McWhorter School of Pharmacy

Ability-Based Outcomes and Competencies

SAMFORD UNIVERSITY

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Authored by: Members of the MSOP Faculty

MSOP ABILITY-BASED OUTCOMES (ABOS & CANDIDATE COMPETENCIES

McWhorter School of Pharmacy has developed nine ability-based outcomes that represent the knowledge, skills, and professional dispositions that all candidates are expected to demonstrate by the end of their program of study. The nine ability-based outcomes form the basis of further competencies candidates are expected to master upon completion of the program. These competencies are measured at each transition point within the program (i.e., at the end of each year).

1. **Professionalism** – The candidate will exhibit behaviors and values consistent with the trust given to the profession of pharmacy and actively and effectively engage as a healthcare team member.

2. **Communication** – The candidate will model effective communication through use of verbal, written, visual, and kinesthetic media.

3. **Self-Directed Learning** – The candidate will develop and actively maintain depth and breadth of knowledge in biomedical, pharmaceutical, social, behavioral, administrative, and clinical sciences.

4. **Patient-Centered Care** – The candidate will provide optimal, patient-centered pharmaceutical care by designing prevention, intervention, and educational strategies for common disease states to improve health and wellness for individuals and communities.

5. **Resource Management** – The candidate will link business applications and clinical practices to manage human, financial, technological, and physical resources effectively and to optimize the safety and efficacy of medication use systems.

6. **Evidence-Based Practice** – The candidate will demonstrate competency in using drug information skills to promote evidence-based practice.

7. **Critical Thinking** – The candidate will effectively evaluate information and critically think through issues in order to exercise appropriate judgment and provide appropriate solutions to drug-related problems.

8. **Leadership** – The candidate will take responsibility for the continual improvement and advancement of the profession of pharmacy.

9. **Interprofessionalism** – The candidate will engage with other health care providers to learn the role of other disciplines in providing patient care and to contribute to the health care team.

These ABOs are based on the standards of the profession. As illustrated, each outcome is directly aligned with the ACPE Standards 2016 and appendices, as well as NAPLEX competencies. Our ABOs also align with the outcomes of the College of Health Sciences and Samford University. From this set of outcomes, faculty developed the following candidate proficiencies.

1. PROFESSIONALISM

Professionalism – The candidate will exhibit behaviors and values consistent with the trust given to the profession of pharmacy and actively and effectively engage as a healthcare team member.

1.1 The candidate is engaged and participates locally and globally in professional activities through service to educate the public and promote wellness in order to advance the profession.

1.2 The candidate respects patients as individuals from diverse backgrounds.

1.3 The candidate exhibits behaviors and an attitude expected of the profession and demonstrates integrity, responsibility, and accountability.

1.4 The candidate respects and maintains the confidential nature of patient information.

1.5 The candidate seeks, provides, and accepts constructive feedback and criticism in the pursuit of excellence

2. COMMUNICATION

Communication – The candidate will model effective communication through use of verbal, written, visual, and kinesthetic media.

2.1 The candidate demonstrates confidence when providing patient counseling and education through active listening skills and empathetic responding.

2.2 The candidate utilizes available technology and other forms of media to assist with communication as appropriate.

2.3 The candidate demonstrates effective interpersonal skills to establish rapport and build trusting relationships with other healthcare professionals and patients.

2.4 The candidate effectively composes clear, concise, and accurate written communication and professional documents.

2.5 The candidate effectively converses verbally in clear and concise manner.

3. SELF-DIRECTED LEARNING

Self-Directed Learning – The candidate will develop and actively maintain depth and breadth of knowledge in biomedical, pharmaceutical, social, behavioral, administrative, and clinical sciences.

3.1 The candidate develops and utilizes the skills, attitudes, and behaviors required to be a motivated, self-directed, and independent learner.

3.2 The candidate improves professional competency through continual self-examination and planning for improvement in learning.

3.3 The candidate demonstrates a personal commitment to social responsibility and service.

4. PATIENT-CENTERED CARE

Patient-Centered Care – The candidate will provide optimal, patient-centered pharmaceutical care by designing prevention, intervention, and educational strategies for common disease states to improve health and wellness for individuals and communities.

4.1 The candidate compiles subjective and objective patient data from available resources.

4.2 The candidate interprets and assesses patient data, prioritizing the patient's needs.

4.3 The candidate formulates and implements evidence-based plans of care with appropriate

monitoring and follow-up.

4.4 The candidate effectively communicates the care plan to patient and/or caregiver(s) in order to

promote understanding and adherence.

4.5 The candidate clearly and concisely documents patient care-related activities.

4.6 The candidate pursues opportunities (e.g., health fairs) to identify health issues and educate

the public about disease treatment and prevention

4.7 The candidate assesses the healthcare status and needs of a targeted patient population, and

develops an evidence-based approach that addresses patient needs in a cost-effective manner.

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5. RESOURCE MANAGEMENT

Resource Management – The candidate will link business applications and clinical practices to manage human, financial, technological, and physical resources effectively and to optimize the safety and efficacy of medication use systems.

5.1   The candidate describes the role of a pharmacist in improving the safety and efficacy of each component of a typical medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).

5.2   The candidate demonstrates competency in activities that relate to medication safety (e.g., verifying prescriptions for accuracy, correctly dispensing medications, sterile compounding).

5.3   The candidate explains the role of technology in optimizing medication use systems (i.e., Pyxis machines, tube systems, cart-fill, robotics, clinical software).

5.4   The candidate applies entrepreneurial skills with a simulated project.

5.5   The candidate develops new ideas and approaches to improve quality or overcome obstacles related to a process or to improve the pharmacy profession as a whole.

6. EVIDENCE-BASED PRACTICE

Evidence-Based Practice – The candidate will demonstrate competency in using drug information skills to promote evidence-based practice.

6.1   The candidate identifies, retrieves, critically evaluates, interprets, synthesizes, and

manages, in a systematic manner, drug and health information from a variety of current and

reliable sources (i.e., professional, lay, and scientific literature).

6.2   The candidate organizes, communicates, and documents evidence-based health information

that is appropriately targeted and suitable for the recipient.

6.3   The candidate utilizes evidence-based practice to individualize patient care plans and make

decisions about populations.

6.4   The candidate demonstrates a working knowledge of informatics to include the practice

of integrating technology, automation, and processes to improve medication use and

patient health and safety.

Critical Thinking – The candidate will effectively evaluate information and critically think through issues in order to exercise appropriate judgment and provide appropriate solutions to drug-related problems.

7.1   The candidate applies metacognition (self-learning) to problem solving and critical decision

making in pharmacy practice.

7.2   The candidate analyzes, measures, and evaluates information using logical arguments to

shape changing perspectives in determining an appropriate course of action.

7.3   The candidate analyzes pertinent literature, drug information, and patient information and

explains it to other health care providers and individual patients in the context of the

medication use system, recognizing social determinants of health.

7.4   The candidate explores appropriate solutions to drug-related problems by organizing,

prioritizing, and defending each solution.

8. LEADERSHIP

Leadership – The candidate will take responsibility for the continual improvement and advancement of the profession of pharmacy

8.1   The candidate consistently adheres to the principles of honesty, integrity, respect, and altruistic caring in personal and professional situations.

8.2   The candidate demonstrates commitment to excellence, maintaining needed focus and discipline, when working on projects or engaging in pharmacy practice, either independently or as part of a team.

8.3   The candidate is organized and holds him- or herself and others accountable for responsibilities on team projects.

8.4   The candidate is able to maintain balance while being engaged in efforts to support and advocate for the pharmacy profession through service in professional organizations and community service at the local, state and/or national level.

8.5   The candidate demonstrates confidence as well as a positive and enthusiastic attitude when working with others.

8.6   The candidate empowers and motivates team members by actively listening, gathering input, and fostering collaboration in decision making when working on projects or practicing pharmacy.

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9. INTERPROFESSIONALISM

Interprofessionalism - The candidate will engage with other health care providers to learn the role of other disciplines in providing patient care and to contribute to the health care team.

9.1   The candidate defines the roles and responsibilities of the members of the health care team.

9.2   The candidate participates in the health care team to provide patient care.

9.3   The candidate communicates effectively with other members of the health care team.

9.4   The candidate participates as a health care team member by promoting wellness and

         focusing on pharmacy-related needs and concerns.

9.5.   The candidate applies the interprofessional education principles for patient-centered care

         developed by the Interprofessional Education Collaborative.

         (http://www.aacn.nche.edu/education-resources/ipecreport.pdf)

9.6   The candidate collaborates with other health care providers, the public, and patients to

         improve the quality of care.