

Careful design and implementation of longitudinal skills-based course sequences is needed to effectively educate a dynamically changing profession and student body.



Designing a Longitudinal Practice Lab Sequence Bridging Education and Practice

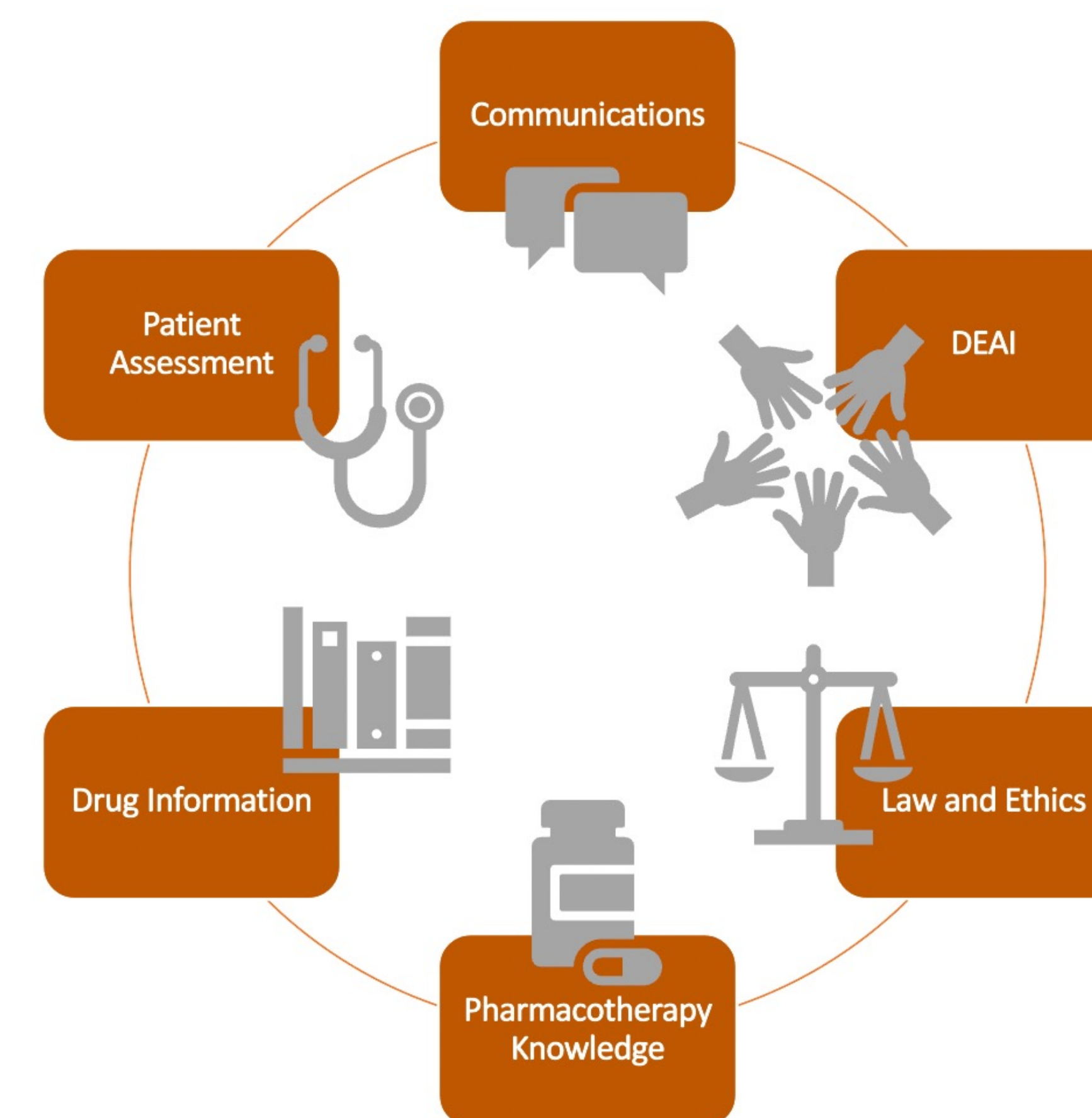
OBJECTIVE

To create and assess a Pharmacy Practice Lab (PPL) sequence spanning all six semesters of our didactic program to consolidate current practice lab components and increase skills development, while aligning with and reinforcing curriculum balance.

OVERSIGHT

With oversight from the PPL Subcommittee of the Curriculum Committee, a new, longitudinally-integrated laboratory sequence was designed by consolidating previous stand-alone practice lab and didactic courses. The lab sequence features engaging activities focused on skills development and providing patient-centered care paired with longitudinal threads.

| Committee Oversight | |
|--|---|
| Curriculum Committee | <ul style="list-style-type: none"> •Ultimately oversees the work of the subcommittee •Approves proposed charges of the committee •Assesses achievement of annual charges |
| Pharmacy Practice Lab Subcommittee | <ul style="list-style-type: none"> •Proposes charges to the curriculum committee •Reports achievement of annual charges |
| Individual Leadership Roles and Responsibilities | |
| Chair, Pharmacy Practice Lab Subcommittee | <ul style="list-style-type: none"> •Responsible for content of all 6 courses •Ensure integration of concepts •Ensure progression on concepts to build upon each other •Ensure longitudinal threads are addressed in each course •Assesses and acts upon student feedback from SEC and course specific surveys •Assures quality of courses and leads improvement initiatives |
| Sequence Coordinator | <ul style="list-style-type: none"> •Creates syllabi for all courses and seeks approval from curriculum committee •Maintains Canvas sites for all courses •Approves alternate exam times •Administer course specific surveys •Member of subcommittee |
| OSCE Coordinator | <ul style="list-style-type: none"> •Ensures consistency of OSCE administration across all courses •Oversees SP training, exam logistics, rubric grading, and report card distribution •Member of subcommittee |
| Course Coordinators | <ul style="list-style-type: none"> •Sets pre-lab and lab schedule for course as advised for content by the subcommittee (including all threads) •Leads semester pre-meetings and post-meetings with course faculty •Works with OSCE coordinator to create OSCE cases •Manages TAs, AAs, and AAAs |
| Local Co-Coordinators (Multi-Campus) | <ul style="list-style-type: none"> •Purchase supplies •Schedule rooms •Faculty/TA/Resident/Facilitator management |



DESIGN

The structure of all 6 courses are intentionally designed to focus on:

The sequence is designed to incorporate hands-on skill development from the onset of the curriculum, and readily align with and reinforce didactic topics while responding to changes in the curriculum and profession.

Skills Development

Use of simulated Electronic Health Records and Objective Structured Clinical Examinations (OSCEs) with standardized patients assess student progress to achieving skills and communications competencies.

Authentic Assessments

Each professional year has a set of course coordinators responsible for ensuring that the longitudinal threads are addressed each semester and that content aligns with didactic courses as they are being delivered.

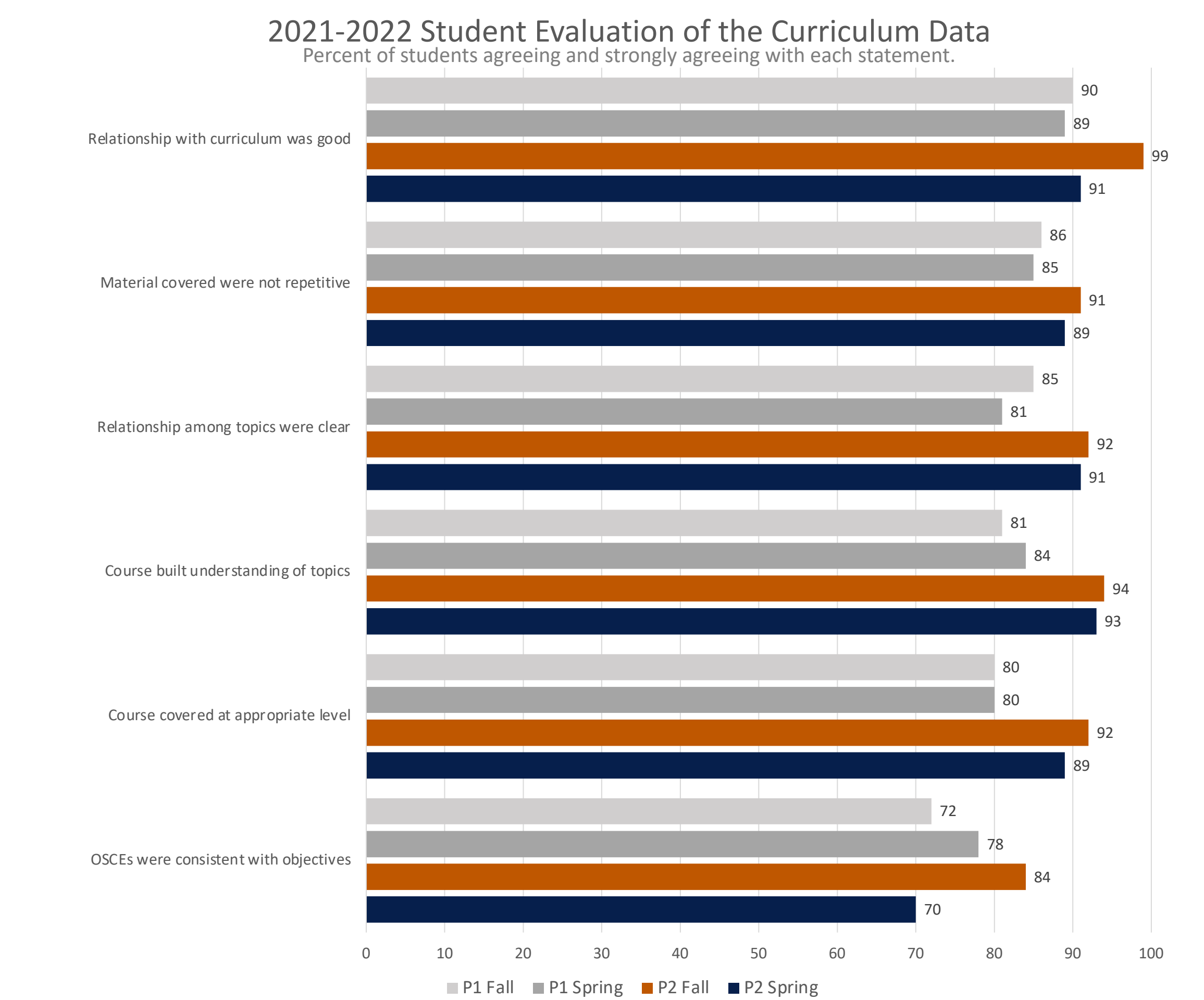
Shared Leadership

The Sequence Coordinator oversees consistency between courses. The OSCEs are standardized with oversight provided by the OSCE Subcommittee of the Curriculum Committee.

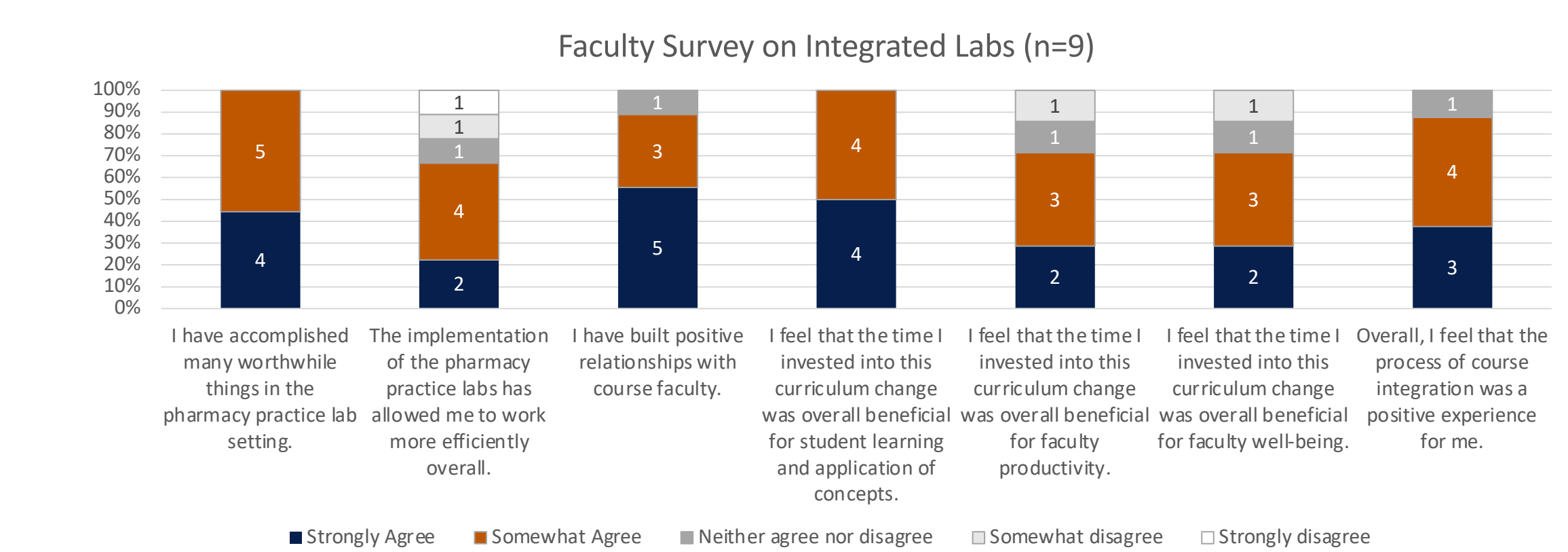
Consistency

FINDINGS

Students: Course and OSCE performance indicate student mastery of the desired pharmacy practice skills. Student feedback indicates that the labs are considered engaging, practical, reinforcing, collaborative and preparatory for future practice. The consolidation of courses resulted in additional elective hours in the curriculum which allows for student differentiation.



Faculty: Through integrating separate (siloe) practice labs and increasing collaborations, student skills development and student/faculty well-being are being positively impacted.



CONCLUSION

Careful design and implementation of longitudinal course sequences is needed to effectively educate a dynamically changing profession and student body.



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