

AUBURN UNIVERSITY

HARRISON SCHOOL OF PHARMACY

FACULTY ROLES IN INTERDISCIPLINARY AND INTEGRATED COURSEWORK

Reviewed Aug. 25, 2015

Since many courses in our curriculum are designed to integrate knowledge, skills, and attitudes from various academic disciplines, it is critical to have representation on leadership teams. The following describes how those teams are constructed and the individual roles within the team.

Definitions and Roles:

Course Sequence Coordinator - The Coordinator's role is complementary to the role of faculty members who participate in integrated course sequences (e.g. Drugs and Diseases, Integrated Pharmacotherapy, CAPP). To perform their function effectively, the Course Sequence Coordinators must interface with OTLA, Associate Dean for Academic and Student Affairs and Department Heads. The responsibilities of the Coordinator are as follows:

1. Working with each leadership team in guiding the required Course Development Process as outlined by PEC; this includes addressing PEC course review recommendations for improvement.
2. Assisting each leadership team in ensuring that the teaching/learning philosophy (see policy and procedures) of the School is utilized in all aspects of the course and the approach is consistent across all courses.
3. Working with Department Heads regarding team membership and accountability for respective departmental faculty member performance including exemplary and inappropriate behaviors.
4. Providing the interface between PEC and the leadership teams.
5. Ensuring a meaningful collaborative effort by all disciplines attempting to provide integrated learning for student pharmacists within the course sequences and the HSOP curriculum ((DAD and CAPP sequences, transition from the P1-P2 years to P3 IP sequence).

Leadership Team – The leadership team may be composed of faculty members who are course instructors or are content experts. All instructors for the team's specific course segment are not required to serve on the team; however, a member from each disciplinary group should be represented on the team (e.g. pharmaceutical sciences, pharmacy practice, social-administrative sciences). A chair of the leadership team, appointed by the Department Head, will have some course management responsibilities for the course segment for which they are responsible and is expected to work closely with the Course Sequence Coordinator in developing and delivering instruction. The leadership team is responsible for the following:

1. Planning, organizing and implementing the course according to the approved course development process
2. Ensuring that course content is consistent with the HSOP's approved educational outcomes (significance, scope, depth, etc).

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3. Ensuring that course content is integrated, reinforced and applied within the course sequence and across the curriculum
4. Ensuring that teaching and learning methods are consistent with the HSOP's approved educational outcomes.
5. Ensuring that course evaluation methods are consistent instructional approaches.
6. Working in concert with the course instructors, the team is responsible for composition of examination items and other evaluation instruments as well as the determination and assignment of grades.
7. Participating in the development of course review documents and reports and the course review process

Instructors/Content Experts – These individuals are responsible for providing expertise to ensure learning through the design and delivery of courses to which they are assigned. They will also contribute to the development of examinations and other evaluation instruments for any portions of the course in which they have participated.

Facilitators – It is the responsibility of these individuals to facilitate student learning by actively guiding the learning of a small group of student pharmacists. These individuals are not required to be content experts and should not serve as providers of content in the small group setting.

OTLA – OTLA's role is to assist faculty in course development and to provide oversight and direction in the areas of course development and student evaluation, to assure that both are done in a manner consistent with theory and evidence-based practices and also consistent with the HSOP's Educational Philosophy, Approved Curriculum and Outcomes, and Policies and Procedures. Additionally, OTLA serves in an advisory capacity to the Professional Education Committee (PEC) which is the HSOP committee charged with ensuring the integrity of the curriculum.