

ACCP POSITION STATEMENT

Clinical Faculty Development

American College of Clinical Pharmacy

Eric G. Boyce, Pharm.D., Jill S. Burkiewicz, Pharm.D., Mark R. Haase, Pharm.D.,
Eric J. MacLaughlin, Pharm.D., Alissa R. Segal, Pharm.D., Eunice P. Chung, Pharm.D.,
Lingtak-Neander Chan, Pharm.D., Raylene M. Rospond, Pharm.D., FCCP,
Joseph A. Barone, Pharm.D., FCCP, Stephen W. Durst, Pharm.D., and Barbara G. Wells, Pharm.D., FCCP

Key Words: pharmacy practice faculty, abilities development, pharmacy education.

(*Pharmacotherapy* 2009;29(1):124–126)

Editor's Note: The ACCP White Paper that accompanies this position statement is available online at http://www.accp.com/docs/positions/whitePapers/FacDevWP_Final_nd.pdf and www.pharmacotherapy.org.

The American College of Pharmacy (ACCP) supports measures to enhance clinical faculty development efforts by schools and colleges of pharmacy. Growth in the number and size of pharmacy programs has increased the importance of recruitment, development, and retention of qualified pharmacy faculty, particularly pharmacy practice faculty. The ACCP supports the inclusion of the need for faculty development programs in Standard No. 26 of the 2007 Accreditation Council for Pharmacy Education (ACPE) Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (http://www.acpe-accredit.org/pdf/ACPE_Revised_PharmD_Standards_Adopted_Ja

This document was written by the 2006 ACCP Educational Affairs Subcommittee B: Eric G. Boyce, Pharm.D.; Jill S. Burkiewicz, Pharm.D., BCPS; Mark R. Haase, Pharm.D., BCPS; Eric J. MacLaughlin, Pharm.D., BCPS; Alissa R. Segal, Pharm.D.; Eunice P. Chung, Pharm.D.; Lingtak-Neander Chan, Pharm.D., BCNSP; Raylene M. Rospond, Pharm.D., FCCP, BCPS; Joseph A. Barone, Pharm.D., FCCP; Stephen W. Durst, Pharm.D., BCPS; and Barbara G. Wells, Pharm.D., FCCP, BCPP. Approved by the Board of Regents on April 19, 2007; final revision received on July 26, 2007.

Address reprint requests to the American College of Clinical Pharmacy, 13000 West 87th Street Parkway, Suite 100, Lenexa, KS 66215; e-mail: accp@accp.com, or download from <http://www.accp.com>.

n152006.pdf). These standards outline the need for development in the following areas: teaching, scholarship and research, practice, professionalism, leadership, service, and use of technology. Pharmacy practice faculty experience the distinct challenges of providing clinical services, mentoring postgraduate trainees, and assisting in the advancement of the profession of pharmacy through research and scholarship in pharmacotherapy, clinical practice, and education. As such, ACCP provides this position statement as guidance for interpretation of and meeting the ACPE standards and guidelines for faculty (standard nos. 24–26) and practice facilities (standard no. 28).

The ACCP acknowledges that individual institutions have unique requirements and needs. It acknowledges the benefit of autonomy in creating a program that develops the needed and desired abilities of clinical faculty by using a combination of standardized and individualized activities. The ACCP believes that the following are essential elements of a quality clinical faculty development program.

Institutional Commitment

A clinical faculty development program should be an integral part of each institution's culture, supported by structure and resources as well as by commitment, rewards, and activities. Faculty development programs should be well designed, prospectively planned, and supported by adequate institutional resources.

Components

Comprehensive Orientation Program

A formalized orientation program for new faculty provides for professional socialization and acclimation to the academic world. Such programs should emphasize aspects that pertain to the academic success measures of the individual institution. A comprehensive faculty orientation program for pharmacy practice should include an introduction to the institution, culture, and faculty responsibilities commensurate with the academic appointment. The orientation program should provide a framework for initial development of abilities in teaching, scholarship and research, student service, patient care service, and academic and institutional service. Professional abilities such as career planning, time management, and balancing responsibilities should be introduced.

Mentoring

All faculty members should be afforded the opportunity to be mentored, particularly early in their academic career, in order to promote and facilitate continued professional development and success, enhance the likelihood of promotion and tenure, and improve job satisfaction and faculty retention. A comprehensive mentoring program should consist of required, formal mentoring for the first few years of appointment and informal mentoring throughout a clinical faculty member's career. The mentoring program should be well described; target the major content areas for faculty development; and contain an indication of the roles and responsibilities of the mentor and the mentee, the criteria for becoming a mentor, a process for selecting the mentor-mentee pairs or groups, and methods for assessment and evaluation of the program. The mentoring relationship should be individualized and have the capability to adapt to the changing needs of the mentee and the mentor over time.

Sustained Faculty Development Program

Elements introduced in the orientation program and supported by the mentoring program should be expanded on through an ongoing, comprehensive faculty development program. This also is expected to enhance faculty development, success, promotion and tenure, satisfaction, and retention. Each component should be tailored to the expectations

and needs of individual faculty at the institution and supported through the mentoring process.

Teaching Abilities Development

A program designed to enhance teaching abilities should include the following elements: creating objectives, creating a lesson plan, creating instructional materials to meet objectives, presentation and discussion facilitation skills, assessment strategies, active learning techniques, classroom civility, professionalism, course design, and the scholarship of teaching. Since many clinical faculty have considerable responsibilities teaching within the experiential setting, these components should focus on teaching both in the classroom and in experiential settings.

Research and Scholarly Abilities Development

The essential components of a pharmacy practice faculty development program for scholarship and research should include overview and orientation, conducting and managing scholarship and research, funding, and writing skills. Scholarship and research abilities should be developed by using a multidimensional approach, including initial orientation, mentoring, general and specific workshops and seminars, pertinent books and other resources, internal grant and manuscript review process, grant and manuscript submission, and response to reviewers.

Practice Abilities and Site Development

The major categories to be addressed in development of practice abilities include methods for maintaining and enhancing clinical services and clinical expertise. Further, clinical faculty should receive development on methods to enhance the integration and coordination of practice activities with responsibilities in experiential and didactic teaching; scholarship activities; and student, academic, institutional, and professional services.

Professional Abilities Development

Development in professional abilities such as career planning, time management, and leadership is needed in order to enable faculty to achieve personal success, contribute to the advancement of their institution and the profession, and better plan for their future. The ideal program would provide on-campus and off-campus opportunities for faculty development in

professional abilities through seminars and individual planning. Combining these components with a leadership mentor for discussion of practical application, strategies development, and debriefing after implementation would provide the broadest opportunity for growth and development.

Assessment of Program Effectiveness

Assessment methods should be based on the goals and objectives of an individual institutional faculty development program. Assessments should be structured to provide immediate evaluation of program sessions by participants, as well as longitudinal, formal assessments at defined intervals (e.g., 1, 2, and 3 yrs) to assess the enduring utility of the program and the effectiveness in assisting the clinical faculty in professional and academic socialization. The overall assessment of a faculty development

program will also include assessments of individual faculty and aggregation of those data. Faculty self-assessment is strongly encouraged. Longitudinal tracking of participants to identify professional contributions and career success can produce generalized outcomes, although this success cannot be directly attributable to participation in a clinical faculty development program alone.

Implications

A comprehensive development program is encouraged as a means to enhance the success, productivity, satisfaction, and retention of pharmacy practice faculty. Long-term benefits may include enhanced recruitment of pharmacy practice faculty and ultimately advancements in pharmacy education, the profession of pharmacy, and the health of our citizens.