

Confidential

**2016 Inaugural ASPL Pharmacy Law & Ethics Educators Benchmarking Survey
Preliminary Results and Summary for Survey-Takers
Draft Date: 12/2/16**

Please note: The results of this survey in the following summary are **CONFIDENTIAL** and are ONLY for those who participated in the survey and wanted results as a summary, along with members of ASPL. Please do not share, post, or cite these preliminary results, as the data is currently embargoed; we will be producing future publications from the results of this survey. Any questions regarding these results should be forwarded to: Dr. Erin Albert, MBA, PharmD, JD at ea6603@aol.com or Prof. James Ruble, at jim.Ruble@hsc.utah.edu. Thank you!

Once again, THANK YOU to all who supported the inaugural ASPL pharmacy law and ethics educators' benchmarking survey by completing some or all of it in the summer of 2016, and/or by your membership to ASPL! As we promised to those who completed the survey, we wanted to provide some preliminary top-line results of this first and hopefully regular survey to our ASPL members and to those who were kind enough to provide data.

This survey ran during the summer of 2016, created on 6/21/2016 and closed on 8/8/2016 using SurveyMonkey.com via ASPL's account.

N = 74 total responses to the survey. There was a fair mixture of schools identified, including large public, land grant universities (55%), along with small, private and religious-based institutions responding (43%). The average class size at the school of pharmacy was between 51-100 students per class (55%).

Below are the most frequent answers by responders via percentage of responders to each question.

Pharmacy Law

The majority of the professional background of pharmacy law professors at schools of pharmacy in the survey had a background only as a pharmacist (55%), followed by pharmacist-attorney (43%). The majority of schools only require one core pharmacy law class in their doctor of pharmacy (PharmD) programs (62.5%), predominantly as a standalone course (93%). Most schools teach the course during the third professional year of the coursework (61%), and the course is only 1 semester (84%), typically taught in the spring (69%), and most frequently as a 2- or 3-credit hour course (84%), all in one section (84%). The most common response regarding preparation time for each hour of pharmacy law lecture was two hours (29%); three hours preparation per hour of lecture was reported by 22% of respondents. Many "other" responses included mentions that the subjects did need to be re-reviewed each year for new content, updates, etc.

Most schools have only one professor teaching pharmacy law (62.5% of responders); however, others have two to three instructors. Only N=2 responders stated that a graduate student was involved as a teaching assistant for the course. Most instructors in pharmacy law were full time employees of the college (69%) with a minority adjunct or part time. If an adjunct taught the course, a law firm employed most of the adjunct instructors.

Most courses attempt to touch on policy as well. Coursework is varied. Most instructors use textbooks as reference materials and major online resources. Assessment of learning via multiple choice questions is the predominant methodology (98%), followed by team projects (35%). Most

schools do not offer a pharmacy law elective. Most schools responding do offer some type of MPJE or graduate pharmacy law examination review course, and 90% of responders stated MPJE was the test used in their state or jurisdiction to assess minimal competency for pharmacist licensure in pharmacy law. More states are beginning to require more pharmacist CE in the areas of pharmacy law and ethics moving forward.

Ethics

Ethics appears to be taught by the majority of responders as an integrated instruction in a required course (46%), followed by a stand-alone ethics course (27%). Most schools teach ethics in the third professional year (46%), followed by second professional year (39%), in the fall (57%) and/or spring (60%), and the course is typically one semester long (78%). The course is typically two credit hours, with one instructor. Most schools do not break their ethics coursework cohorts into smaller sections (50%). The overwhelming majority of responders did not have TAs or graduate students assisting in the ethics teaching or coursework.

Eighty percent of responders to the survey stated that the ethics professor or instructor was employed full time by the university or school of pharmacy. Most were involved in pharmacy as a professional background. Policy also played a role in some ethics coursework.

Assessment of student learning in ethics took various forms, including multiple choice examinations (66%), followed by essays and short answer questions (each 32%), and other methods were employed, such as short answer questions, presentations, quizzes and student participation in class discussions.

The most common response was that faculty spent two hours of preparation time per hour of pharmacy ethics lecture (31%). No ethics elective courses were offered by any responders, except for one program who had a medical ethics department. Most programs did not have students who participated in an Ethics Bowl within the past five years (86%). Most stated there were not any specific ethics CE requirements for pharmacists licensed in the jurisdiction.

These again are preliminary results, and shared as a courtesy to our members and those who completed this inaugural survey, and results in further detail are still forthcoming. Keep watching ASPL.org for more on the results of this benchmarking survey in pharmacy law and ethics, coming in 2017 and beyond!