



ELSEVIER



CrossMark

Available online at [www.sciencedirect.com](http://www.sciencedirect.com)

ScienceDirect

Currents in Pharmacy Teaching and Learning 7 (2015) 145–150

Currents  
in Pharmacy  
Teaching  
& Learning

<http://www.pharmacyteaching.com>

Research

# The use of mentors and partnerships in a preparing future faculty program at a Health Sciences Center

Melissa S. Medina, EdD<sup>a,\*</sup>, James J. Tomsek, PhD<sup>b</sup>, Jane Bowers-Pippin, PhD<sup>b</sup>

<sup>a</sup> Department of Pharmacy: Clinical and Administrative Sciences, The University of Oklahoma College of Pharmacy, Oklahoma City, OK

<sup>b</sup> Graduate College, The University of Oklahoma Health Sciences Center, Oklahoma City, OK

## Abstract

**Introduction:** Preparing Future Faculty (PFF) is a national effort to give graduate students opportunities to receive mentorship in teaching and academic careers. The PFF Program, founded in 2005, expands this program to Academic Health Center (AHC) graduate students and postdoctoral fellows, such as pharmacy. The objectives (1) assessed the number/type of institution/department partnerships, as well as the unique types of content mentors added to the program since its inception, and (2) outlined the number of PFF graduates and their current career status.

**Methods:** PFF is a two-semester interprofessional program (fall = weekly teaching methods course and spring = teaching field placements at partnering institutions). Two program mentors are utilized: (1) a teaching mentor/program director who delivers course content and evaluates teaching and (2) a content mentor who is the course coordinator/faculty at the partnering institution.

**Results:** The number of partnerships has grown from 5 to 15 institutions, the number of department partnerships has grown from 1 to 11, and the number of content mentors has grown from 5 to 30 (six in pharmacy). Of note, ten of the content mentors are PFF alumni. In total, 68 PFF students have completed the program, seven graduates were from Pharmacy. The majority of the PFF graduates who have completed their degree or training have secured faculty positions; five of the seven PFF graduates in pharmacy became faculty members.

**Discussion:** PFF is a sustainable program for graduate students and postdoctoral fellows at an AHC to learn how to teach in an academic setting.

Published by Elsevier Inc.

**Keywords:** Teaching; Instruction; Faculty development

## Introduction

Developing graduate and post-graduate students, including those in pharmacy, for careers in academia has received regular attention over the past two decades.<sup>1,2</sup> One national program designed to prepare graduate students to enter and succeed in academic careers is Preparing Future Faculty (PFF), which was launched in 1993 by the Association of

American Colleges and Universities, the Council of Graduate Schools, the National Science Foundation, and the Pew Charitable Trust. The PFF program gives graduate students opportunities to complete supervised teaching activities at partnering institutions, exposes students to the tripartite mission and faculty responsibilities, and facilitates interaction with multiple faculty mentors who provide feedback to the student ([www.preparing-faculty.org](http://www.preparing-faculty.org)).<sup>3</sup> Similarly, interest in preparing pharmacy residents for academic careers has grown as well. A growing number of pharmacy residency programs offer residency teaching certificate programs to expose residents to careers in academia and build the residents' teaching skills.<sup>4–14</sup> PFF is similar to residency teaching certificate programs except that PFF focuses on

\* Corresponding author: Melissa S. Medina, EdD, Department of Pharmacy: Clinical and Administrative Sciences, The University of Oklahoma College of Pharmacy, P.O. Box 26901, 1110 N. Stone-wall, CPB 125, Oklahoma City, OK 73190.

E-mail: [melissa-medina@ouhsc.edu](mailto:melissa-medina@ouhsc.edu)

classroom and laboratory teaching opportunities for graduate students and postdoctoral fellows, while residency teaching certificate programs emphasize classroom and experiential teaching opportunities for post-graduate year (PGY) 1 or 2 residents. While the availability of PFF and resident teaching certificate programs is increasing, they are not universally available due to reasons such as lack of trained mentors, partnering institutions and courses, or funding (current PFF programs are not nationally funded).

Despite these barriers, PFF programs are important for formally preparing individuals for faculty careers, because although faculty are expected to teach effectively, the amount of formal training in teaching methods faculty receive prior to their first academic appointment is variable.<sup>15–17</sup> Participation in teaching skills training programs promotes desirable teaching behaviors.<sup>15,18</sup> However, graduate students need more than teaching orientation programs or occasional workshops and instead need courses that focus on areas such as pedagogy, managing, motivating, and engaging students, teaching with technology, and ethics in teaching and research.<sup>19</sup> Graduate students also need supervision, mentoring, and feedback from trained faculty members during early teaching experiences in order to promote teaching improvement in areas of active learning, feedback, and assessment.

Therefore, while national PFF programs exist and participation in teaching development programs is beneficial, guidance about implementing and sustaining a PFF program, especially in the health sciences, like pharmacy, at an Academic Health Center (AHC) with interprofessional graduate students and postdoctoral fellows is lacking. This article describes the outcomes of launching and sustaining a PFF program at the University of Oklahoma Health Sciences Center (OUHSC) College of Pharmacy. OUHSC is an AHC with a Graduate College and six professional colleges, including allied health, dentistry, medicine, nursing, pharmacy, and public health. The colleges are co-located on a main campus in Oklahoma City, and all programs except dentistry offer courses at distant campus in Tulsa. A private biomedical research center, Oklahoma Medical Research Foundation (OMRF), is also located adjacent to the AHC. While the results may not be generalizable to other institutions, the process of implementing the PFF program in pharmacy and in the health sciences is broadly applicable. The overall PFF program at this AHC addresses in its curricula the three national PFF program goals described earlier<sup>3</sup>; however, this article focuses only on the teaching component. Specifically, this article explores the types of mentors needed to sustain the PFF program at AHC, since literature related to PFF programs that are interprofessional and in the health sciences is absent. The primary objective assessed the number and type of institution and department partnerships, as well as the unique types of content mentors added to the program since its inception. The secondary objective outlined the number of PFF graduates and their current career status. In

order to track participant outcomes related to first position pursued and obtained after completing the PFF program and post-graduate training, Institutional Review Board (IRB) approval was received.

## Methods

In the spring of 2005, the OUHSC Graduate College Dean and a committee of interprofessional graduate faculty members identified the need for and outlined a year-long interprofessional PFF program for graduate students and postdoctoral fellows in all six professional colleges with funding to be provided by the Graduate College. The committee determined that the program needed two types of mentors: a local program director/teaching mentor and content mentors from nearby undergraduate colleges/universities. A program director from the OUHSC College of Pharmacy on campus with a doctorate in education was named to deliver the fall 16-week two-credit hour teaching methods course covering teaching and assessment principles (see [Table 1](#) for fall semester objectives and [Table 2](#) for fall semester activities). The program director would also coordinate spring experiential teaching and serve as a teaching mentor and evaluator for the PFF students.

For the second mentor needed, the Graduate College identified partnerships at local undergraduate universities/colleges' STEM (science, technology, engineering, and math) departments (e.g., biology, biochemistry, and chemistry departments) and the affiliated departments agreed to provide one faculty member with an active undergraduate course to serve as content mentors in the spring semester. These content mentors make lecture and laboratory opportunities available in their courses, and the PFF students select a mentor(s) related to their major/degree. The PFF students are required to prepare and deliver two one-hour lectures and one laboratory class in the content mentor's course, including all instructional materials they will use to teach (lecture objectives, PowerPoint slides, a formal Roman numeral handout, test questions, and at least one active-learning activity) (see [Table 3](#) for spring requirements and activities).

Once the materials are prepared, both the teaching and content mentors supervise the PFF student. They deliver a required dress rehearsal to the teaching mentor at least one week prior to the assigned lecture date. The teaching and content mentors evaluate the teaching using a standard teaching rubric, and the undergraduate students evaluate the teaching using a minute evaluation form. The teaching mentor and PFF student discuss the lecture and evaluation results within one week after the lecture. In addition to the teaching requirements, the PFF students also create a teaching philosophy, which is graded by the program director using a standardized rubric. All teaching materials and teaching feedback are then placed in a teaching portfolio. Once all the two-credit hour spring semester requirements are fulfilled, the PFF students receive a

Download English Version:

<https://daneshyari.com/en/article/353294>

Download Persian Version:

<https://daneshyari.com/article/353294>

[Daneshyari.com](https://daneshyari.com)