



UNIVERSITY OF  
CHARLESTON  
SCHOOL OF PHARMACY

*On the Move... A Prescription for Success!*

## Final Report & Strategic Plan



*Prepared for*  
The University of Charleston School of Pharmacy  
[www.pharmacy.ucwv.edu](http://www.pharmacy.ucwv.edu)  
by  
Collective Impact, LLC  
[www.collectiveimpact.com](http://www.collectiveimpact.com)



## VISION

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**The vision for the University of Charleston School of Pharmacy is to:**

- Become nationally recognized for an emphasis on rural healthcare and service to the Appalachian region
- Maintain its status as an innovative leader in the use of technology in pharmacy education and practice
- Advance the profession of pharmacy through leadership, education, research, and advocacy
- Elevate the profile of the University of Charleston as a leading comprehensive university

## MISSION

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The mission of the University of Charleston School of Pharmacy is to prepare pharmacists who will provide comprehensive patient care, to advance the profession through research and advocacy, and to serve the community as leaders in rural healthcare.



UNIVERSITY OF  
CHARLESTON  
SCHOOL OF PHARMACY

Dear Friends:

On behalf of the faculty, staff, and students of the University of Charleston's School of Pharmacy, we are excited to share the outcome of several months of activities resulting in the development of this Final Report and Strategic Plan. Approximately six years ago, after careful research, review, and consideration, the University of Charleston determined the addition of a pharmacy program to its overall academic offerings would be beneficial to the University, prospective students, and the community. In the fall 2006, the inaugural class of pharmacy students enrolled in the University's first doctoral program. Since that time the ranks of the School have increased to over 300 dedicated pharmacy students and 35 talented and committed faculty and staff members desirous of making a difference in the healthcare lives of the citizens of West Virginia and beyond.

As the School of Pharmacy matured and strived to fulfill the University's mission to educate each student for a life of productive work, enlightened living and community involvement, it became important to take a "big picture" view of the program. This resulted in recognition of the importance of engaging a broad and diverse group of constituents (students, faculty, staff, pharmacists and other healthcare providers, community members, and policymakers) in a process that would assist in refining the direction of the School of Pharmacy and ensure that we are working in collaboration with other vested entities to meet identified community healthcare needs.

The result of the strategic planning process is the development of eight overarching domains that make up our Prescription for Success. These domains will guide our efforts in becoming a nationally recognized institution with an emphasis on rural healthcare, service to the Appalachian region, and the advancement of the profession of pharmacy through leadership, education, research, and advocacy. The Final Report and Strategic Plan reflects the identification of measurable outcomes and the development of associated strategies designed to achieve these results over the next five years. Simply put, this document and its outgrowth will serve as the road map that determines where we plan to go, indicates how we will get there, and assists us in knowing when we have reached the destination.

Thank you for taking time to read the contents of this report, visiting our website, [www.pharmacy.ucwv.edu](http://www.pharmacy.ucwv.edu) to view associated documents, and learn more about the School of Pharmacy. Without a doubt, UC is On the Move!

Professionally,



Dr. Michelle R. Easton  
Dean, School of Pharmacy







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## Strategic Planning Overview

The University of Charleston School of Pharmacy (UCSOP), under the direction of its Dean, Michelle Easton, Pharm.D., sought to move beyond its initial development plans to involve students, faculty, staff, the larger University community, the UC neighborhood, and West Virginia healthcare stakeholders in shaping the direction of the UCSOP. The Planning Team, comprised of representatives of the School of Pharmacy's faculty, staff, and students, with input and support from UC staff and Charleston community representatives, set out to chart a course for the School's future.

The Planning Team worked with Collective Impact, LLC to conduct the strategic planning project.

The project was undertaken to do the following:

- Understand the UCSOP's needs and resources; including strengths, challenges, opportunities, and areas for improvement
- Establish a common vision for the UCSOP's future
- Clarify and/or affirm the mission of the UCSOP
- Develop a strategic plan to move the School of Pharmacy forward and to be disseminated to funders, investors, policy makers, and other key stakeholders
- Engage students, faculty, staff, community members, and policy makers in a participatory process to shape the direction of the UCSOP and to encourage continued involvement in the school's growth

The strategic planning project was conducted from December 2008 to October 2009. Strategic planning is the art and process of developing and documenting a viable direction for the future. Those working on the project believe that the best way to project viability is through the involvement of others, the review of best practice research and related data, and thoughtful application of ideas to the unique strengths and needs of the UCSOP. Individuals engaged in the planning process are much more likely to continue to be involved in implementation activities when they see that their ideas are taken seriously and that they have a role in strengthening something that they care about.

As part of the strategic planning process, the Planning Team engaged individuals through a series of discussion groups and a web-based survey. Other information gathering strategies included a review and compilation of existing plans, documents, and survey data, as well as best practice research. The project resulted in a plan for the University of Charleston School of Pharmacy. The plan and related documents can be found on the UCSOP website at [www.pharmacy.ucwv.edu](http://www.pharmacy.ucwv.edu)

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## Acknowledgments

Exceptional gratitude is expressed to the Planning Team for their steadfast participation, focus, genuine caring, and vision of excellence throughout the project.

Special thanks go to the UCSOP student body whose participation in this project coincided with final exams and end-of-the-year activities. They consistently engaged in the work and encouraged others to be involved. They are appreciated!

Particular gratitude is expressed for the involvement of the citizens, healthcare professionals, policy makers, and University faculty and staff that took the time to attend discussion groups and complete the survey. Your input is vital to a strong, healthy School of Pharmacy, and your time and energy are appreciated. Finally, thanks to Collective Impact, LLC and its team of consultants for leading the planning sessions, facilitating stakeholder involvement, compiling the needed information, researching the issues, and moving the Planning Team forward throughout the process.

## University of Charleston Overview

The University of Charleston (UC) began in 1888 as the Barboursville Seminary of the Southern Methodist Church. In 1901, it was renamed Morris Harvey College in recognition of a wealthy benefactor from Virginia whose career included time as sheriff, Confederate soldier, coal property speculator, and businessman. Initially, Morris Harvey College functioned as a teacher training institution. In 1935, the school was moved from Barboursville, WV to downtown Charleston, merging with Kanawha Junior College and affiliating with Mason College of Fine Arts and Music. The school became independent of the Methodist Church in 1942. In 1947, the school was moved from downtown Charleston to its current location in Kanawha City on the southern bank of the Kanawha River across the river from West Virginia's capitol. In an effort to strengthen its ties to the community, Morris Harvey College became the University of Charleston, commonly referred to as UC, in 1978.

Today, the private University has approximately 1400 students from 37 states and 22 countries on its 40 + acre campus. It has three graduate programs in business and a doctoral program in pharmacy. As in years past, the August 2009 issue of *U.S. News & World Report* reported the University of Charleston as rated at number 15 of 96 ranked southern schools based on peer assessment and other factors. The University is centered in the heart of a metropolitan area known for its arts, policy making, culture, and scenic beauty. The University of Charleston annually hosts many community events, such as Blues, Brews and Barbeque; Wine and All That Jazz; and performances by the WV Symphony Orchestra on its campus grounds. The University offers 22 undergraduate majors with many areas of emphasis.



## School of Pharmacy Overview

The University of Charleston School of Pharmacy (UCSOP) is one of the newest institutions for pharmacy education in the United States and is the first doctoral program to be offered by the University of Charleston. Housed in a state-of-the-art facility, the school opened its doors in 2006 and will graduate its first class of pharmacy students in May 2010.

In January 2009, PharmUC was opened. PharmUC is the result of a partnership between the University of Charleston and Walmart Stores, Inc., and represents the first corporate pharmacy in a school of pharmacy in the United States. The on-campus pharmacy, housed in the Robert C. Byrd Center for Pharmacy Education on UC's campus, is designed to serve faculty, staff, and students, as well as the community.

The UC School of Pharmacy offers a program of study and curriculum focused on managing healthcare issues within rural communities. The most current technologies are utilized to enhance the learning experience through a wireless computing environment designed for the pharmacy community within the University.

The professional pharmacy curriculum is constructed on a framework that integrates content and teaching, problem solving, and experiential education. Emphasis is placed on management of disease states and quality of care. Knowledge of pharmacy practice, models of care management, and experiential opportunities allow students to demonstrate the necessary competencies required by professional pharmacists. Over the course of study, the pharmacy program moves students from dependent to independent learners through this competency-based, holistic approach to pharmacy education. Class size is intentionally kept small to allow for individualized attention and supportive relationships between faculty and students.

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*“The Strategic Plan provides a road map for how the UCSOP plans to impact pharmacy education, patient care, and the greater good with the ultimate goal of improving the health outcomes of our citizens.”*

*– Planning Team Member*

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As a newly established school of pharmacy within a private university, the UC School of Pharmacy is pursuing accreditation by the Accreditation Council of Pharmacy Education (ACPE). The School's candidate status has been continued through June 2010.

## Strategic Planning Team

A group of stakeholders representing the University of Charleston School of Pharmacy, its faculty, staff, and student body came together to guide the strategic planning process. The Planning Team engaged stakeholders to participate, promoted the process, and helped to plan and implement project activities. The Team reviewed project findings, refined suggested strategies, and made recommendations for areas of development.

*“The strategic planning process has allowed me the opportunity to help create a road map to better health in West Virginia“*

*– Planning Team Member*

The Planning Team was comprised of the following individuals (in alphabetical order by last name):

- Lee Altieri, BA, Executive Assistant to the Dean
- Michael Bottorff, Pharm.D., FCCP, CLS, FNLA, Chair, Department of Pharmacy Practice
- Sandra Bowles, RN, Ed.D., CNE, Assistant Dean for Assessment and Special Projects
- David Bowyer, R.Ph., Director of Experiential Education
- Michelle R. Easton, Pharm.D., Dean
- Mary Euler, Pharm.D., Associate Dean for Academic Affairs
- Don Hodges, MA, Director of Technology & Student Learning
- John Hudson, third year student and President of Pharmacy Student Governance Association
- David Latif, MBA, Ph.D., Chair, Department of Pharmaceutical & Administrative Sciences

Support and guidance were provided to the Planning Team by the following:

- Robert Godbey, representing Mythology Marketing
- Jeff James, President, Mythology Marketing
- Adrienne King, MS, Director of Marketing, University of Charleston


## Strategic Planning Process

The strategic planning process was set in motion by the University of Charleston School of Pharmacy. Collective Impact, an independent consulting firm, facilitated the strategic planning process.

The Planning Team identified project domains that were used to frame the components of the project (i.e., best practice research, review of previous plans and studies, discussion groups, and survey), as well as organized the information gathered from these efforts. These project domains and sub-domains represent the areas of data that were determined to be most important in understanding the UCSOP, its strengths, challenges, and potential. The domains and sub-domains were revised at the final planning session and are reflected in this plan document.

Below is a list of the project domains and sub-domains that were chosen by the Planning Team to understand the issues critical to the growth and development of the UCSOP toward its desired future.

1. Student Success (School of Pharmacy's student achievement)
  - a) Pre-pharmacy recruitment
  - b) Admission
  - c) Enrollment
  - d) Curriculum/programming
  - e) Positive learning environment
  - f) Satisfaction
  - g) Recognition/reward
  - h) Retention
  - i) Graduation/progression
  - j) Employment/licensure
  - k) Assessment
  - l) Technology
  
2. Faculty/Staff Success (School of Pharmacy's faculty and staff achievement)
  - a) Quality of faculty and staff
  - b) Recruitment
  - c) Development
  - d) Performance
  - e) Promotion and reward
  - f) Satisfaction
  - g) Retention
  - h) Interdepartmental/interprofessional relationships/education
  - i) Research
  - j) Continuous improvement
  - k) Assessment
  - l) Technology

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3. Alumni Success (School of Pharmacy's alumni achievement)
    - a) Alumni infrastructure/database
    - b) Communication
    - c) Promotion and awareness
    - d) Alumni outreach
    - e) Involvement in the UCSOP
    - f) Practice in rural healthcare
    - g) Continuing education for practicing pharmacists
    - h) Assessment
    - i) Technology
  
  4. The SOP's role in fulfilling the University's mission
    - a) Shared partnerships
    - b) Communication
    - c) Shared resources
    - d) Sense of belonging
    - e) Shared involvement
    - f) Identity
    - g) Shared recruitment
    - h) Recognition
    - i) Assessment
    - j) Technology
  
  5. Partnership Success (Healthy relations with entities outside the University)
    - a) Culture of collaboration
    - b) Preceptors and sites
    - c) Shared resources
    - d) Assessment
    - e) Technology
  
  6. Community Service (Ways in which the School of Pharmacy serves the community)
    - a) PharmUC
    - b) Patient care
    - c) Clinical pharmacy placement
    - d) Student/faculty/staff volunteerism
    - e) Assessment
    - f) Technology
  
  7. Marketing and Communication (School of Pharmacy's identity and interactions)
    - a) Branding and image
    - b) Internal communications
    - c) Community at-large
    - d) Assessment
    - e) Technology

8. Advancement and Development (Resources required to support the School of Pharmacy)
  - a) Operational budget
  - b) Other funding sources
  - c) Human support
  - d) Legislative support
  - e) Facilities
  - f) Assessment
  - g) Technology
  
9. Rural Health Education and Healthcare Delivery (Influencing and shaping rural healthcare and healthcare delivery)
  - a) Health outcomes and economic impact
  - b) Advancing pharmaceutical practice
  - c) Rural health
  - d) Drug diversion
  - e) Rule making
  - f) Law making
  - g) School of Pharmacy policies
  - h) University of Charleston policies
  - i) Assessment
  - j) Technology

The project was carried out from December 2008 through October 2009. Four planning sessions were held with the Planning Team in the months of March, April, July, and August. In addition, a Project Kick-Off was held in April to promote the project, and to orient stakeholders to the process, to encourage participation, and to identify ways to be involved throughout the nine-month period.

A Project Summit was hosted in January 2010. It was convened on the University of Charleston's campus, was open to the public, and publicized by various media. This session was designed to unveil the plan and inform citizens, the pharmacy community, and broader healthcare and policy arenas about the University of Charleston School of Pharmacy's vision, focus, and willingness to partner with others to improve rural healthcare.

Collective Impact facilitated the process and provided planning, data collection, data analysis and report development services.

The strategic planning process relied on the following principal sources of information:

- Knowledge and guidance from the Planning Team
- Information gathered through discussion groups with key stakeholders
- Data collected through an Internet-based survey
- Best practice research
- A review of existing data and reports

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Guidance was shared by the Planning Team at the four planning sessions. The first meeting focused on identifying domains for organizing the project work, project promotion, and stakeholder engagement strategies. At the second meeting, the Planning Team identified the content for the discussion groups and internet-based survey, as well as named the UCSOP's existing plans and data to be reviewed. Planning Team members also identified potential sources of best practice research for exploration by Collective Impact. The third meeting centered on a review of the data collection results to date and planning for the Project Summit. At the fourth meeting, the Planning Team reviewed the final reports from all data collection efforts, began drafting a vision statement and refining the mission statement, selected and refined strategic plan strategies, and produced image and branding ideas for the final report.

Discussion groups were held during the months of April and May 2009. Participants addressed issues regarding the vision for the UCSOP's future, the School's assets and challenges, identification of strategies for focusing on rural healthcare, ways to strengthen the connection between the University of Charleston and the School of Pharmacy, the roles and perceptions of pharmacists, and strategies for increasing individual investments of time, money, and talents in the University of Charleston School of Pharmacy.

Each discussion group was facilitated by Collective Impact. Ideas, strategies, suggestions, and comments were recorded. A summary of each individual discussion group was prepared, as well as an overall summary that identified common themes and issues across the different perspectives represented by participants.

A total of 45 people participated in discussion groups. Four discussions were held with UCSOP students, University of Charleston faculty and staff, community pharmacists, and community health stakeholders.

An extensive survey of stakeholders was developed with input from the Planning Team to gather suggestions and opinions to shape the University of Charleston School of Pharmacy's plan and priorities. The survey was accessible via the Internet during the months of June and July 2009. In addition to analysis of the overall survey responses, data was collected that allowed for the survey responses to be reviewed and analyzed by category of respondent (citizen, healthcare professional, University faculty or staff, student, etc.).

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*“Speaking as one who is not a pharmacist, the Strategic Plan has allowed me to get a better understanding of the School of Pharmacy.*

- *I now understand the need for the professionals the School is producing.*
- *I now understand what the profession requires.*
- *I now understand the School's obligation to the students and the community.*
- *I now understand the School's commitment to patient healthcare.”*

*– Planning Team Member*

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A total of 178 persons responded to the survey. *The Summary of Results and Findings from a Survey of Stakeholders* provided as a separate report to the Planning Team should be reviewed for information about the socio-demographic characteristics of respondents and more detailed analysis of survey findings.

Other components of the strategic planning process included a review of existing data and reports and best practice research. These and all other project reports are available on the University of Charleston School of Pharmacy's website at [www.pharmacy.ucwv.edu](http://www.pharmacy.ucwv.edu).

## Vision and Mission for the School of Pharmacy

Those persons responding to the survey, as well as those participating in discussion groups were asked to describe their vision for the UC School of Pharmacy. The words **Innovative**, **Growing**, and **Potential** were most often used to describe a future vision for the UCSOP. Various stakeholders also see a program that prepares students to work in rural communities.

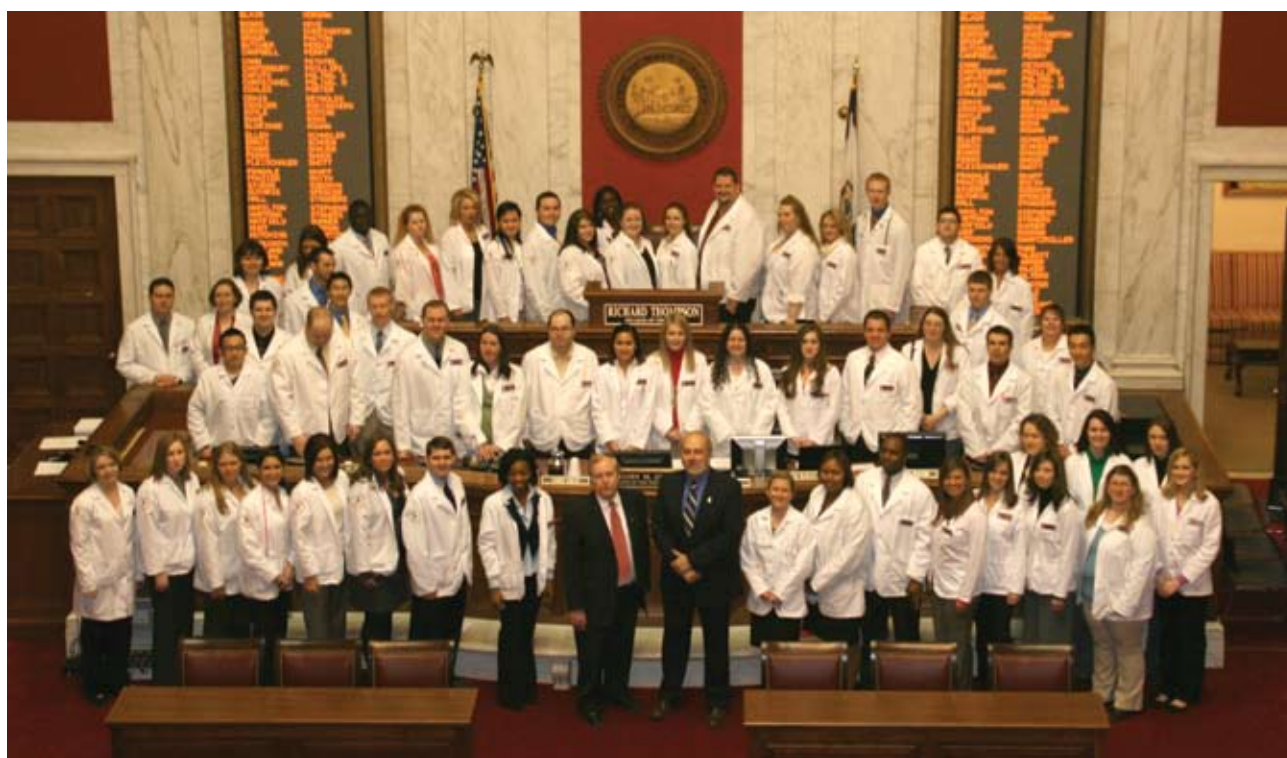
All discussion groups envision a more fully developed pharmacy program, expanded facilities, and growth in student enrollment. Another common vision across all constituencies is better research facilities for the School of Pharmacy.

As discussion groups reflected on their vision for the future of the UCSOP, faculty and staff described a nationally recognized School of Pharmacy integrated with area hospitals and community healthcare programs. Students see a broader range of specialized electives and on-campus professional organizations. Community healthcare providers envision increased interaction with healthcare disciplines, more collaboration with other schools, and more diversity in the student body.

The vision for the University of Charleston School of Pharmacy is to:

- Become nationally recognized for an emphasis on rural healthcare and service to the Appalachian region
- Maintain its status as an innovative leader in the use of technology in pharmacy education and practice
- Advance the profession of pharmacy through leadership, education, research, and advocacy
- Elevate the profile of the University of Charleston as a leading comprehensive university

The University of Charleston School of Pharmacy's Mission: to prepare pharmacists who will provide comprehensive patient care, to advance the profession through research and advocacy, and to serve the community as leaders in rural healthcare.



*UCSOP students demonstrate their advocacy role during Pharmacy Day at the 2009 West Virginia Legislative Session.*



## Summary of Project Findings and Goals/Strategies

A synthesis of findings related to vision, needs, assets, and identified priorities for the UC School of Pharmacy is summarized in this section. A recommended goal and multiple strategies follow the summary for each of the domains adopted by the Planning Team. Some of the strategies will require a

sustained effort over time and the investment of additional resources while others may be achieved in a shorter period of time through the efforts of students, faculty, staff, and local citizens. The goals and strategies listed under each domain are supported by information gathered through the on-line survey, discussion groups, best practice review, and the review of the UCSOP's prior plans, surveys, and studies.

A brief "At-A-Glance" report is also available for dissemination. The "At-A-Glance" report summarizes the findings and recommendations that are presented in more detail in this report. Action planning spreadsheets were made available to assist the UC School of Pharmacy in defining the detailed steps, timelines, resources needed, and persons responsible necessary to address each of the strategies.

### DOMAIN 1: Student Success

#### *Identified Strengths:*

- Access to computers, web-based information, and technology support on campus
- Small class size
- Faculty support
- Student-faculty relations
- Engaged student body
- Community involvement
- (PSGA) Pharmacy Student Governance Association

#### *Identified Needs:*

- Additional support for students in academic work
- Improve recruitment of high school students
- Strengthen student advising program
- Increase funding for scholarships
- Further develop internship opportunities
- Improve recognition of community service by students

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*"Focus more on in-state applicants who are much more likely to stay in WV and give back to the community after graduating."*

*– Community Healthcare Professional*

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### Survey Participants Say:

- Pharmacy students should be prepared to carry out a wide range of tasks and duties as professional pharmacists including:
  - Dispensing prescription drugs
  - Monitoring possible abuse
  - Consulting with other healthcare professionals
  - Serving on community health teams
  - Advising healthcare professionals about the latest drug-related research, and
  - Promoting sound public policy
- Students see class size as a major strength of the program.
- Students see the cost of tuition and fees as a major challenge.
- Access to technology helps students succeed.

*“Become a program that not only turns out community/institutional pharmacists but also academic and clinical specialists.”*

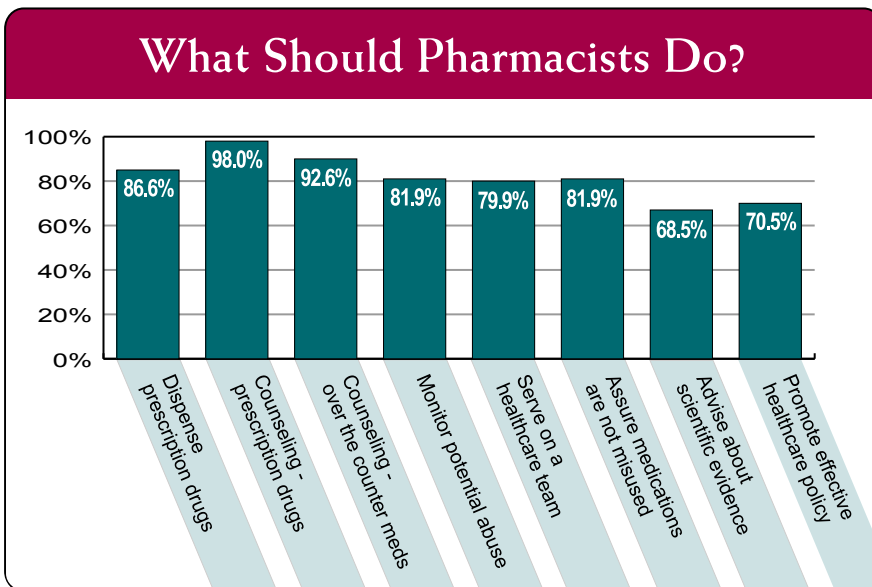
*– Pharmacy Student*

### Discussion Groups Say:

- Students see small class size as an asset.
- The Walmart pharmacy on campus was seen as a strength.
- Availability of experiential sites is a potential barrier to success.
- More study areas was identified as a need.

### Review of Previous Plans and Studies Says:

- Students view small class size as important.
- Students express a clear understanding of the admissions process.
- Students report that computer-based technology on campus enhances their learning.



## **GOAL 1: UC School of Pharmacy students will be successful in their pursuit of a professional pharmacy degree.**

### **Recommended Strategies:**

- 1.1 Develop and implement a mentorship program with pre-pharmacy undergraduate students at UC.
- 1.2 Develop and implement program for high school age students interested in pharmacy.
- 1.3 Strengthen the advising program in order to provide more consistent support to pharmacy students.
- 1.4 Implement a comprehensive assessment plan that effectively measures student success.
- 1.5 Expand the number and types of student internship programs.
- 1.6 Increase student awareness about the diversity of internship opportunities.
- 1.7 Recognize community service by students through an awards program.
- 1.8 Increase funding for student scholarships.
- 1.9 Provide a range of supportive programs for P4 students focused on assuring success on national licensure exams.

## **DOMAIN 2: Faculty/Staff Success**

### *Identified Strengths:*

- High quality faculty and staff
- Support from Department Chair and University Administration
- State-of-the-art technology

### *Identified Needs:*

- Salaries and benefits need to be competitive
- Recognition programs should be further developed
- Further develop research programs
- Improve orientation for new faculty and staff

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*“One major strength is the faculty who are well-educated and open to questions to help the students learn.”*

*– Pharmacy Student*

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### **Survey Participants Say:**

- Faculty and staff view class size as a major strength.
- Faculty and staff see recruiting and retaining faculty as a challenge.
- Recognition of faculty needs to be improved.

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**Discussion Groups Say:**

- Lack of financial resources to support program is a challenge.
- Research facilities need to be improved.
- Clinical sites need to be strengthened.

**Review of Previous Plans and Studies Says:**

- Healthcare benefits are seen as deficient by many faculty and staff.
- Faculty salaries are not perceived to be competitive with other schools.
- Research opportunities need to be increased.
- Staff lacks opportunities for advancement.

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*“I believe the academic curriculum is a major strength of the School of Pharmacy. Most courses are coordinated professionally and efficiently in teaching students and preparing them for passing the NAPLEX, as well as becoming a successful pharmacist.”*

*– Pharmacy Student*

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**Goal 2: *UC School of Pharmacy faculty and staff will succeed in their efforts to prepare high quality professional pharmacists.***

**Recommended Strategies:**

- 2.1 Recruit high quality faculty and staff.
- 2.2 Provide salary and benefit enhancements necessary to retain high quality faculty and staff.
- 2.3 Recognize teaching excellence by faculty through an awards program.
- 2.4 Recognize community service by faculty through an awards program.
- 2.5 Develop and implement a mentorship program for faculty and staff.
- 2.6 Increase opportunities for faculty development.
- 2.7 Improve the orientation process for new faculty and staff to focus more attention on the overall University.
- 2.8 Continue and expand UCSOP research projects.
- 2.9 Develop a collaborative structure to support institutional research projects.
- 2.10 Assist faculty, staff, and students to obtain high quality child care services.
- 2.11 Develop a UCSOP Practice Plan.

## DOMAIN 3: Alumni Success

### *Identified Strengths:*

- Work to develop programs that support effective alumni relations.

### *Identified Needs:*

- Develop necessary infrastructure to effectively communicate with future alumni.

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*“As a student, the UCSOP’s Strategic Plan allows me to better understand the direction of the school, which will affect my future career. I can utilize this information to help direct change for myself, my colleagues, the local community, and the state.”*

*– Planning Team Member*

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### **Survey Participants Say:**

- Effective processes need to be developed to keep alumni connected to the school.

### **Discussion Groups Say:**

- Issues related to alumni were not discussed.

### **Review of Previous Plans and Studies Say:**

- Alumni programs need to be developed as students are graduated.

## ***GOAL 3: Alumni of the UC School of Pharmacy will be successful in their professional careers and stay connected to the UCSOP.***

### **Recommended Strategies:**

- 3.1 Put the necessary infrastructure in place to assure that alumni remain connected to the UCSOP.
- 3.2 Establish an effective means of communication with graduating students prior to graduation.
- 3.3 Develop a database of key information about alumni that includes: type of practice, practice site, job satisfaction, feedback on preparation for practice, and community and University involvement.
- 3.4 Develop and support an Alumni Association that provides continuing education, career building opportunities, events for alumni, and other offerings valued by UCSOP alumni.

## DOMAIN 4: School of Pharmacy's Role in Fulfilling the University's Mission

### Identified Strengths:

- University of Charleston faculty observe a positive relationship between the University and the School of Pharmacy.

### Identified Needs:

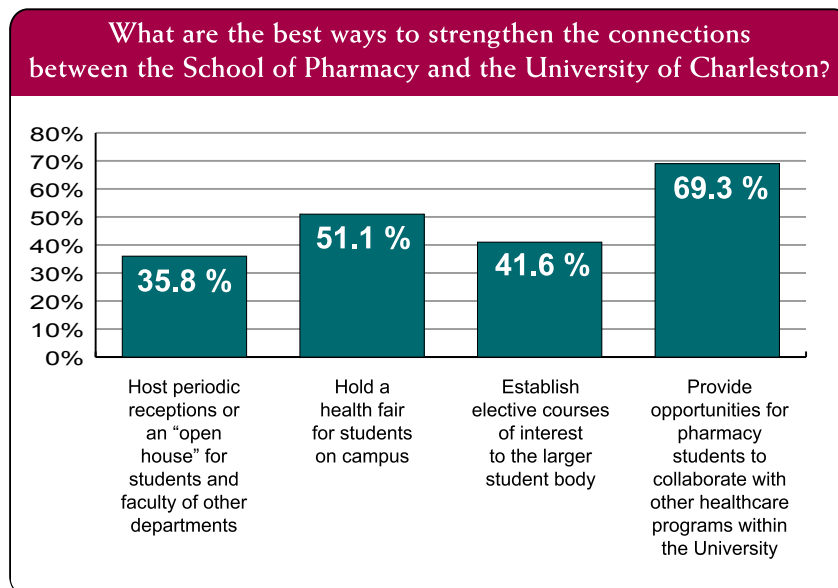
- Seek opportunities to broaden the positive relationship between the University and the School of Pharmacy.

### Survey Participants Say:

- The relationship between UC and the School of Pharmacy can be strengthened by providing opportunities for pharmacy students to work with other health-related programs within the University.

### Discussion Groups Say:

- Increase elective courses open to all students.
- Sponsor campus-wide social functions.
- Promote inter-disciplinary programs.





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*“Develop new electives open to the entire campus. For example, foreign languages for healthcare providers or health-related business courses.”*

*– Pharmacy Student*

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#### **Review of Previous Plans and Studies Says:**

- Students offer mixed reviews of their experiences with University services outside the School of Pharmacy.
- Surveys and discussion groups indicate UC faculty and staff observe a positive relationship between the University and the School of Pharmacy. Previous plans and studies indicate the UCSOP faculty and staff have identified the need for cultivation of a stronger relationship between UC and the School of Pharmacy.

#### ***GOAL 4: The UC School of Pharmacy will maintain a supportive and mutually beneficial relationship with the University of Charleston.***

##### **Recommended Strategies:**

- 4.1 Further assess effective ways to broaden the relationship between the UCSOP and the larger UC campus community.
- 4.2 Ensure that the UCSOP actively participates on campus-wide teams and committees.
- 4.3 Establish additional inter-disciplinary programs with other University departments.
- 4.4 Increase the number of elective course offerings that are open to all students of UC.
- 4.5 Provide opportunities for pharmacy students to collaborate with other health-related programs within the University.
- 4.6 Collaboratively sponsor health fairs for faculty, staff, and students.

## DOMAIN 5: Partnership Success

### *Identified Strengths:*

- Several partnerships for community practice sites are in place.

### *Identified Needs:*

- Expand and strengthen practice sites.
- Become more involved in issues related to healthcare policy.
- Strengthen relationship with healthcare providers and organizations.

### **Survey Participants Say:**

- More diverse opportunities for student internships should be developed.
- Community relationships should be nurtured.
- Focus on meeting the need for pharmacists in West Virginia.

### **Discussion Groups Say:**

- Increase experiential opportunities.

### **Review of Previous Plans and Studies Says:**

- Some students felt that their experiences with some preceptors and practice sites were not effective.

## ***GOAL 5: The UC School of Pharmacy maintains effective working partnerships with community healthcare programs, organizations, and agencies.***

### **Recommended Strategies:**

- 5.1 Further assess student experiences at practice sites.
- 5.2 Expand the number and types of practice sites available to students.
- 5.3 Establish relationships with additional healthcare providers and organizations.
- 5.4 Increase the UCSOP's impact on the local healthcare environment by providing knowledge and expertise.
- 5.5 Identify additional strategies to partner with schools, hospitals, and health-related organizations that extend beyond the context of student practice sites.
- 5.6 Increase student participation in safety net programs, such as free clinics and rural health centers.



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*“The UC School of Pharmacy should always be working to strengthen partnerships with rural healthcare providers and organizations in West Virginia.”*  
– Community Healthcare Provider

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## DOMAIN 6: Community Service

### *Identified Strengths:*

- PharmUC
- Many faculty, staff, and students are involved members of the community.

### *Identified Needs:*

- Encourage and support community service by all faculty, staff, and students.
- Increase opportunities for community service.

### **Survey Participants Say:**

- Faculty, staff and students are seen as involved in the larger community.
- Community service by faculty and students is important in developing strong community support.

### **Discussion Groups Say:**

- Community service was not a topic that was addressed within the discussion groups.

### **Review of Previous Plans and Studies Says:**

- Faculty lack time to dedicate to community service projects.
- PharmUC is seen as an important community service.
- Students support additional opportunities for service.

**GOAL 6: Faculty, staff, and students of the UC School of Pharmacy serve local communities through a variety of local projects that enhance the quality of life of the general public.**

**Recommended Strategies:**

- 6.1 Define what community service and community development means for the UC School of Pharmacy.
- 6.2 Establish a culture of community service within the School of Pharmacy.
- 6.3 Identify and increase opportunities for community service by faculty, staff, and students.
- 6.4 Provide incentives for the SOP to be involved in community service projects.
  - Incorporate time for service into workloads.
  - Recognize outstanding service through awards.
- 6.5 Offer local workshops and community health fairs to the general public.
- 6.6 Train pharmacists and develop vaccination programs in local communities.

## DOMAIN 7: Marketing and Communications

*Identified Strengths:*

- Effective communications within the School of Pharmacy.

*Identified Needs:*

- Develop an effective marketing campaign emphasizing the School of Pharmacy's strengths.
- Integrate the School of Pharmacy's marketing approach with UC branding.

**Survey Participants Say:**

- The School of Pharmacy website should be further developed.
- The School of Pharmacy is not yet "well-known" among healthcare professionals.

**Discussion Groups Say:**

- Public perception of pharmacists is mixed. People's perceptions range from pharmacists being highly skilled professionals to glorified technicians.



**Review of Previous Plans and Studies Says:**

- Communication between the School of Pharmacy and the larger University community needs to be improved.
- Students feel they have a voice in governance issues.

***GOAL 7: Marketing efforts assure that the UC School of Pharmacy is recognized as an innovative, high-quality pharmacy education program.***

**Recommended Strategies:**

- 7.1 Develop a marketing campaign for the School of Pharmacy that incorporates the UC branding and appropriate marketing messages.
- 7.2 Focus marketing approach on program strengths.
- 7.3 Emphasize the SOP's mission to meet the healthcare needs of communities in West Virginia and other rural areas.
- 7.4 Further develop and regularly update the UCSOP website.

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*“Our School of Pharmacy needs to be known as an innovative, multi-disciplinary program offering a wide range of experiential opportunities for students.”*

*– Pharmacy Student*

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## DOMAIN 8: Advancement and Development

### Identified Strengths:

- Modern and well-equipped facilities
- On-campus technology infrastructure

### Identified Needs:

- Additional library resources
- Additional research facilities
- Increased financial support
- Additional resources for technology

### Survey Participants Say:

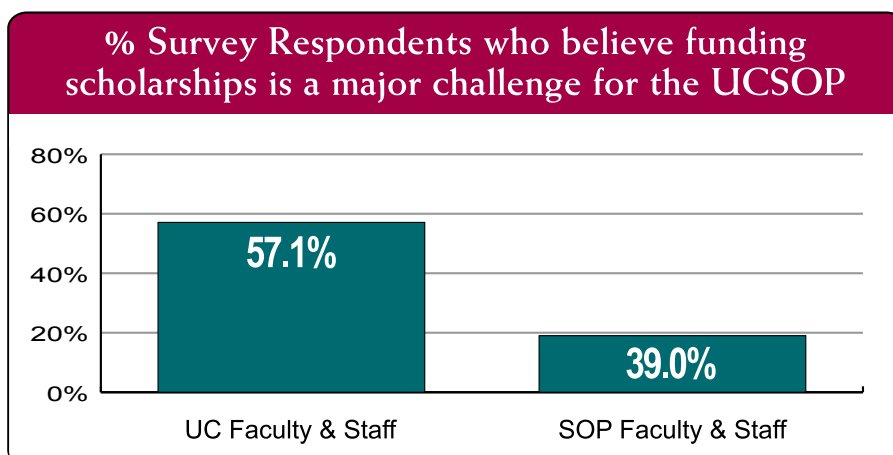
- Additional funding for student scholarships should be increased.

### Discussion Groups Say:

- Laboratory space for research is needed.
- Increase salaries of faculty and staff.
- Additional financial assistance and funding for student scholarships is needed.

### Review of Previous Plans and Studies Says:

- Additional library resources and research facilities are areas that need to be further developed.



**GOAL 8:** *Sufficient resources are available for the UC School of Pharmacy to develop and maintain the highest quality educational and research programs.*

**Recommended Strategies:**

- 8.1 Raise additional funds to support continued growth within the UC School of Pharmacy.
- 8.2 Work collaboratively with the UC Development Office to create appropriate fundraising strategies.
- 8.3 Develop an alumni giving program.
- 8.4 Educate faculty, staff, and students as to their roles in advancement.
- 8.5 Encourage and support faculty efforts to seek grants and other sources of revenues.

**DOMAIN 9: Rural Health Education and Healthcare Delivery**

*Identified Strengths:*

- UCSOP is viewed positively by the larger healthcare community.

*Identified Needs:*

- Increased involvement in public policy related to healthcare services
- Further develop collaborative relationships with higher education institutions and other organizations.

**Survey Participants Say:**

- Faculty members are more supportive of a rural focus than are students.
- The current program prepares students to work in rural areas.
- Community healthcare professionals are supportive of a rural focus for the pharmacy education program.

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*Of the community healthcare providers surveyed, 81.3% indicated they believe the UCSOP should have a rural focus. Current faculty and staff also seem to support a rural focus for the UC School of Pharmacy (77.3%) and 60.6% of students believe a rural focus is important.*

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**Discussion Groups Say:**

- Develop student rotations in rural settings.
- Recruit students from rural areas.
- Develop elective courses that focus on rural health issues.
- Create scholarship agreements tied to service in underserved rural areas.

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*There needs to be more integration with community and public health and an increased presence in southern West Virginia.*

*– UCSOP Faculty Member*

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**Review of Previous Plans and Studies Says:**

- Previous plans and studies reviewed do not address this domain.

***GOAL 9: The UC School of Pharmacy is an influential and respected contributor to improving rural healthcare policy and practice.***

**Recommended Strategies:**

- 9.1 Develop a rural healthcare advocacy and public policy agenda.
- 9.2 Further develop a Pharmacy Rural Education Program.
- 9.3 Assess the feasibility of utilizing telepharmacy technologies to enhance pharmacy services in underserved areas of West Virginia.
- 9.4 Establish a student scholarship program tied to an agreement to practice in rural underserved areas.
- 9.5 Establish effective collaborative relationships with primary healthcare and higher education partners to pursue a coordinated policy agenda for rural healthcare delivery.



## Best Practice Research Findings

The Department of Pharmacy Practice and Pharmaceutical Science within the College of Pharmacy at the University of Minnesota has developed a program that may serve as a model for the UCSOP. This program emphasizes rural healthcare issues and the provision of pharmaceutical care in rural communities. The "Pharmacy Rural Education Program" (PREP), is designed to develop practice opportunities for pharmacists and to attract students to innovative rural pharmacy practices. PREP consists of three basic initiatives:

1. Student participation in the Rural Health School which offers a three-month rural community-based curriculum. The curriculum is structured so that students devote 20% of each week participating in interdisciplinary activities and 80% in discipline-specific activities,
2. Expansion of pharmacy-specific clerkship experiences for students, and
3. Development of pharmacist-managed clinics.

The interdisciplinary activities consist of developing, implementing, and evaluating a community-based project, as well as participating in interdisciplinary case conferences. The Rural Health School experience is designed to enlighten students about the benefits of living and working in rural communities.

Two examples of on-campus, pharmacist-managed clinics were identified through the best practices research. The University of Kentucky College of Pharmacy, in partnership with the University employee benefits department, established PharmacistCARE as a free-standing, pharmacist-managed clinic located in the primary ambulatory care facility owned by the University of Kentucky HealthCare. The services provided are unique because medication therapy management (MTM) is the foundation for all patient encounters. Services are offered as a free health plan benefit to all adult members of the University's Health Plan (UHP) who have been diagnosed with the target disease state(s). The most highly utilized service is Diabetes Care.

A second example of an on-campus, pharmacist-managed clinic is *Clinical Partners* located at Ohio State University. Student practice opportunities available at the on-campus site include practice in the areas of anticoagulation, asthma, cholesterol, compliance, diabetes, hepatitis C, herbal and dietary supplements, medication management, smoking cessation, and wellness. The on-campus clinic is staffed by two College of Pharmacy faculty members



with a total of 0.8 FTE and a community pharmacy resident who spends 65% of her time at the site. It has served as a training site for 16 pharmacy residents, 28 undergraduate pharmacy students, 30 postgraduate Pharm.D. students, and 126 entry-level Pharm.D. students at various levels of training.

A safety net program offered by the University of Southern California School of Pharmacy might be adapted to provide expanded opportunities for pharmacy practice with Rural Health Clinics in the Appalachian Region. This innovative program brings a range of pharmacy services to clinics that are unfamiliar with (1) the types of clinical services pharmacists can provide and (2) the options available for securing medications needed by their patients at low cost. By maximizing the use of low and no-cost medications under the pharmacists' direction, the three initial

clinics combined saved nearly \$700,000 in annual drug costs. The program has become self-sustaining and clinics pay for the pharmacists based on the cost savings and demonstrated value of the program.

Another program, developed by a student at the University of Maryland, Baltimore School of Pharmacy, provides academic support for high school students who want to pursue professional careers but struggle with math, science, and English classes. This particular program involves students from the schools of pharmacy, medicine, law, dentistry, nursing, and social work serving as mentors for high school students. The basic program design could be adapted as a recruiting tool for the UC School of Pharmacy to encourage and support promising high school students interested in pharmacy as a career choice.

Other areas that might be pursued by the UCSOP to expand the school's curriculum offerings include making use of cutting-edge technologies in pharmacy practice, such as telepharmacy. Telepharmacy appears to be an emerging practice for alleviating the shortage of pharmacists in rural, underserved areas. This practice model utilizes state-of-the-art telecommunications technology to provide pharmaceutical care to patients at a distance.

The state of North Dakota has established a telepharmacy project that allows a licensed pharmacist at a central location to supervise a registered pharmacy technician at a remote telepharmacy site through the use of video conferencing technology. The project is carried out in collaboration with the North Dakota State University College of Pharmacy. Licensed pharmacists in North Dakota provide traditional pharmacy services, including



drug utilization review, prescription verification, and patient counseling to remote sites. Retaining the active role of the pharmacist helps assure the delivery of safe, high quality pharmacy services that can be at risk when the pharmacist is left out as in the case of internet and mail-order pharmacies.

The PickPoint Corp.'s IntelPharmacy Will-Call System is also a technologically-based program that the UCSOP may wish to further explore. PickPoint technology uses biometric finger scans and birth dates as patient identifiers to streamline the process of filling prescriptions in a secure and timely manner. Once identification is confirmed, the light-pick hanging bag system lights up each of the patient's prescriptions for retrieval, regardless of when they were ordered or where they are behind the bench. Alphabetized bins are not necessary and patients wait less time for their prescriptions.

See the *Summary of Research on Best Practice* prepared for the UCSOP Planning Team for further information.



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## Sources of Data

- Planning Team session summaries
- Summary of Results and Findings from Discussion Groups
- Discussion group verbatim responses
- Summary of Results and Findings from Survey of Stakeholders
- Verbatim responses to open-ended survey questions
- Summary of Results and Findings from Review of Related Documents and Previous Surveys
  - Graduate Faculty Manual
  - Accreditation Standards and Guidelines
  - Convocation Discussion
  - Student Convocation Survey
  - Faculty Satisfaction Survey
  - Staff Satisfaction Survey
  - Student On-line Survey 2009
  - Comparison of Student On-line Surveys - 2006 & 2009
- Summary of Research on Best Practice
- Information from University of Charleston website
- Information from UC School of Pharmacy website





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