

# Beyond Formulas:

## Enhancing the Selection Process to Improve Assessment of Candidates for Admission to Pharmacy School

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# Agenda

- **Background / Expected Attributes of Entering Students**
- **Curriculum Description**
- **Individual Interview Development**
- **Group Activity Description**
- **Evidence of Success**
  - **Preceptor Surveys**
  - **Student Achievement**

# **Auburn University Harrison School of Pharmacy**

- **Land-grant university for Alabama**
- **Admits students primarily from  
Southeastern US**
  - **125 students on Auburn Campus**
  - **24 students on Mobile Campus**
- **No quota on in-state students**
- **Enrolled first all Pharm.D. class in 1997**



# 2005 Curricular Revision

- **83 prerequisite hours**
- **70% of entering students have BS or higher**
- **Integrated courses in pharmaceutical sciences**
- **Problem-based integrated pharmacotherapy sequence in P3 year**
- **Continuous patient care responsibility beginning with P1 year**

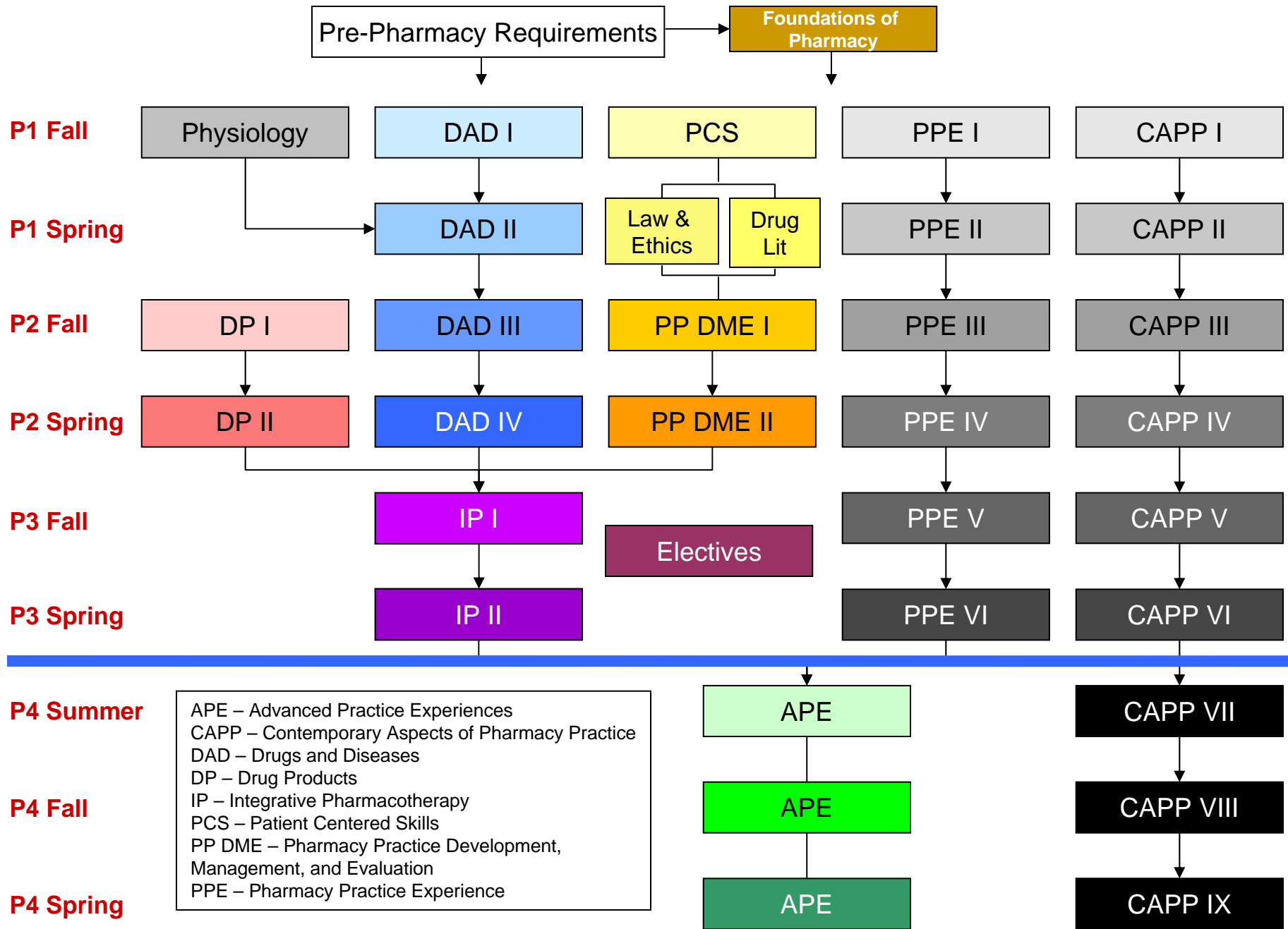


# HSOP Admissions Process

- **Current process initiated beginning with class entering Fall 2003**
- **Desired alignment of admissions criteria with HSOP's curricular outcomes**
- **Increased emphasis given to characteristics that are not purely academic**
- **Holistic approach to admissions decisions**

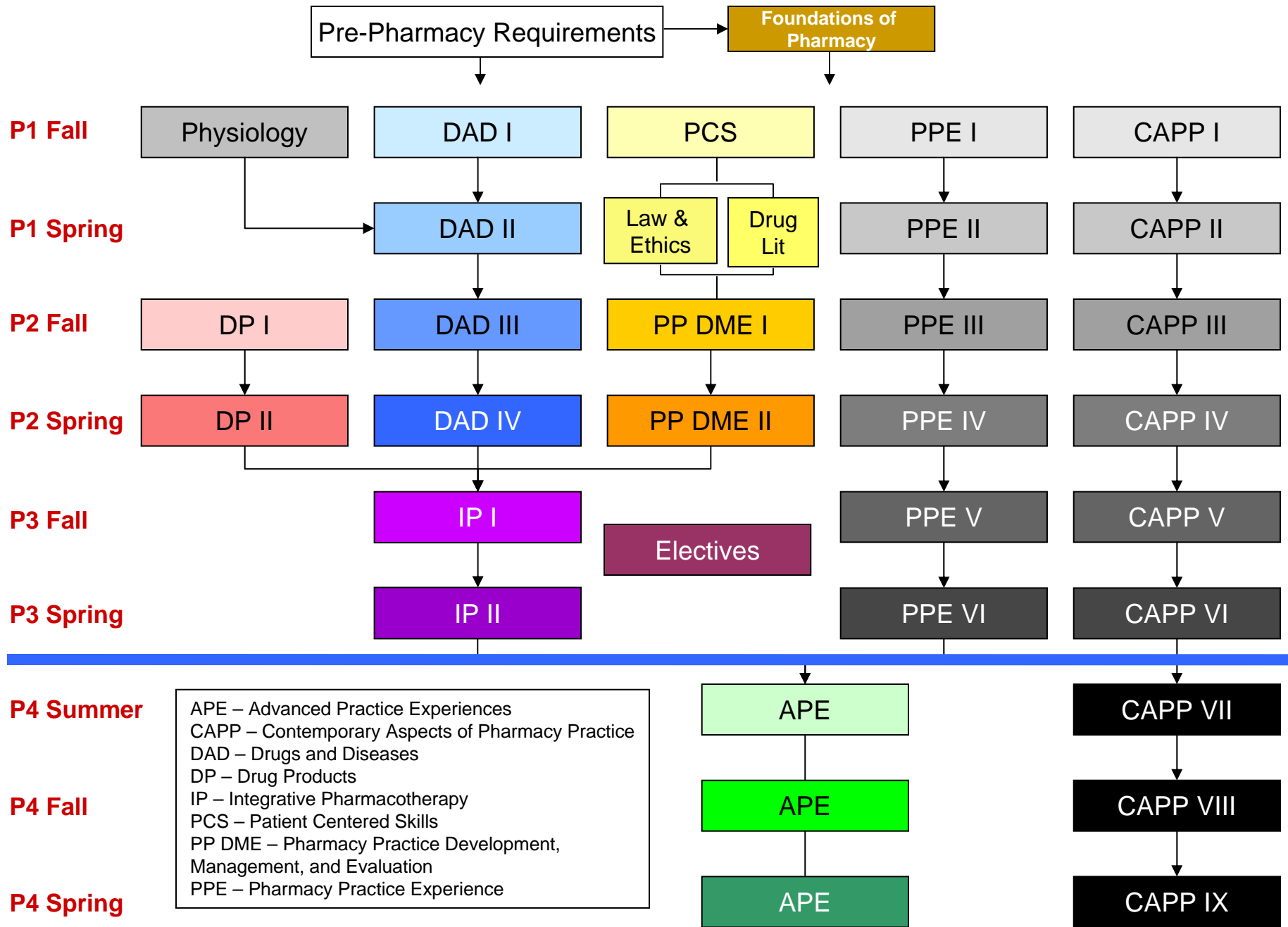


# AUHSOP CURRICULAR MODEL



# CANDIDATE INTERVIEW

# AUHSOP CURRICULAR MODEL



# The Interview Day

- **A 45-min individual interview is conducted**
  - Faculty member/professional staff and current student pharmacist paired for evaluation
- **Standardized interview questions**
  - Mandatory and optional questions (2 versions rotated)
  - Seven interview domains targeted for evaluation
  - Reserved time at the end for candidate questions



# Evaluation Domains

- **Citizenship/leadership/social interaction**
- **Motivation & preparation for learning**
- **Knowledge of/interest in the pharmacy profession**
- **Caring**
- **Thinking/problem-solving abilities**
- **Personal attributes for success**
- **Communication abilities**

# Interview Impressions: Enhancing the Selection Process

- **Scoring:**
  - Behavioral Criteria Rubric (0-4 points per section)
  - 28 total possible points
- **Poor interview:**
  - >14 is considered an acceptable interview
  - Concerning behaviors that result in denied status include:
    - inadequate verbal communication
    - lack of knowledge of the pharmacy profession
    - failure to demonstrate a caring demeanor

# Assessment of Interview Process

## Self-assessment:

- Annual review of questions
- Development and incorporation of new questions
- Elicit feedback from faculty, staff and alumni with the interview process



## Recent changes:

- Utility of videoconferencing for interviews (off-site and satellite campus)

# **GROUP SKILLS ASSESSMENT ACTIVITY**

# Attributes/Domains Assessed

- **Problem-solving Skills**
- **Group Interaction Skills**
- **Ethical Development**
- **Conception of Patient Care in Pharmacy**



# Process

- **Interview Day**
- **Small groups (4 interviewees per group)**
- **One faculty facilitator (trained in advance)**
- **Scenario**
  - 1 per year; alternate from year to year among 3
- **~1 hour**
- **Facilitator observes and evaluates**



# GROUP PROCEDURES



# Problem Solving Skills Domain

- **Pluses**

- Analyzes the problem, identifies constraints, sets criteria or goals, identifies alternatives, evaluates options, synthesizes solution, asks productive questions, contributes relevant information/opinions

- **Minuses**

- Forces premature focus on solution, resists discussion of alternatives, advocates quick/easy solution, exhibits other impediments



# Group Interaction Skills Domain

- **Pluses**
  - Appropriate amount of talk, encourages participation, listens well, seeks to understand others, contributes leadership, values other viewpoints, helps keep group focused, builds positive group spirit, stays focused on the time
- **Minuses**
  - Talks too much, interrupts others, self-focused behavior, talks too little, obvious anxiety, intimidates others through verbal or nonverbal, competitive, no regard for time, exhibits social desirability, exhibits other impediments to the group process



# Ethical Development Domain

- **Pluses**
  - **Serious engagement/struggle with ethical dimension of the problem, concerned with human well-being and rights, respectful of both sides of the issue, willingly promotes respectful discussion of contentious issue, is principled in approach, wants to do the right thing**
- **Minuses**
  - **Disrespects other stances, self-centered decisions, dismisses decisions that threaten self-interest, harshly judgmental, irrational, bases opinions on personal/emotional experiences, minimizes relevance of ethical considerations, contradicts own statements, insincere**



# Conception of Patient Care in Pharmacy Domain

- **Pluses**
  - Patient-focused, concerned about patient background and behaviors, places patient care as most important, struggles with patient good versus overall society/pharmacy good, exhibits knowledge about pharmacy practice
- **Minuses**
  - Exhibits more concern about pharmacist/pharmacy than patient, motivated by income/profits, exhibits resistance to change



# Scenarios

- **Ethical Dilemma**
  - Rate statements from 1-5 importance to decision
  - Good for patient vs. good for society
  - Relevant values description
  - Change in scenario ‘what ifs’: impact on decision
- **Typical Day at Family Friendly Pharmacy**
  - Compose mission statement
  - Describe possible additional offerings
  - Refill request without authorization
  - Conflict resolution: Scheduling technicians
  - Response to prescription error: rate statements from 1-5 in importance for how to respond

# Objectives

- **Gives perspective beyond rehearsed interview**
- **Gives perspective about how they work in a team/group**
- **Looking for how they negotiated the answers**
- **Who stood out as:**
  - **Leader, Facilitator, Team player**
  - **Having advanced critical thinking skills**
  - **Having knowledge of pharmacy practice**
  - **Being disruptive, negative, nonparticipative**

# Evidence of Success

- **Attrition rate during first two years**
  - 2002 = 9.0%
  - 2006 = 3.2%
- **Fewer P1s failing courses**
- **On-time graduation rate increase**
  - Entering 2000 = 47.4%
  - Entering 2004 = 88.8%



# Evidence of Success: *Indirect Measures*

- **Preceptor Survey**
  - **Example:**
    - *form covenantal relationship with patients, motivated by care and respect*
    - **88% Rate Students as Competent or Very Competent**
- **Consistently High NAPLEX Pass Rates**