

RAABE COLLEGE OF PHARMACY

PROGRAMMATIC ADJUSTMENTS

PROPOSED AND RECENT
IMPLEMENTATIONS INTENDED TO
NARROW THE GAPS IDENTIFIED BETWEEN
LEARNING OBJECTIVES AND ACTUAL
OUTCOMES

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INTRODUCTION

In response to University assessment practices the Raabe College of Pharmacy has implemented and proposed adjustments to our program in order to narrow the gaps identified between learning objectives and actual outcomes. The three areas addressed in this report are: 1) Speaking abilities; 2) Solving real-world problems; and 3) Ability to get along with people of different races and cultures.

The areas of *Speaking abilities* and *Solving real-world problems* are areas of constant concern for improvement. Pharmacists must maximize abilities in each of these areas in order to provide the best possible patient care. The third area has been identified by the Accreditation Council for Pharmacy Education (ACPE) as *Cultural competence* and is an addition to the most recent edition of their published standards and guidelines for program accreditation.

The college or school must ensure that the curriculum addresses patient safety, cultural competence, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team.
ACPE Guideline 9.1

In fact it could be argued all three areas fall under this ACPE guideline. For a pharmacist also must demonstrate competence in speaking and problem solving abilities in order to:

- Address patient safety
- Health literacy
- Health care disparities
- Interprofessional team competencies

SPEAKING ABILITIES

The *Patient Care Assessment Module* (PCAM) course series for several years has utilized a format designed to assist students with communication and problem solving skills. Theses Video Interviewed Patient Examination and Review (VIPER) sessions video-taped students while they were interacting with faculty members who portrayed patients and/or patient care providers. A faculty member then reviewed and critiqued each of these video-taped interviews and consulted with the student regarding their communication abilities, problem-solving abilities, and a variety of additional interpersonal skills.

The recent remodeling, technical upgrading, and shifting of philosophy from “pharmaceutical laboratory” to “patient skills center” has provided the college an opportunity to adjust the

methodologies and educational philosophies associated with the *PCAM* course series. New physical accouterments and technologies within the center facilitate a more realistic setting for patient/pharmacist interactions. The instructor of record has taken advantage of this setting by recruiting practicing pharmacists from “off-campus” sites to portray patients. These pharmacists bring with them a wealth of “real-world” problems for reenactment within this setting.

The technological additions permit the instructor to digitally record each student and provide that student with a DVD of the student/patient interaction for their personal self-assessment prior to a formal review with the instructor of record. Faculty members have anecdotally found students to be more critical via self-assessment than faculty are in the review of these digitally recorded interactions. The outcomes of this exercise include improved interpersonal communication, problem identification along with critical thinking and problem solving abilities.

A number of module course coordinators have incorporated and are routinely modifying the various group presentation assignments designed to facilitate students’ abilities to work within groups on a variety of projects designed to challenge and improve skills in literature review, presentations to peer group members, and group problem solving dynamics.

SOLVING REAL-WORLD PROBLEMS

As identified in the previous section. A number of curricular course assignments and projects are designed to accomplish multiple goals and outcomes. Group projects reflect the real-world team approach to modern medicine’s treatment practices. Patient care is maximized when a team of health care practitioners is working synchronously to resolve the numerous challenges and problems which present themselves every day of professional practice. Successful health-care team members have honed their interpersonal skills, critical-thinking and problem solving skills, diplomacy abilities, self-confidence, literature searching and reviewing skills, in preparation for and completion of these assignments.

CULTURAL COMPETENCY

Through literature review and a variety of interactions at professional meetings college administrators and faculty had already identified “Cultural Competency” as a necessary addition to our pharmacy program. One faculty member had already begun to incorporate an introduction to cultural competency within his lecture materials. The Assistant Dean of Pharmacy identified an educational institute focused on this topic and solicited and obtained support from the Dean of Pharmacy to form an interdisciplinary team to attend the institute. Two representatives from the nursing program and three from the pharmacy program attended the four-day educational institute in January 2007. To date two additional lectures have been incorporated into two different courses within the pharmacy curriculum. It is the intention of our faculty to continue to incorporate additional material over the next few years. A joint venture involving nursing and pharmacy students has been discussed but nothing finalized.