

OFFICE
OF TEACHING,
LEARNING AND
ASSESSMENT



AUBURN UNIVERSITY

HARRISON SCHOOL
OF PHARMACY

TO: Dr. Timothy Boosinger
Provost & Vice President for Academic Affairs

THROUGH: Dr. George Flowers *George T. Flowers*
Dean, Graduate School

THROUGH: Dr. R. Lee Evans *R. Lee Evans*
Dean, Harrison School of Pharmacy

FROM: Daniel W. Surry, Ed.D. *Dan W. Surry*
Associate Dean for Curriculum & Assessment, Harrison School of Pharmacy

DATE: September 12, 2016

SUBJECT: Revisions to Doctor of Pharmacy (PharmD) Curriculum

We request that the following proposal be added to the Board of Trustees' agenda for their November 18, 2016 meeting.

Program Purpose and Description: The Doctor of Pharmacy (PharmD) degree has been awarded by the Auburn University Harrison School of Pharmacy since 2001. The four-year program is designed to facilitate the development of those abilities necessary for entry-level practitioners in various practice settings. These settings include retail and community pharmacies, ambulatory care settings, hospitals, long term care facilities, and academic positions in higher education, among many others. The PharmD program at Auburn University is fully accredited by the Accreditation Council for Pharmacy Education (ACPE).

Justification for Request: The Auburn University, Harrison School of Pharmacy, Doctor of Pharmacy program is being revised in order to better align with the new 2016 Standards by the Accreditation Council for Pharmacy Education (ACPE) and to be more in line with the School's *Practice Ready Vision* that was developed by the faculty. The 2016 ACPE Standards place an emphasis on producing Doctor of Pharmacy graduates who have a much broader and more holistic set of abilities than past graduates. In addition, ACPE is requiring that Doctor of Pharmacy students have much greater exposure to inter-professional education and co-curricular learning activities.

The School's *Practice Ready Vision* was developed and approved by the Harrison School of Pharmacy faculty in 2014. The *Practice Ready Vision* includes many areas that are part of the current PharmD curriculum and identifies those that should be given greater emphasis in order to produce outstanding *Practice Ready* pharmacists to meet future needs.

A detailed programmatic review that considered the 2016 ACPE Standards and the *Practice Ready Vision* determined that the existing PharmD curricular model was no longer sufficient to meet the needs of either the students or the profession. There were two primary areas that were identified for change. First, it was determined that the prevailing pedagogical philosophy of the current curriculum, predominately consisting of lecture-based classes, individuals working in isolation, and multiple-choice examinations, especially during the 1st

2 years of the curriculum, was not compatible with ACPE's call for greater emphasis on inter-professional education and co-curricular experiences. The revised PharmD curriculum will place a much greater emphasis on active learning, team-based activities, and authentic assessments.

Second, because most of the courses in the current PharmD curriculum are taught as isolated, content specific courses with little or no integration of the basic, administrative, and clinical sciences with pharmacy practice, it was determined that we needed to develop a way for content from various areas to be integrated from the student's first days in the program.

In summary, the job of a Pharmacist has been changing and expanding for many years. The pace of change and breadth of expanded responsibilities will increase at an even more rapid rate in the next decade and beyond. Pharmacists in the future will have to master a much broader skillset, will have to work much more cooperatively with other health care professionals, and will have to understand the Patient Care Process and overall health care system in a much deeper and more profound manner in order to meet the changing demands of the profession and respond to societal needs. As a result, traditional educational models and existing Pharmacy curricula are no longer sufficient. The revised Doctor of Pharmacy curriculum represents the Harrison School of Pharmacy's bold, reflective, and innovative attempt to respond to the changing role of the Pharmacist, meet new accreditation requirements, and to continue to produce outstanding *Practice Ready* Pharmacists for our state, region, nation, and beyond.

State Need: In March 2016, the last month for which data are available, the Aggregate Demand Index developed by the Pharmacy Workforce Center listed Alabama as having an ADI of 3.67, indicating a balanced to moderate demand for Pharmacists in the state (<http://pharmacym manpower.com/index.jsp>).

Employment Opportunities: According to the survey of the Harrison School of Pharmacy, Graduating Class of 2016, 82% of the class had accepted full time pharmacy-related positions at the time of graduation with an average stated starting salary of \$98,369, with most other graduates expected to be employed in pharmacy-related positions shortly after graduation. The average salary would be higher, but a number of 2016 graduates accepted post-graduate Residencies which, while prestigious, pay considerably less than other pharmacy-related positions. According to the United States Bureau of Labor Statistics, the job opportunities for Pharmacists are expected to increase nationwide by 3% between 2014 and 2024 with a net employment change of +9,100 jobs (www.bls.gov/ooh/healthcare/pharmacists.htm).

Student Demand – Enrollment Projections: The Doctor of Pharmacy program at the Auburn University Harrison School of Pharmacy currently enrolls approximately 600 students. These students are divided evenly between the four years of the curriculum. Approximately 500 students are based on the Auburn University Main Campus and 100 students are based at the school's satellite campus in Mobile, Alabama. The goal of the school is to continue to admit 150 highly qualified applicants each year for the foreseeable future.

Resource Requirements: No additional resources beyond those currently available will be required to implement the revised PharmD program.

Recommendation: We recommend that the proposed revision to the Doctor of Pharmacy degree be approved by the Offices of the Provost and the President and be forwarded to the Board of Trustees and the Alabama Commission on Higher Education for review and approval.