

Increasing Assessment for Learning of the Pharmacist Patient Care Process in the Professional Didactic Curriculum

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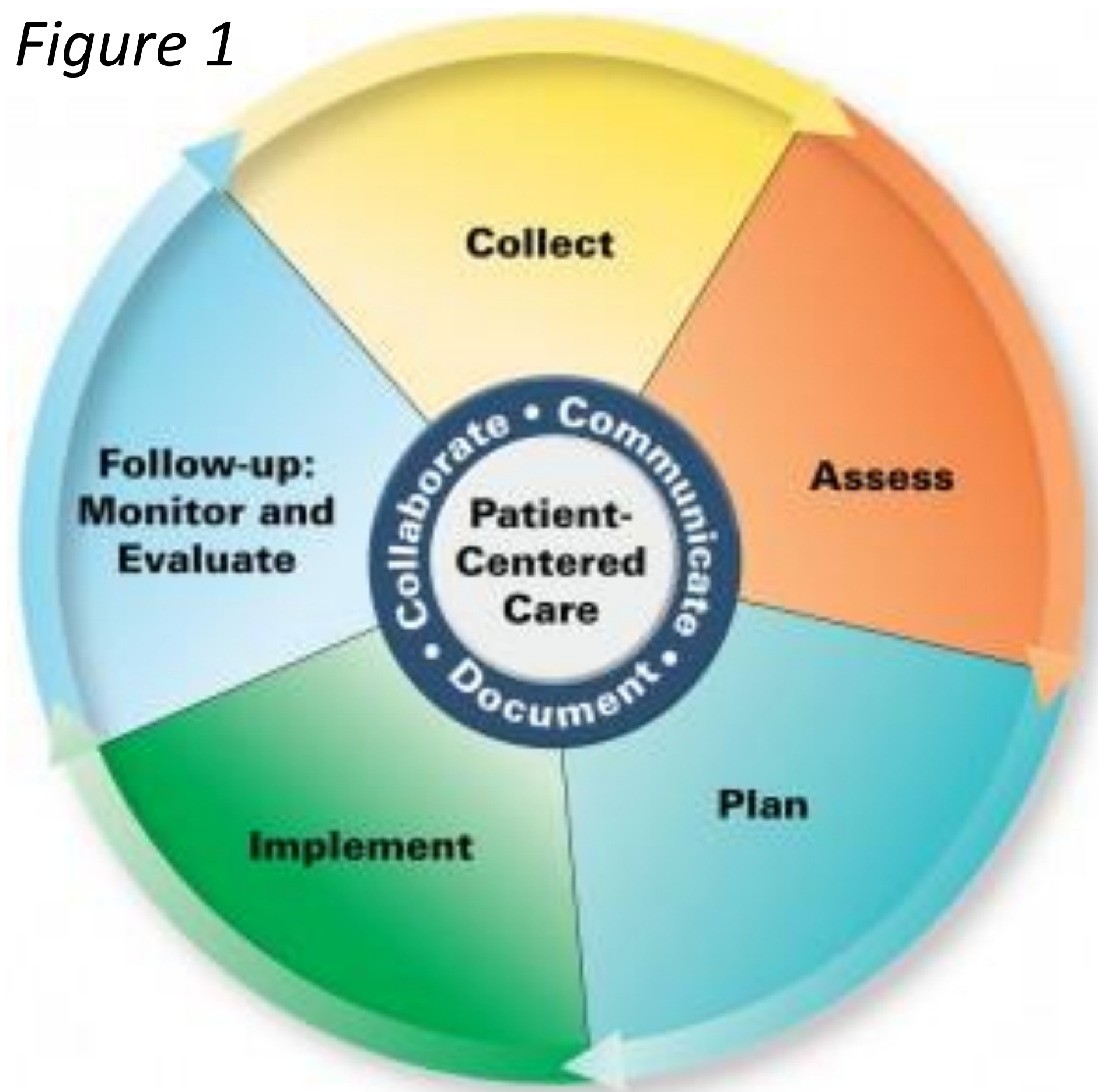
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Background

The Pharmacists' Patient Care Process (PPCP) was released by the Joint Commission of Pharmacist Practitioners as a standardized means of providing evidence-based care to patients (Figure 1) and has been integrated into curricula standards in pharmacy schools.^{1, 2} Various programs have approached individual student and program assessment strategies; however, there is no consistent means of determining student success in patient care, particularly in the didactic portion of the curriculum.³

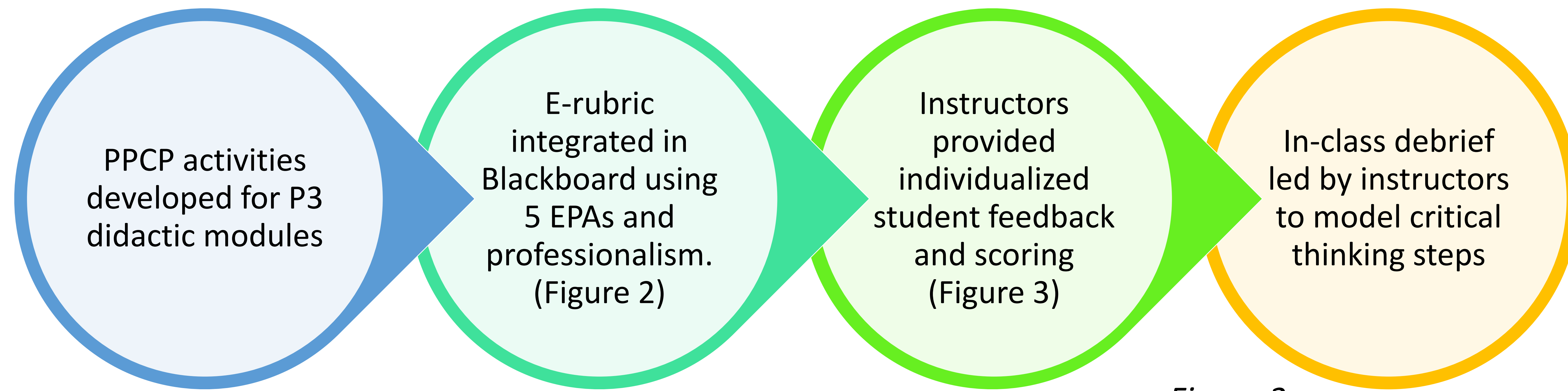
Figure 1



Objective

To enhance assessment for learning of the pharmacist patient care process (PPCP) in historically didactic pharmacotherapy modules

Methods



Learning activities:

Cardiology: Patient cases requiring students to submit care plans
Toxicology: Patient cases with targeted open-ended questions

Figure 2

Skills	Novice	Advanced Beginner	Competent
PPCP Collect (EPA 1): Collect information necessary to identify a patient's medication-related problems and health-related needs.	No/few pertinent pieces of subjective and objective information to identify MRPs	Identifies most (but not all) pertinent subjective and objective information needed to identify MRPs	Identifies all pertinent subjective and objective information needed to determine MRPs.
PPCP Assess (EPA 2): Assess collected information to identify and prioritize the patient's MRP	Identifies no or few MRPs, main MRP may be missing, unable to prioritize MRPs, includes non-existing MRPs	Identifies most (but not all) MRPs, identifies and prioritizes main MRP, but unable to prioritize full list	Identifies all MRPs, including the main MRP as such, and then prioritizes remaining MRPs accordingly.
PPCP Plan (EPA 3): Develop treatment goals	Missing/incorrect therapeutic goals for most MRPs	Some appropriate therapeutic goals, including for the main problem, but missing/incorrect for other MRPs	Appropriate therapeutic goals for all MRPs
PPCP Plan (EPA 3): Design treatment plan	Missing/inappropriate pharmacologic treatment plan for most of the MRPs	Appropriate pharmacologic treatment plan for most MRPs, including main MRP, but some plans are incorrect or incomplete	Appropriate pharmacologic treatment plan for all MRPs
PPCP Plan (EPA 3): Provide treatment plan justification/rationale.	Missing/incomplete/ incorrect justification for most MRPs	Some appropriate justification provided for MRPs, including main MRP, but missing/incomplete for others	Appropriate justification provided for all MRPs.
PPCP Plan (EPA 3): Identify monitoring parameters across the treatment course and for different populations.	Missing /incomplete/ incorrect monitoring parameters for most MRPs	Appropriate monitoring parameters for some MRPs, including main MRP, but missing/incomplete/ incorrect for others	Appropriate monitoring parameters for all MRPs
PPCP Implement (EPA 4): Tailor patient education and counseling points to patient/specific populations.	Missing/incomplete key education/counseling points for most MRPs	Complete education and counseling points for some MRPs, including main MRP, but missing/incomplete for others	Complete education and counseling points for all MRPs
Demonstrate appropriate drug information resources used (EPA 5)	References missing or very limited. References listed are inappropriate (i.e. tertiary) and/or not relevant.	References listed are appropriate (i.e. guidelines or primary), but not complete and some may be missing. Not AMA formatted.	Provides a complete and appropriate list of references that are in AMA format.
Behavior			
	Demonstrate professional language and presentation of information (written or verbal)		

Figure 3

Results

Future Directions

- Integration of assessment within other modules
- Optimize additional tools within Blackboard
- Analyze programmatic success prospectively to determine effectiveness of assessment
- Standardize activities and grading based on student competency level
- Address challenges revolved around faculty workload

References

1. Joint Commission of Pharmacy Practitioners. Pharmacists' Patient Care Process. May 29, 2014. Available at: <https://jcppp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf>.
2. Accreditation Council of Pharmacy Education. Accreditation standards and key elements for the professional program leading to the doctor of pharmacy degree. Standards 2016. <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>. Accessed May 18, 2017.
3. O'Sullivan TA, Chen AMH, DiVall MV, Gonyeau MJ, Zavod R, Kiersma ME, Balogun A, Moser H. A Deeper Reflection on the Integration of the Pharmacists' Patient Care Process. Am J Pharm Educ. 2024 May 30;100726. doi: 10.1016/j.ajpe.2024.100726. Epub ahead of print. PMID: 38823671.