Analysis of “Habits of Mind” Cultivated Via Curricular Threading Through Skills Labs and APPEs

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ABSTRACT

OBJECTIVES

The Centers for the Advancement of Pharmacy Education (CAPE) 2013 curriculum outcomes were expanded beyond foundational scientific knowledge to include personal and professional development of the skills, attitudes and attributes that are deemed necessary for the optimal delivery of patient-centered care. These essential characteristics within the affective domain include self-awareness, leadership, innovation, entrepreneurship, and professionalism. The expansion of the CAPE Outcomes to include the affective domain illustrates that a focus on a single domain, such as foundational knowledge, is insufficient for graduates to develop into “reflective practitioners.” We developed HOM through the instruction, students listened to a brief video (Prejean et al., 2010) and wrote reflective data from the P1, P2, P3, and P4 students participating in six modules of APPES, which were first introduced to and soon became intimately familiar with the 16 of HOM for our course orientation session. For all students combined, the two most common HOM were first introduced to and soon became intimately familiar with the 16 of HOM for our course orientation session. For all students combined, the two most common HOM were first introduced to and soon became intimately familiar with the 16 of HOM for our course orientation session.

METHODS

RESULTS

Table 2: The numbers of students (across two campuses) per class, and the number of HOM reflections that were submitted; during 2014-15, there were over 400, and the results are shown in Table 2.

Table 3: Examples of Habits of Mind Reflections of P1, P2, P3, and P4 Students

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