



Does a Single Intervention Improve Faculty Use of Ignatian Pedagogy?

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Background and Methods

In 2018, the School of Pharmacy and Health Professions administered a climate survey in preparation for the pharmacy program's special accreditation self-study. Part of the survey assessed *Mission Identity*. Results for the Pharmacy Practice department are shown here:

Question	Number (%) Agree	Number (%) Disagree
I can see the link between Creighton's Catholic, Jesuit identity and my work.	26 (96.3)	0
I am able to explain our Jesuit, Catholic mission to new faculty.	25 (92.6)	2 (7.4)
I have a good understanding of Ignatian pedagogy.	24 (88.9)	1 (3.7)
I am skilled in how to integrate Ignatian pedagogy into my courses and class activities.	19 (70.37)	4 (14.8.)

Upon review, it was decided to prioritize any area in which disagreement was more than 10%. The one area for *Mission Identity* requiring the most improvement was faculty skill regarding the integration of Ignatian pedagogy into courses and class activities.

In attempt to meet this need, a special department meeting was arranged and lunch was served to encourage attendance. A seminar consisting of a 1-hour presentation followed by a discussion period was provided to improve the knowledge, skills and confidence of the attendees regarding Ignatian pedagogy. This presentation served as the intervention. A post-intervention survey was distributed to all department faculty members. Three reminders were sent out over a 2-week period to improve the response rate.

Intervention

In February, 2019 Dr. Kirk Peck from the Department of Physical Therapy was invited to speak to pharmacy faculty on the topic of Ignatian Pedagogy. The title of the presentation was, "*Ignatian Pedagogy: Manifestation of 'God' in Teaching and Learning*". Dr. Peck shared how the historical foundations of Ignatian Pedagogy are rooted in the Spiritual Exercises of Ignatius Loyola (1491-1556), and at its core promote an internalization of God's presence.

Participants were encouraged to reflect on personal teaching preferences and compare those methods to five hallmark elements that define the Ignatian Pedagogical Paradigm; e.g. Context, Experience, Action, Reflection, Evaluation. Emphasis was placed on the significance of integrating spiritual influences that motivate students during periods of discernment and reflection.

The session concluded with an emphasis on the inherent value of incorporating Ignatian Pedagogy as a teaching methodology equates to organizing structured student experiences with themes of social justice, human suffering, and other realities of the human condition. Participants were reminded that the heart of Ignatian teaching is to specifically facilitate an internal change in student motivations to alter thoughts of self-gratification to those of serving others for the greater good.

Results and Discussion

Of the 42 faculty in the department, 37 responded to the post-intervention survey for a response rate of 88%. The results are shown in the table below.

Approximately 38% of pharmacy faculty attended the presentation. Of those who participated, 86% stated that they were now more knowledgeable regarding Ignatian pedagogy and its relationship to health sciences education, but only 50% believed they were more skilled in how to integrate Ignatian pedagogy into their teaching activities. A section in the post-intervention survey asked for additional comments. The most significant comment was that the pharmacy program needed to invest as much time as the physical therapy department does to help students develop and exhibit the characteristics of a pharmacist practicing within the Ignatian tradition.

Question	Number (%) Yes	Number (%) No
I attended the special department meeting regarding Ignatian pedagogy.	14 (37.8)	23 (62.2)
If you attended, do you now feel more knowledgeable regarding Ignatian pedagogy and its relationship to health sciences education?	12 (85.7)	2 (14.3)
If you attended, do you now feel more skilled in how to integrate Ignatian pedagogy into your course/ class activities and/or experiential teaching?	7 (50.0)	7 (50.0)

Please add any comments:
If one of our educational outcomes is "Develop and exhibit personal and professional knowledge, skills, attitudes, and behaviors of a pharmacist within the Ignatian tradition", I would like to see the pharmacy program provide as much emphasis/resources as the PT program does for their students.

Attended the session during Jesuit seminar by Dr. Peck so already felt skilled and knowledgeable.
I had previous training and have a good understanding of Ignatian Pedagogy.

A single seminar approach to improving faculty use of Ignatian pedagogy is an effective tool to increase faculty knowledge but not skill level in integrating Ignatian pedagogy into teaching activities.