Samford-McWhorter Academic Expectations of Graduating Students

The following pharmacy student framework of domains, outcomes, competencies, and learning objectives has been customized for the Samford-McWhorter School of Pharmacy. It is based on Center for Advancement in Pharmacy Education (CAPE) Outcomes, blended with pharmacy Entrustable Professional Activities (EPAs), and the Samford University College of Health Sciences Interprofessional Education framework.

Domain —

1. FOUNDATIONAL KNOWLEDGE

1.1. Foundational knowledge

Competency —

Competency statement —

Develop, integrate, and apply knowledge from the foundational sciences (i.e., basic biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

1.1.1. **Basic biomedical sciences knowledge** — Learning objective label
Demonstrate depth and breadth of knowledge in basic biomedical sciences. — Learning objective (LO)

1.1.2. **Pharmaceutical sciences knowledge**
Demonstrate depth and breadth of knowledge in pharmaceutical sciences.

1.1.3. **Social/behavioral/administrative sciences knowledge**
Demonstrate depth and breadth of knowledge in social/behavioral/administrative sciences.

1.1.4. **Clinical sciences knowledge**
Demonstrate depth and breadth of knowledge in clinical sciences.

1.1.5. **Foundational science knowledge integration**
Apply foundation sciences knowledge to population and patient-centered care.

1.1.6. **Critical analysis of applied foundational science**
Explain and evaluate relevant literature and clinical applications of foundational science.

> **Enabling objectives** (not in this document) will state specific behaviors to be demonstrated. The enabling objectives will be in course syllabi and should be developed in advance for the entire curriculum, approved by the Curriculum Cmte, and mapped to LOs. Changes to these should be rare and only when needed to reflect updates in practice.

2. ESSENTIALS FOR PRACTICE AND CARE

2.1. Patient-centered care

Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.1.1. **Patient information collection**
[EPA 1.1] Collect information to identify a patient's medication-related problems and health-related needs.

2.1.2. **Patient information analysis**
[EPA 1.2a] Analyze information to determine the effects of medication therapy and identify medication-related problems.

2.1.3. **Health-related needs prioritization**
[EPA 1.2b] Prioritize health-related needs.

2.1.4. **Patient care plan creation**
[EPA 1.3] Establish patient-centered goals and create a care plan for a patient in conjunction with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.

2.1.5. **Patient care plan implementation**
[EPA 1.4] Implement a care plan in collaboration with the patient, caregivers, and other health professionals.

2.1.6. **Patient care plan monitoring**
[EPA 1.5] Follow-up and monitor a care plan.

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2.2.	Medication use systems management

Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

2.2.1. **Medication use system components**
Demonstrate use of typical medication use system components in different pharmacy practice settings.

2.2.2. **Pharmacist role in medication use system safety and efficacy**
Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).

2.2.3. **Medication order workflow**
[EPA 5.2] Demonstrate the workflow of fulfilling a medication order in a variety of practice settings.

2.2.4. **Medication use system technology**
Identify and utilize technology to optimize the medication use system.

2.2.5. **Medication use system resources**
Identify and utilize human, financial, and physical resources to optimize the medication use system.

2.2.6. **Transitions of care**
Manage healthcare needs of patients during transitions of care.

2.2.7. **Medication use system safety and efficacy**
Apply standards, guidelines, best practices, and established processes related to safe and effective medication use systems.

2.2.8. **Pharmacy operation management and supervision**
[EPA 5.1] Oversee pharmacy operations.

2.2.9. **Medication use system continuous quality improvement**
Utilize continuous quality improvement techniques in the medication use process.

2.3.	Health and wellness

Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

2.3.1. **Preventative care**
Describe systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations.

2.3.2. **Strategies for health and wellness**
[EPA 3.4 is included] Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.

2.3.3. **Interprofessional patient health promotion**
Participate with interprofessional healthcare team members in the management of, and health promotion for, all patients.

2.3.4. **Health and wellness evaluation**
Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.

2.4.	Population-based care

Describe how population-based care influences patient-centered care & influences the development of practice guidelines & evidence-based best practices.

2.4.1. Population health needs assessment
[EPA 3.1 is similar] Assess the healthcare status and needs of a targeted patient population.

2.4.2. Population health management
[EPA 3.3 is included] Participate in population health management by evaluating and adjusting interventions to maximize health.

2.4.3. Evidence-based population care
[EPA 4.2 is similar] Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population.

3.	Approach to Practice and Care
3.1.	Problem solving

Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.1.1. Primary problem identification
Identify and define the primary problem.

3.1.2. Goal definition
Define goals and alternative goals.

3.1.3. Exploration of multiple solutions
Explore multiple solutions by organizing, prioritizing, and defending each possible solution.

3.1.4. Anticipation of potential consequences
Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.

3.1.5. Solution implementation
Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.

3.1.6. Solution reflection
Reflect on the solution implemented and its effects to improve future performance.

3.2.	Education

Educate audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.2.1. Stakeholder learning needs
Determine the learning needs of stakeholders who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).

3.2.2. Education techniques/strategies
Select the most effective techniques/strategies to achieve learning objectives.

3.2.3. Target audience education
[EPA 4.1 included] Educate the target audience; ensure a relevant, consistent, comprehensive, and team-based encounter.

3.2.4. Audience post-education assessment
Objectively assess audience comprehension.

3.3.	Patient advocacy

Assure that patients' best interests are represented.

3.3.1. **Healthcare system navigation assistance**
Assist patients in navigating the complex healthcare system.

3.3.2. **Patient resource assistance**
Assist patients in obtaining the resources and care required in an efficient and cost-effective manner (e.g., triage to social and/or other healthcare services).

3.4.	Interprofessional collaboration

[EPA 2.1 is included] Actively participate & engage as a healthcare team member by demonstrating mutual respect, understanding, & values to meet patient care needs.

3.4.1. **Interprofessional values and ethics**
[IPE-VE is included] Establish a climate of shared values and mutual respect necessary to meet patient care needs.

3.4.2. **Interprofessional roles and responsibilities**
[IPE-RR is similar] Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.

3.4.3. **Interprofessional communication**
[IPE-CC is similar] Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

3.4.4. **Interprofessional teams and teamwork**
[IPE-TT is similar] Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.

3.5.	Cultural sensitivity

Recognize social determinants of health to diminish disparities and inequities in access to quality care.

3.5.1. **Social, cultural, & religious identity and norms**
Recognize the collective identity and norms of different social, cultural, and religious groups without overgeneralizing.

3.5.2. **Social, cultural, & religious professional attitude**
Demonstrate a professional attitude that is respectful of different social, cultural, and religious groups.

3.5.3. **Health literacy assessment and communication**
Assess a patient's health literacy and modify communication strategies to meet the patient's needs.

3.5.4. **Social, cultural, & religious cultural health and wellness care plans**
Safely and appropriately incorporate patients' beliefs and practices into health and wellness care plans.

3.6.	Communication

Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

3.6.1. **Motivational interviewing**
Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.

3.6.2. **Active listening**
Actively listen and ask appropriate open and closed-ended questions to gather information.

3.6.3. **Communication technology**
Use available technology and other media to assist with communication as appropriate.

3.6.4. **Assertive communication**
Communicate assertively, persuasively, confidently, and clearly.

3.6.5. **Empathy**
Demonstrate empathy when interacting with others.

3.6.6. **Professional document development**
Develop written professional documents pertinent to organizational needs.

3.6.7. **Appropriate patient care communication**
Communicate patient care activities clearly, concisely, and accurately using appropriate medical terminology.

4.	Personal and Professional Development
4.1.	**Self-awareness**

Examine & reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, & emotions that could enhance or limit personal & professional growth.

4.1.1. **Metacognition**
Critique one's own thinking and learning.

4.1.2. **Motivation and engagement**
Maintain motivation and engagement during learning and work-related activities.

4.1.3. **Personal and professional progression development**
[EPA 6.1 is included] Identify, create, implement, evaluate and modify plans for personal and professional development.

4.1.4. **Academic help-seeking behavior**
Exhibit help-seeking behavior when appropriate, e.g., when expert knowledge is needed.

4.1.5. **Error recognition and correction**
Strive for accuracy by displaying a willingness to recognize, correct, and learn from errors.

4.1.6. **Well-being coping strategies**
Apply constructive coping strategies to manage well-being*.
"Well-being" may encompass physical, spiritual, vocational, intellectual, social, and/or emotional aspects.

4.1.7. **Confidence**
Display positive self-esteem and confidence when working with others.

4.2.	**Leadership**

Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.2.1. **Leadership versus management distinction**
Identify characteristics that reflect leadership versus management.

4.2.2. **Team assessment**
Assess the history (e.g., successes and challenges) of a team before implementing changes.

4.2.3. **Teamwork encouragement**
Promote teamwork.

4.3.	**Innovation and entrepreneurship**

Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.3.1. **Innovative quality improvement**
Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.

4.3.2.   **Innovative problem-solving**

Demonstrate creative decision-making and problem-solving skills to overcome novel problems and barriers to improvement.

4.3.3.   **Entrepreneurial skills**

Apply entrepreneurial skills within a simulated entrepreneurial activity.

4.4.	**Professionalism**

Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

4.4.1.   **Holistic professional approach**

Demonstrate altruism, integrity, trustworthiness, flexibility, and respect.

4.4.2.   **Commitment to personal excellence**

Display preparation, initiative, and accountability consistent with a commitment to excellence.

4.4.3.   **Legal, ethical, and compassionate care**

Deliver patient-centered care in a manner that is legal, ethical, and compassionate.

4.4.4.   **Professional engagement and advocacy**

Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.