

Cartography 2.0 – Re-Mapping Skills Across the Curriculum

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Background

Abilities Lab (ABL) is our skills-based laboratory course series that occurs over 6 semesters in the first 3 professional years of our curriculum. Course managers meet monthly to address course and sequencing concerns. These issues include uniformity of policies and skills that are taught.

Several changes in recent years prompted a day-long ABL retreat: change in ABL leadership, individual course manager turnover, release of ACPE Standards 2016, re-examination of Terminal Performance Outcomes (TPOs), and mapping of skills taught in ABLs.

Prior to the retreat, 8 overarching themes were identified:

1. Communication
2. Drug Information
3. Physical Assessment
4. Sterile Product Preparation
5. Community Pharmacy Dispensing
6. Pharmacy Law
7. SOAP Notes
8. Compounding

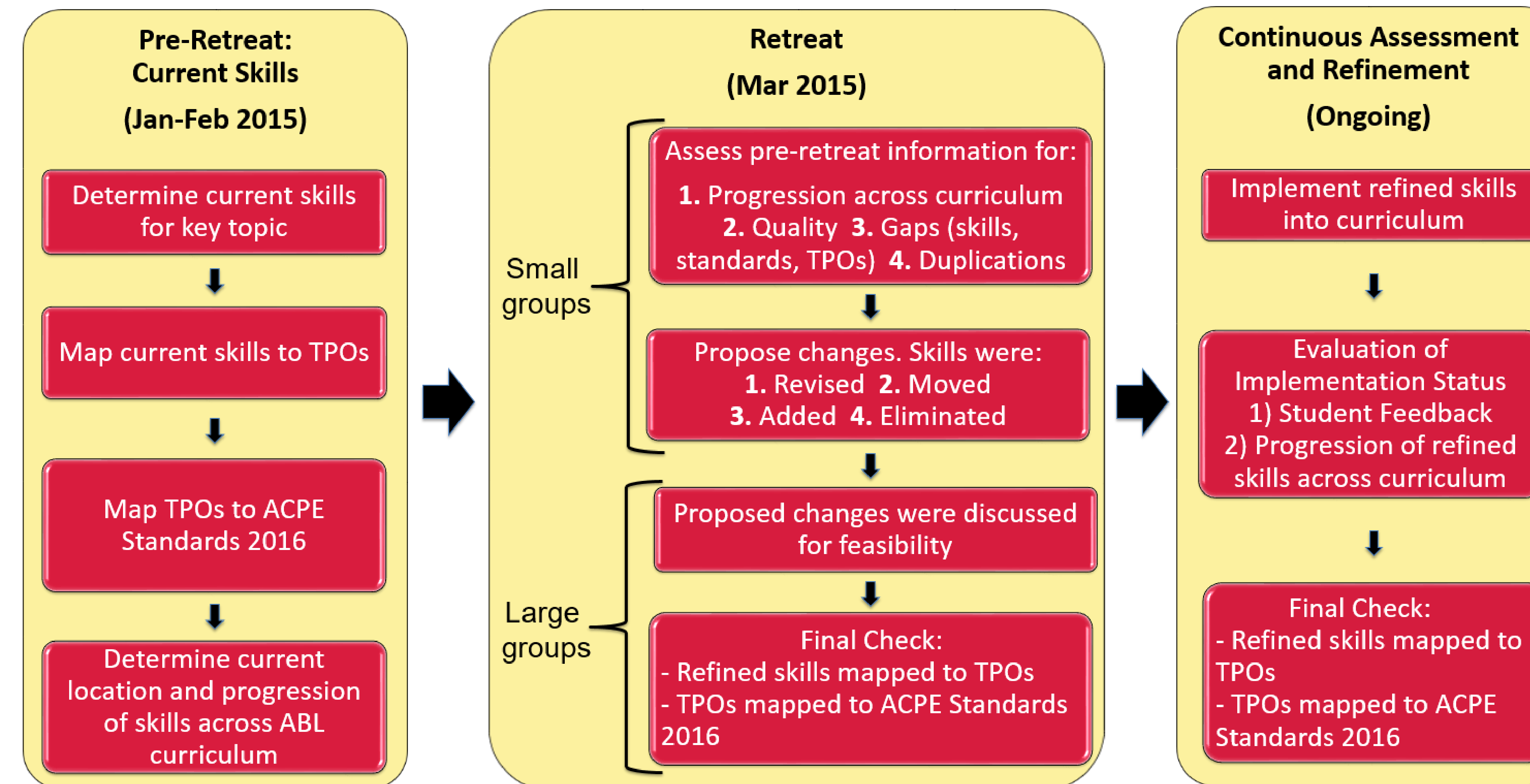
Objective

To assure horizontal and vertical integration of skills training and learning outcomes in a six-semester skills-based laboratory series.

Methods

The retreat was attended by all laboratory course managers, laboratory directors, the lab pharmacist, P4 elective teaching rotation students, the Instructional Design fellow for pedagogy guidance, and the department Vice Chair of Education.

Participants were divided into small groups. Current skills were reviewed for integration, gaps and duplications; changes were proposed and mapped. A year-long implementation plan was developed.



Example: Assessment of Community Pharmacy Dispensing Skills

Theme: Community Dispensing	ABL1	ABL2	ABL4
Patient Intake		X	X
Dispensing	X	X	X
Error/omission		X	X
Transfer		X	X
Record Keeping	X		
Verification	X	X	X
Controlled Drug Substances	X	X	X

X denotes new recommendation

Skill Mapping	ACPE Standards 2016 2.2 Med Use/TPO:
Record Keeping	12. Use technologies to carry out professional functions
Controlled Drug Substances	13. Ensure security, integrity, proper storage of drugs
Dispensing	14. Ensure drug products labeled appropriately
Verification	17. Supervise technician activities

Results

Theme	Retreat Findings	Recommendations
Communication	Limited assessment of communication skills	Addition of Situation, Background, Assessment, Recommendation (SBAR) across labs
Drug Information	Fragmented content throughout the skills lab curriculum	Build in resource utilization and progression across labs
Physical Assessment	Vital signs assessed repeatedly without progression	Addition of simulation and triage components; eliminate repetitive assessments
Sterile Product Preparation	Skills are appropriately taught and assessed; no verification activities	Addition of chemotherapy and verification activities
Community Dispensing	Not all areas covered; limited progression in dispensing activities	Addition of final verification of prescriptions, controlled substances, record keeping, progression of dispensing
Pharmacy Law	Limited incorporation of law in activities, handouts, rubrics	Incorporation of law citations in rubrics, handouts. Activities and quizzes to include law
SOAP Notes	Limited progression across labs, inconsistent rubrics	Incorporation of standard rubric across labs, progression across labs
Compounding	Skills are appropriately taught and assessed	Update current curriculum

Implications

Implementation began with the P1 class (Fall 2015); annual retreats are planned for quality control, to continuously assess improvements in student learning, and refine training as needed.

Disclosures: The authors have nothing to disclose.