty
- Discuss the appropriateness of test questions, exam statistics, and adjustments
- Discuss and work toward solutions for complex student issues

Benefits of this Unique Faculty Structure

- Frees up Course Coordinators from the day-to-day course needs
- Provides one-on-one student support
- Maintains cohesion in a highly integrated curriculum
- Improves the student experience by having access to one consistent person each year throughout P1-P3 years.

Discussion and Conclusion

- CCs and PoPs need to be pharmacists; their pharmacy knowledge allows these roles to better facilitate the PRC and assist course coordinators and students.
- Takes buy in and support from College and University administration to provide support for unique roles
- Students appreciate and recognize how these positions contribute to student success.
- Implementing and maintaining an integrated curriculum takes an innovative faculty structure.
- At HCOP, our unique structure of CCs and PoPs, in addition to course coordinators, has allowed us to achieve and maintain an integrated curriculum.

References

- Wright BM, Hornsby L, Marlowe KF, Fowlin J, Surry DW. Innovating pharmacy curriculum through backward design. *TechTrends*. 2018;62(3):224-229. doi:10.1007/s11528-018-0283-8.