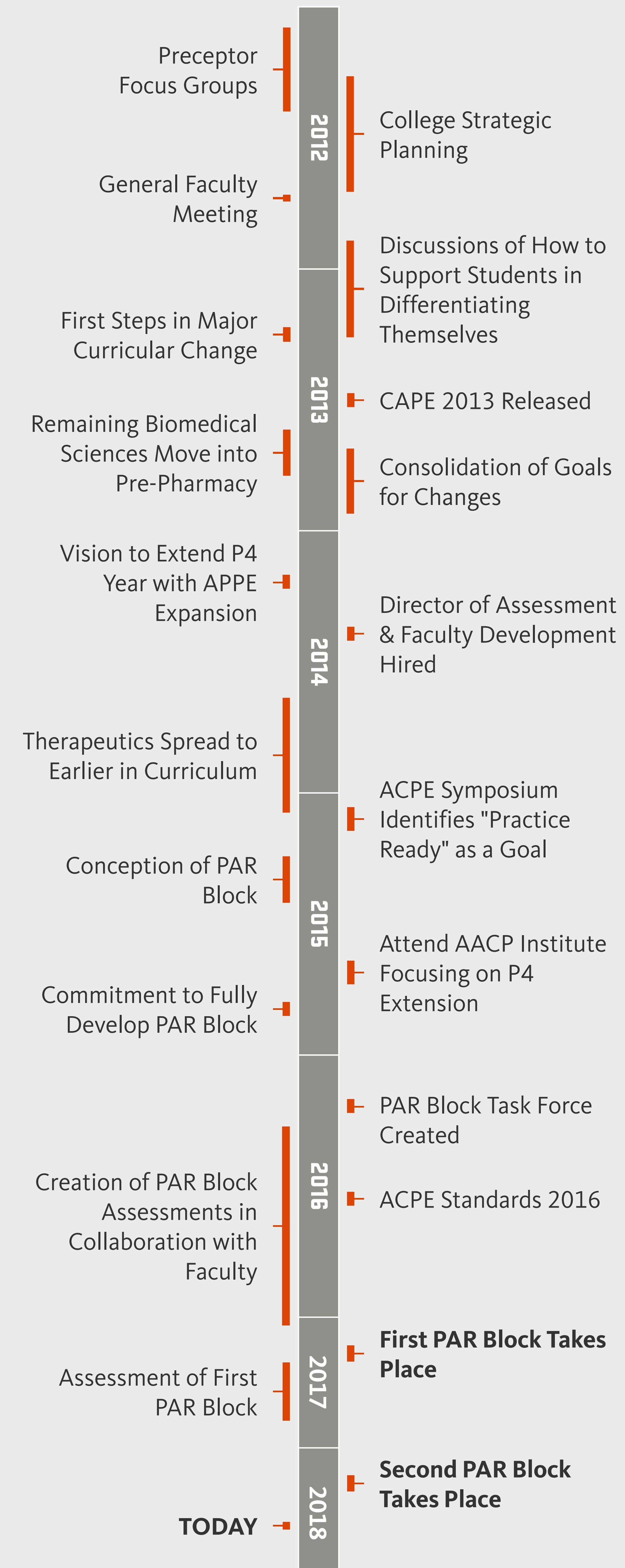


Gatekeeper or Facilitator: Empowering Students to Optimize Experiential Learning Through Structured Summative and Formative Assessments

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DEVELOPMENT TIMELINE



INTRODUCTION

In 2012, the Oregon State University College of Pharmacy set out to redesign the PharmD curriculum with three guiding principles:

- Enhance student skills and confidence in managing complex cases;
- Provide opportunities to differentiate specific capabilities;
- Restructure, redesign, and expand advanced pharmacy practice experiences (APPEs) and rotations.

Over the following five years (see timeline to the left), the College developed and implemented a Pre-APPE Readiness assessment block – the PAR Block. This work aligned with new ACPE standards in 2016, which specified the need for programs to assess student readiness to enter advanced pharmacy practice experiences (24.3), and to measure students' competence in areas important for success in those experiences prior to their start (25.8).

MISSION

The mission of the PAR Block is to assure students' confidence, competence, and readiness to integrate into collaborative health care settings and serve diverse patient populations during advanced pharmacy practice experiences (APPEs).

This assurance is based on demonstrated ability to apply the necessary knowledge, skills, attitudes, and values of the profession and are assessed via educationally sound assessment strategies. Through the PAR Block, students will be poised to optimize their APPEs and set themselves on a path to career readiness through faculty, self, and peer evaluation.

CURRICULUM RESTRUCTURING

The PAR Block and a ninth APPE block replaced the P3 Spring term.

BEFORE P3 Year

Summer	Fall	Winter	Spring					
P4 Year (APPE Blocks)							7 of 8 blocks required	
1	2	3	4	5	6	7	8	

AFTER P3 Year

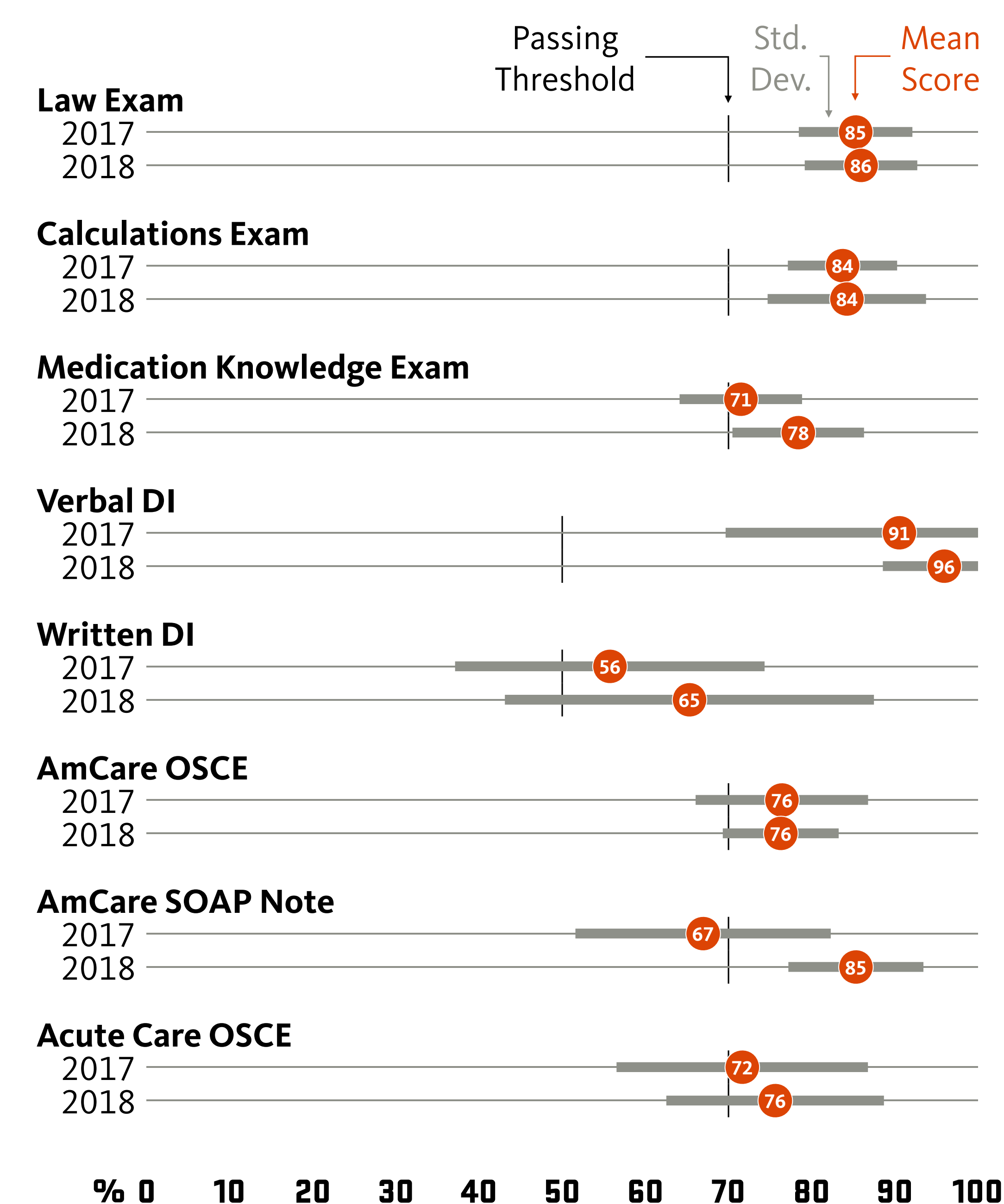
Summer	Fall	Winter	PAR	P4 Year			
				8 of 9 blocks required			
2	3	4	5	6	7	8	9

PAR BLOCK COMPONENTS

- Written exams pertaining to pharmacy law, calculations, and medication knowledge.
- A short verbal drug information (DI) response and a longer written DI response including a literature review.
- An Acute Care OSCE, utilizing an EHR training environment and oral presentation to a preceptor.
- A combined Ambulatory and Community Care OSCE with live simulated patients and development of a concise SOAP note.
- Structured, faculty-facilitated small group discussions on complex case analysis, and ethical and legal decision making.
- Students work throughout the block to develop a targeted Personal & Professional Development Plan (PPDP).

The block concludes with individualized one-on-one advising sessions incorporating PAR Block performance and the PPDP into goals for maximizing APPEs and transitioning into the workforce.

2-YEAR ASSESSMENT MEAN SCORES



FEEDBACK & OUTCOMES

- 9 out of 10 students agreed or strongly agreed that the curriculum redesign increased their confidence in managing complex cases (94%) and prepared them to differentiate themselves through pharmacy practice and leadership (88%).
- 4 out of 5 students said that PAR Block assessments provided meaningful feedback for self-evaluation (83%).
- Faculty reported alignment between classroom activities and what they thought students could demonstrate.
- Preceptors felt the PPDP complimented CVs by illustrating students' future goals and their current level of learning.

Q: HOW WOULD YOU DESCRIBE THE PAR BLOCK?

"It is a way to assess your strengths and weaknesses. You already probably have a good idea of what those are, but the PAR Block helps give you more confidence in different areas."



Left: Students complete one of the written exams. Right: Students engage in case-based small group discussions for complex case analysis.

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