Integrating learning from the beginning to optimize Practice Ready Pharmacists

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Introduction

- The Auburn University Harrison School of Pharmacy (AHUHSOP) is revising the PharmD curriculum based on the backward design process to better align the curriculum with the evolution of the role of the pharmacist in the healthcare system.
- The curriculum is curated around competencies which were developed from a description of the Practice Ready Pharmacist.
- The “Practice Ready Curriculum” was implemented in the Fall of 2017 and year 2 begins in 2018.
- All faculty are involved through the formation of curriculum teams.

Curriculum Design Philosophy

- The curriculum will be focused on the achievement of the HSOP ability based outcomes.
- Learning experiences will be relevant to multiple practice settings, active and engaging to foster critical thinking and conducted within a professional learning environment in order to motivate students to be accountable, independent, lifelong learners.
- Assessments will be authentic, longitudinal, and aligned with the ability-based outcomes.

Backward Design

- Faculty teach in teams and courses are called Integrated Learning Experiences, Longitudinal Experiences and Workshops.
- Each faculty team has members from at least two departments
- Materials and assessments are peer reviewed by the teaching team

Example of Progression within the Curriculum

**Year 1**
- Diabetes Unit – 5 days - 37 competencies
- Fluid and Electrolytes Unit – 5 days

**Year 2**
- Endocrine Unit – 7 days
- 96 Competencies
- Diabetes
- Acid/Base Disorders
- DKA/HHS
- Fluid and Electrolytes

**Year 3**
- Complex Case with comorbidities
- # of Competencies - TBD
- Diabetes
- Hypertension
- Depression
- CKD
- Acute/Chronic Illness
- Infections
- Hypotensive Shock
- Hypertensive Crisis
- Acid/Alkaline Imbalance
- Metabolic Acidosis
- Diabetic keto-acidosis
- Lactic Acidosis
- Tumor Lactic Acidosis

Integration of Assessment

Assessment Map created by Learning Community –
- Allocates the number and types of assessments throughout the semester
- Numbers of items to be included on final exams and OSCE stations are distributed by the Learning Community amongst teaching teams
- Make decisions about assessment integrity on major assessments – final exams and OSCE stations using item statistics using peer review

Teaching Teams
- Create test items based on assessment blueprint, OSCE stations, and other informal assessments
- Peer review of assessments
- Grade assessments and provide student feedback for assessments

Course Review

- Course Review occurs at the end of each semester using a systematic process
- Course Review is organized by the Learning Community using input from:
  - Student Feedback
  - Faculty Feedback
  - Assessment Outcomes
  - Faculty Peer Feedback
  - Changes to individual units made by the teaching teams and peer reviewed

Learning Communities submit changes in syllabi to Curriculum Committee

References