ACPE INTERNATIONAL

American Association of
Colleges of Pharmacy
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AACP

2nd European Faculty Development Workshop

Engaging in New Methods of Teaching and Assessment in Pharmacy Education

Supported by

EAFP EUROPEAN ASSOCIATION OF FACULTIES OF PHARMACY

Pharma**eXpert**

16 – 18th November 2018
Dubrovnik, Croatia
REGISTRATION + CALL FOR POSTER ABSTRACTS OPEN

Engaging in New Methods
of Teaching and Assessment in Pharmacy Education

o Teaching and assessment are integral components to student learning. In practice-based programs like pharmacy education, students are expected to do more through application, not just know more information.

o This workshop will actively engage participants in activities where they can learn and practice developing strategies in the following areas of teaching and assessment:

- Friday 16th Nov 14:00 – 18:00
  Teaching, Learning, and Assessment Cycles
  This session is an overview of the "who, what, when, where, why, and how" of assessment and strategies for evaluating program effectiveness and measurement of student learning.

  At the end of this session, attendees will be able to:
  - Explain the role of assessment in pharmacy education for the evaluation of outcomes;
  - Identify key aspects of assessments in pharmacy education;
  - Describe the role of faculty and administrators in pharmacy assessment.
  - Explain the PDCA model and its role in assessment
  - Define key assessment terminology
  - Discuss best practices for developing a culture of shared responsibility.

- Saturday 17th Nov 09:00 – 13:00
  Using Backward Design to Develop Teaching and Assessment Methods with the "End in Mind"
  This session presents best-practices in utilizing backward design to develop curriculum, course, or lecture level learning outcomes aligned with student and program assessments and learning activities.

  At the end of this session, attendees will be able to:
  - Utilize backward design to develop curricular learning outcomes, assessments, and activities
  - Implement formative and summative assessment activities to evaluate student learning
  - Discuss the role of Bloom's taxonomy in the development of learning objectives

- Saturday 17th Nov 14:00 – 18:00

  Assessing Success Through the Use of Key Performance Indicators

  The list of knowledge, skills, abilities, and attitudes for programs in pharmacy education is extensive and has grown. With so many competency areas to assess in a program, evaluating every objective at a program level can be labor intensive and difficult. Identifying and analyzing KPIs for knowledge, skills, abilities, and attitudes in the pharmacy curriculum can offer insight into the overall success of individual students and the overall program. This session will walk participants through a process for identifying and analyzing KPIs for programs using frameworks adapted from the Pharmine survey, the Phar-QA consortium, and US Standards.

  At the end of this session, attendees will be able to:
  - Identify key performance indicators of student achievement in learning objectives across the spectrum of knowledge, skills, abilities, and attitudes.
  - Discuss how to analyze key performance indicators of student learning.
  - Develop a working process for applying this assessment method in your own course or program.

- Sunday 18th Nov 09:00 – 13:00

  Taking Inventory of and Identifying Key Resources Needed to Implement Teaching and Assessment Strategies

  Faculty members can work together to develop a fantastic curriculum. However, when it comes to implementing it, many barriers can appear that impact its success. When assessing the effectiveness of a pharmacy program, it is important to also evaluate the personnel, resources, space, and systems that support the success of the program. Without this infrastructure, the great ideas that emerge may have no place to take hold. Building off of the previous session, participants will learn about and practice using a variety of assessment tools and methods that provided data that may be used as key performance indicators for students and the curriculum.

  At the end of this session, attendees will be able to:
  - Explore assessment methods and tools used to evaluate student learning and the effectiveness of the curriculum and other processes (admissions, student support, faculty evaluations, technology and resources).
  - Match new assessment tools and methods with current educational activities (lectures, tutorials, practicums, independent projects, and traineeships).

o Participants in the workshop will be fully engaged in case studies, small group work, and guided activities. These activities will both simulate teaching and assessment methods presented and offer opportunities for participants to identify and develop ways to implement these strategies at their institution.

o Ultimately, participants should leave the workshop with a teaching, learning, and assessment plan template unique to their institution or program and also identify additional resources they need to be successful in implementing new methods of teaching and assessment.

CALL FOR POSTER ABSTRACTS!
Engaging in New Methods
of Teaching and Assessment in Pharmacy Education

This is a call inviting attending institutions to share via a poster presentation information regarding one or more elements of the school's assessment program. Posters will be displayed throughout the workshop allowing several opportunities for interaction between presenters and participants.

For the 2018 poster theme **"Assessment Across Pharmacy Education"** attendees are encouraged to consider one of the subcategories below for their poster submission:

A. Assessment of various aspects of pharmacy education
B. Emerging assessment strategies
C. Assessment cycles and plans
D. Using technology to assist with assessment
E. Developing a culture of assessment
F. Assessment of non-curricular aspects of a pharmacy program
G. Other assessment related topics

Attendees are invited to submit a poster abstract until **September 1st 2018** to international@acpe-accredit.org

All abstracts related to the assessment topic will be accepted. Abstracts will be posted online before the conference. Additional details of the required poster format will be provided later.

The abstracts should contain no more than 250 words, excluding author's name(s), school name, abstract title. Required sections of the abstract are: **Introduction, Description, Discussion.** The abstract should specify which subcategory (from the above list) is being addressed. There are no other specific requirements regarding abstract formatting.

Lecturers

Dr. Mike Fulford, PhD
Director of Assessment, College of Pharmacy at the University of Georgia
Educator, Entertainer, and Consultant

Dr. Mike Fulford currently serves as Director of Assessment in the College of Pharmacy at the University of Georgia (UGA). He received his Ph.D in Educational Policy Studies from Georgia State University where he studied the history of scandal and reform in "American" college football as a part of his dissertation.

He is currently Chair of the Academic Affairs Committee for AACP, Past Chair of the AACP Assessment SIG, and has been a presenter at several AACP Institutes focused on accreditation and assessment. He was the Lead Author on the CAPE Assessment White Paper, Are you CAPE-ABLE? - An Assessment Blueprint for Learning Experiences. He received the Excellence in Assessment Award in 2014 from AACP for helping lead the effort to assess and improve professionalism in the PharmD program at UGA.

Dr. Fulford has collaborated on posters and special sessions at AACP on a variety of topics related to teaching and learning in pharmacy education. He brings unique and entertaining twist to his presentations on assessment which include presentations such as "Assessment of Student Learning: A Dancer's Perspective" and offering tools and templates that provide institutions with the nuts and bolts to build their teaching, learning, and assessment plans and programs.
In addition to his work in pharmacy education over the past five years, Dr. Fulford has presented, taught, and published on a plethora of topics in higher education and student affairs. He was recently named a Diamond Honoree for the Class of 2015 in the American College Personnel Association. In addition to his work in higher education, Dr. Fulford co-directs and trains the University of Georgia Ballroom Performance Group, a pre-professional ballroom dance company.

Dr. Lauren Schlesselman, PhD
Executive Director for Faculty Development
and the Associate Director of the Center for Excellence
in Teaching and Learning at the University of Connecticut.

In her role, she oversees the departments for instructional design, faculty development programs, faculty consultation, and educational technology, along with the Writing Center, Quantitative Center, and Testing Center. Previously Dr. Schlesselman was the Associate Dean for Academic Affairs and Associate Clinical Professor in the UConn School of Pharmacy. She is currently an Associate Editor for the American Journal of Pharmaceutical Education. She has previously served as a member of the AACP Programming Committee, chair of the Assessment SIG, chair of the Curriculum SIG, and chair of the Laboratory Instructor SIG.

Dr. Schlesselman received her Doctor of Pharmacy degree from the University of Georgia. She received her Master of Educational Psychology from the University of Connecticut with a focus on cognition and instruction. She completed her residency in Adult Internal Medicine at the Veterans Affairs Medical Center in Gainesville, Florida. Prior to beginning her career in academia, Dr. Schlesselman was a clinical pharmacist at University Hospital in Augusta, Georgia and the Veterans Affairs Medical Center in Augusta, Georgia. She has been a freelance medical writer for nearly 20 years.

Due to her background in educational psychology and interest in assessment, Dr. Schlesselman's research focuses on educational research and the scholarship of teaching and learning. She is a past Rufus A. Lyman Award winner for her article entitled "Number and Impact of Published Scholarly Works by Pharmacy Practice Faculty Members at Accredited US Colleges and Schools of Pharmacy (2001-2003)." Additionally, she has chapters in Pharmacotherapy: Principles and Practice, Pharmacotherapy Casebook, Pharmacy Management, Leadership, Marketing, and Finance and the Encyclopedia of Clinical Pharmacy

IMPORTANNE
HOTELS & RESORT
Dubrovnik · Croatia

SPECIAL RATES FOR HOTEL ACOMMODATION

HOTEL NEPTUN **

ROOM TYPE/RATE	16.11.2018.	17.11.2018.
STANDARD DOUBLE ROOM SINGLE USE BB: € 50.00	50	50
STANDARD DOUBLE ROOM DOUBLE USE BB: € 60.00	60	60
CONFERENCE RATE REQUIRED FOR ALL PARTICIPANTS	16. -18.11.2018.	
Venue, coffee breaks 16-18th November + Lunch 17th November	€ 116	

The above-mentioned rates are valid per room per night, including Buffet Breakfast.
The above-mentioned rates include 13% VAT. City tax is subject to change.（Expected € 1.20/day/person).

Supplement for sea view room is € 10.00 per room per night.
Room rates are valid two days prior and post to the conference.

Reserving Overnight Accommodation:
Official reservation and payment deadline is October 6th 2018. We cannot guarantee rooms after the mentioned date. All reservations received after this date will be only confirmed upon availability.

Conference fee	
USD 460	Till 15 July 2018
USD 500	After 16 July 2018

For reservation of accommodation,
please click on https://www.acpe-accredit.org/pdf/BookingForm.pdf

Register today!
To register, please click on
https://acpe-accredit.formstack.com/forms/facultydevelopmentworkshopdubrovnikcroatia

More info on www.acpe-accredit.org