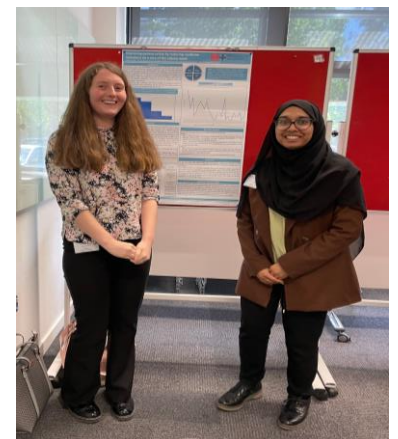


Meeting the needs of postgraduate pharmacists - developing an andragogical environment for teaching Quality Improvement in Practice

Philippa Fahie-Wilson, Karen Hodson, Mary Williams
Cardiff University, Wales, United Kingdom

- **Objective** – to empower postgraduate pharmacists to incorporate Knowles’ principles of andragogy in developing and leading a quality improvement project in practice.
- **Design** – module delivery was redesigned to enhance application to participants’ individual projects. A variety of activities were included as well as opportunities for peer review, and academic / workplace feedback during project design, implementation and data analysis.
- **Results** - eight months after completing the module, participants reported development *and* application of skills in practice, including confidence, leadership, time management, team building, influencing human behaviour and providing evidence for improvement. Areas for development include more face to face elements and individual coaching.
- **Conclusion** - by redesigning the module to allow self-concept and providing active learning opportunities, participants reported development and application of skills which transferred into the workplace. As changes in pharmacy education progress, consideration of andragogy in structuring curricula will be beneficial in developing confident healthcare professionals.



Impact of a Faculty Development Program on the Representation of Diversity in Written Patient Cases within a US-based Pharmacy Program

Sara A. Wettergreen, Julia I. Tegethoff, Jennifer M. Trujillo. University of Colorado.



BACKGROUND

The history of systemic racism and presence of implicit biases in the US impacts patient outcomes.¹ Recommendations have been made addressing these issues within pharmacy and recently, calls to action have been made for pharmacy education to evaluate course materials. Patient cases in pharmacy education often lack diversity, fail to include social determinants of health (SDOH), or only incorporate information in certain situations, which may perpetuate student biases.^{2,3}

Study Objective: To evaluate the impact of a faculty development program on representation of diverse patient factors in patient cases, as well as on faculty perceptions.

METHODS

- The Program:** Offered to 32 pharmacotherapy instructors.
- Pre-work:** Modules/activities focused on implicit bias.
 - Workshop:** 2-hour session focused on addressing implicit biases, identifying existing literature, and using patient case examples to critically examine existing patient cases, including the pharmacotherapy case template.
- The Study Design**
- Qualitative content analysis of patient characteristics and SDOH in written cases in the course series before and after the program.
 - Instructor pre/post-survey was used to evaluate perceptions of race, ethnicity and SDOH in patient cases.

CONCLUSIONS

The faculty development program raised awareness regarding the representation of race and ethnicity in patient cases, and increased faculty comfort in including and discussing diverse representation in patient cases.

While a trend toward increasing inclusion and diversity of patient factors in cases was seen after the faculty development program, it did not meet our expectations for change. This may be due to a quick turnaround time for faculty to implement the changes. To encourage more consistent incorporation of race, ethnicity, and SDOH, an updated case template and case worksheet were developed and implemented in spring 2024.

RESULTS

- Pre-program case review:** 836 cases from the 2022-2023 academic year were analyzed in total. Age (97.6%) and gender (85.9%) were defined frequently, while race (8.7%) and ethnicity (1.6%) were rarely defined. Of the cases in which race was defined, patients were identified as Black (3.6%), White (4.8%), or Asian (0.2%) only. Other characteristics were undefined in >90% of cases.
- Faculty survey:** 28/32 (87.5%) faculty completed the survey and were included in the analysis. The mean age was 47 years, 54% identified as female, and 93% identified as White.

Table 1: Comparison of in-depth cases* pre- and post-faculty development program

Category		Pre (n=181)		Post (n=72)		P-Value
		N	%	N	%	
Age	Undefined	6	3.31%	1	1.39%	0.68
	Defined	175	96.69%	71	98.61%	
Gender	Undefined	8	4.42%	4	5.56%	0.75
	Defined	173	95.58%	68	94.44%	
Race	Undefined	147	81.22%	57	79.17%	0.73
	Defined	34	18.78%	15	20.83%	
Ethnicity	Undefined	173	95.58%	68	94.44%	0.75
	Defined	8	4.42%	4	5.56%	
Employment Status	Undefined	148	81.77%	58	80.56%	0.86
	Defined	33	18.23%	14	19.44%	
Living situation	Undefined	180	99.45%	68	94.44%	0.02
	Defined	1	0.55%	4	5.56%	
Sexual orientation	Undefined	181	100.0%	62	86.11%	<0.001
	Defined	---	---	10	13.89%	
Relationship status	Undefined	142	78.45%	55	76.39%	0.74
	Defined	39	21.55%	17	23.61%	
Ability status	Undefined	178	98.34%	72	100.0%	0.56
	Defined	3	1.66%	---	---	
Smoking status	Undefined	92	50.83%	27	37.50%	0.07
	Defined	89	49.17%	45	62.50%	
Alcohol defined	Undefined	92	50.83%	28	38.89%	0.10
	Defined	89	49.17%	44	61.11%	
Illicit drug use	Undefined	154	85.08%	62	86.11%	1.00
	Defined	27	14.92%	10	13.89%	

*In-depth cases include small group discussion cases and in-class active learning day cases

Table 2: Comparison of faculty survey responses pre- and post-faculty development program

Question	Pre (n = 28)		Post (n = 21)	P-Value
	Mean (SD)	Mean (SD)		
How comfortable do you feel including race and ethnicity data in patient cases presented to pharmacy students?	3.5 (1.2)	4.3 (0.7)		0.01
How comfortable do you feel leading in-class conversations about race and ethnicity as it relates to patient cases?	3.1 (1.3)	3.9 (1.0)		0.04
How comfortable do you feel presenting to and leading discussions with diverse populations of students?	4.1 (1.0)	4.4 (0.7)		0.32
How important do you feel it is to include diverse patients in patient cases presented to pharmacy students?	4.3 (1.0)	4.6 (0.7)		0.45
As a standard, I include race, gender, and age in the cases I create, regardless of whether it affects the care plan	3.0 (1.1)	2.4 (1.3)		0.08
I discuss the reasons I include race and gender in my patient cases	3.0 (1.2)	4.3 (0.6)		<0.001

Likert Scale: 1 = very uncomfortable, not important, or strongly disagree; 5 = very comfortable, very important or strongly agree

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Thematic analysis of student reflections to explore the Walking in the patients' shoes induction programme



Anika Ahmad, Cate Whittlesea and Sara Garfield University College London (UCL)

Healthcare professionals can develop empathy during training by being exposed to patient's experiences to give them a deeper understanding (1). Effect on students understanding of taking medicines.

Undergraduate pharmacy induction week activities

1. Receive prescription
2. Collect placebo medicine
3. Start taking for 5 days



Adherence activity

1. Research your "medicine"
2. Speak to family & friends about long-term medicines



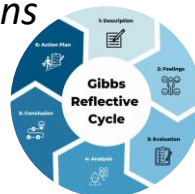
Medicine adherence challenges

Met with patients to hear about their long-term medication taking for lifelong conditions



Meeting real patients

1. Review example reflections
2. Write own reflection



Reflection

Methods:

- Random sample of reflective accounts thematically analysed (n=35)
- Mixture of inductive and deductive analysis, mapping themes to the 'perceptions and practicality framework (2) and Selzer's empathy framework (3).

Results:

- Changes to students' thinking, feelings and understanding of their role as future pharmacists.
- Learned the challenges to both perceptions of medicines and practicalities of fitting medicines around daily activities.

'This activity also helped me recognise the importance of pharmacists using their position, from identifying barriers to drug adherence to providing answers to patients' questions, and I hope that one day, I can also support and encourage patients to optimise their health by taking their medicines safely and effectively.' (reflection 26)

'Having to incorporate medicine adherence into your life requires planning and people may find it tedious to adapt their day in order to suit these requirements. As a result of these activities, I now better understand why many patients struggle with adherence. Furthermore, I believe that I am able to empathise to a greater degree, especially with those who are required to adhere to medicines long-term.' (reflection 17)

"Before the walk in patients shoes exercise I had thought a pharmacist's only job in regards to patients was to advise them and hand drugs over. This isn't the case.' (reflection 32)

Conclusion: A series of activities at the start of first year pharmacy students' undergraduate training embedded empathy from the onset

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2. Horne R, et al. Supporting adherence to medicines for long-term conditions. *European Psychologist*. 2019. <https://doi.org/10.1027/1016-9040/a000353>
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Experiential Learning in Healthcare Consulting to Help Prepare Students for Careers in the Biopharmaceutical Industry

John Stofko, Maryann Wu, Ken Wong

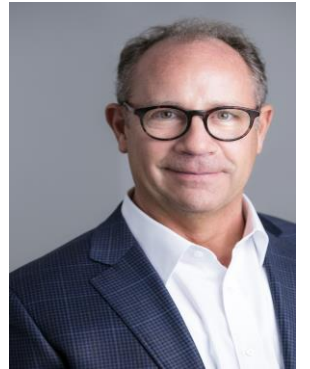
University of Southern California Mann School of Pharmacy and Pharmaceutical Sciences

Objective: Students expressing interest in pursuing careers in the biopharmaceutical industry has grown substantially at our institution. Our goal was to develop a course that provided real-world experiences in projects that are common in the development and commercialization of biopharmaceuticals and the healthcare consulting industry.

Design: In 2020, a healthcare consulting Enterprise Team Projects (ETP) course was created where students applied knowledge/skills learned from prior coursework to complete real-world company-sponsored projects. ETP students were assigned to company-sponsored project teams and worked under the guidance of a faculty advisor for a semester. Areas of study included product development and commercialization, healthcare decision analysis, and health policy. Feedback from students, faculty advisors, and sponsor companies was collected via online surveys, peer assessments, and sponsor interviews.

Results: From Fall 2020 through Spring 2024, 19 biopharmaceutical, consulting, medical device and healthcare-system companies have sponsored 24 projects that included 136 students in the Biopharmaceutical Marketing and Healthcare Decision Analysis master's degree programs. Projects included product strategy, evaluation of health technology assessment models, disease-specific qualitative and quantitative market research, competitor analysis, payer landscape, budget impact modeling, and patient reported outcome strategy, amongst other topics. Students reported development of communication, literature search, critical thinking, presentation, team performance, project management, leveraging diversity, and problem-solving skills.

Conclusion: ETP is a capstone course providing real-world project-based consulting that helps students prepare for roles in the biopharmaceutical, medical device, healthcare consulting, and health-system segments of the industry. In addition to industry knowledge, students reported development of soft skills that are important for career success. Opportunities for enhancing the course experience include improved matching of students' skillsets and career aspirations to specific projects, systematic collection of stakeholder feedback, expanded course assessment, and identifying international project sponsors.



Students' perceptions towards Interprofessional Education at Libyan International Medical University

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² Faculty of Medicine, Libyan International Medical University, Benghazi, Libya



Background of the study

Today the important concern in health care system is the quality of patient center care. High quality of patient care can be achieved by effective interprofessional collaborative. As a result, educational institutions need to prepare graduates with interprofessional education (IPE) competencies through specific learning activities (1). IPE at the Libyan International Medical University (LIMU), includes collaborative interprofessional learning activities involving students from health-related programs.

Aim of the study

This study assessed students' perceptions of IPE activities at LIMU during academic year 2022-2023.

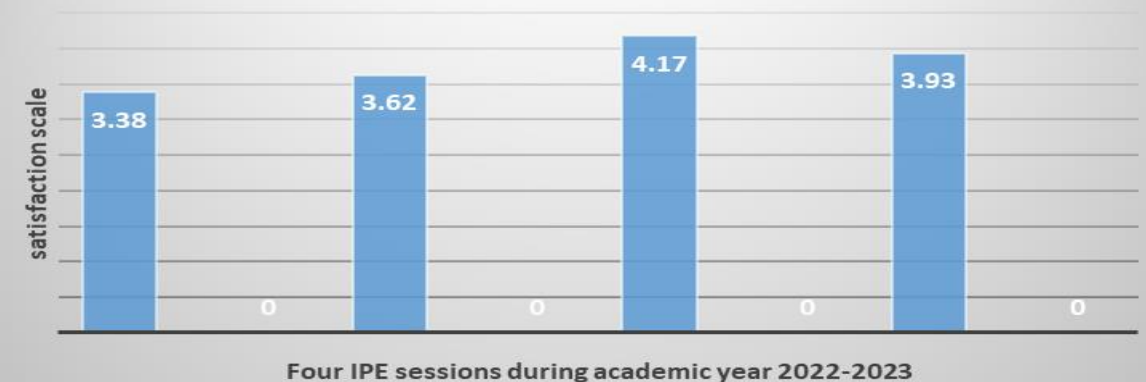
Results and conclusion

the results showed that the majority of students from all LIMU programs participated in the IPE activities, have a positive perception of IPE as it was always > 3 on the 5-Likert scale for all activities

Methods of the study

IPE committee at LIMU designed different activities involving students and lecturers from PharmD, Medicine, and Basic Medical Science programs. During the academic year 2022-2023, the LIMU IPE committee conducted four IPE activities and a questionnaire was distributed following each session to assess students' perception. The questionnaire items assessed teamwork/collaboration, negative/positive professional identity, communication and roles/responsibilities

PharmD students satisfaction towards IPE sessions



The Development of an Electronic Portfolio System for Pharmacy Students at Libyan International Medical University

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² Faculty of Information Technology, Libyan International Medical University, Benghazi, Libya



Background of the Study

The Advanced Pharmacy Practice Experience (APPE) seeks to engage the students in pharmacy practice activities. As a result, an innovative system is needed to follow up the students' performance during their APPE. Electronic portfolio system serves as a multifaceted platform for: Monitoring student performance, facilitating student engagement, and enhancing program evaluation.

Aim of the study

This study aimed to insight into the development of an electronic portfolio system for PharmD students at Faculty of pharmacy at Libyan International Medical University.

Method of the study

The Experiential Training Committee at Faculty of Pharmacy the collaboration of Information Technology team at Libyan International Medical University (LIMU) has put a proposal to facilitate tracking the students' performance in the hospitals during the APPE. An electronic portfolio (e-Portfolio) system was leveraged to comprehensively track the performance of PharmD students during their APPEs. This system is called Electronic Experiential Logbook and Portfolio System (e-ELPS) where the admin is able to create the academic year and the rotations, manage the practice sites, and the preceptors, and approve the students' registration into the system in addition to assigning the preceptors, and students to different rotations. The students will be able to choose the appropriate practice site and the preceptor in charge to supervise students, and **create log on a daily base and document any activities have been done**. The chosen preceptor is responsible for **approval of the log created by the students and weekly evaluation of the students according to forms created in the system**. By the end of rotation, each student is requested to **write reflection on his/her experience**.

Results & Conclusion

By implementing this e-Portfolio system, LIMU's Faculty of Pharmacy fosters a dynamic and data-driven approach to APPEs, ensuring that PharmD graduates are well-equipped with the necessary skills and knowledge to excel in their chosen careers.

Beyond Grades: Assessing Student Performance through Competencies in a Longitudinal Laboratory Curriculum



Beyond the Script

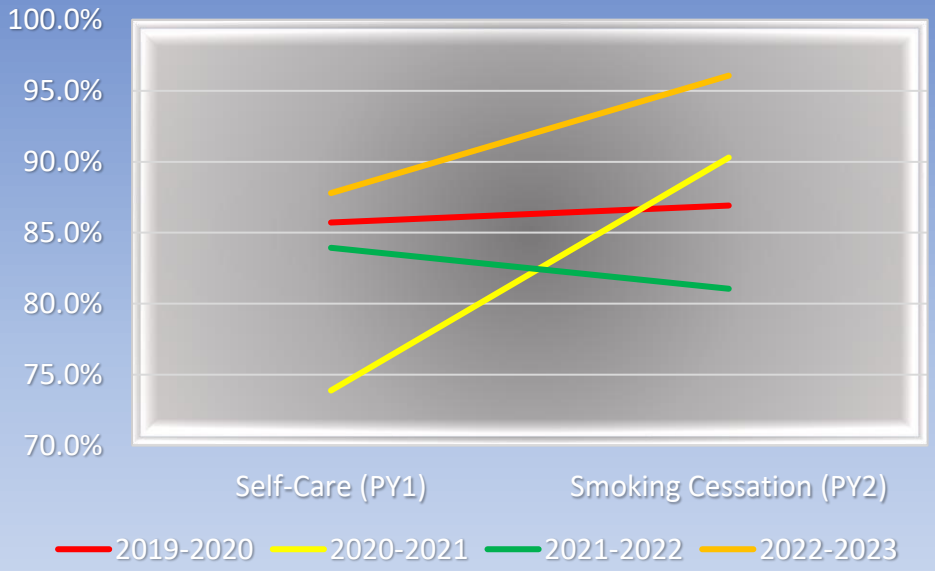
Clark D. Kebodeaux, Pharm.D., BCACP; Mikael D Jones, Pharm.D., BCPS
 University of Kentucky College of Pharmacy, Department of Pharmacy Practice and Science

- The University of Kentucky College of Pharmacy (UKCOP) launched a curriculum to enhance student learning and integrate multidisciplinary content delivery. A key component is **Patient-Centered Care Experience (PaCE)**, a six-semester, longitudinal course sequence at UKCOP designed to assist students in developing the knowledge, skills, and attitudes needed to fulfill responsibilities necessary to provide patient-centered care and manage the medication use system.
- This study seeks to analyze performance of students in the **PaCE** sequence by evaluating rates of first-time competency achievement across time through two distinct assessments that match to course sequence outcomes completed over consecutive years.
- A retrospective cohort analysis was conducted from January 2019 to May 2023 to evaluate the outcomes of two competency-based assessments ('self-care' in PY1 year and 'smoking cessation' in PY2 year)
- A total of 535 students completed the PY1 simulation and 523 students completed the PY2 simulation across 4 cohorts. An average of **82.8%** of students met first-time competency in PY1 compared to 88.5% of students in PY2.
- Measuring longitudinal assessment performance is key to advancing a competency-based approach to pharmacy education. Further research can identify predictors of success to improve student performance.

Year of Progression	Total Change	Outcome
2019-2020	1.2%	p value = 0.776
2020-2021	16.4%	p value = <0.001
2021-2022	-2.9%	p value = 0.534
2022-2023	8.3%	p value = 0.015



Percentage of Students Achieving Simulation Competency



Incorporation of Inclusive Teaching Training Within a US-based Postgraduate Residency Teaching Certificate Program

Toby Trujillo and Sara A. Wettergreen. University of Colorado.



BACKGROUND

Post-graduate pharmacy residency training develops foundational competence for direct patient care. Specific training includes developing skills to teach in the education and clinical environments.^{1,2}

A state-wide resident teaching certificate program (TCP) was established in 2011. Training on inclusive teaching and precepting was added to the established curriculum in 2022.

Study Objective: To evaluate the impact of incorporating inclusive teaching training on participant's self-rated confidence to teach in the didactic and clinical environments.

METHODS

- Content delivery and training on being an inclusive teacher was incorporated into the TCP in 2022 – 2023 and 2023 – 2024.
- Participants were asked to evaluate their confidence to teach didactically, provide facilitation, as well as teach in the clinical setting via survey using a 10-point Likert scale (1- least confident and 10 most confident) pre and post program.
- In addition program attendees were asked to rate their confidence on inclusive teaching specifically in each environment

References:

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Teaching Certificate Program Requirements:

- Attendance 5/6 workshops.
- Completion 3 of Elective Modules
- Didactic Lecture, Student precepting, Small Group Facilitation and Assessment
- Developing a Teaching portfolio including Teaching Philosophy

Program Changes 2022 – 2023

Changed 1 workshop from prior topic to Inclusive Teaching

Inclusive Teaching workshop:

- Brief introduction on diversity, equity and inclusion
- Background on why Inclusive Teaching Practices are Important
- 4 dimensions of inclusive teaching: Know yourself, Know your students, Examine Content, Examine pedagogical approach

RESULTS

2022 – 2023 Overall Survey Data

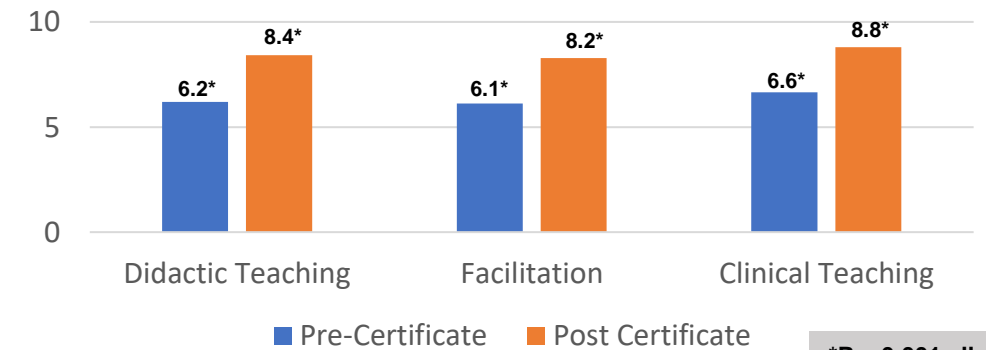
55 residents completed pre and post:

Confidence in Didactic Classroom (mean): 5.38 to 6.58 ($p < 0.001$)
 Confidence in Classroom Facilitation(mean): 5.83 to 7.49 ($p < 0.001$)
 Confidence in Clinical Teaching (mean): 5.45 to 7.76 ($p < 0.001$)

2023 – 2024 Survey Data on Inclusive Teaching

Confidence in Implementing Inclusive Teaching

(51 pre, 21 post)



CONCLUSIONS

The incorporation of inclusive teaching content into a residency TCP improved attendee's confidence in implementing inclusive teaching practices in the didactic, facilitation, and clinical environments.

IMPROV(ING) LEADERSHIP EDUCATION: INTEGRATING IMPROV IN AN ONLINE ELECTIVE COURSE FOR PHARMACY STUDENTS

Terri Schindel and Julian Faid, University of Alberta

OBJECTIVE

- To integrate improv within an online undergraduate elective course based on adaptive leadership

DESIGN

- The design involved an introduction, workshop, and debrief developed and taught in collaboration with an improv specialist
- Improv games targeted communication, teamwork, and adaptability
- Evaluation utilized Brookfield's Critical Incident Questionnaire

RESULTS

- Students expressed engagement, surprise at their own positive reactions to improv, and a deepened understanding of their own leadership philosophies

CONCLUSION

- Collaboration played a pivotal role in the seamless integration
- This approach highlights the significance of improv as an effective pedagogical tool for fostering leadership competencies in an online course



“I really developed the confidence in the improv workshop to be able to interact and build people up.”

“Each game had very clear ties that I hadn't previously considered as the connection to leadership.”

Leaders in Indigenous Pharmacy Profession Education (LIPPE) Network

Transforming the pharmacy workforce by embedding cultural safety in pharmacist education and training



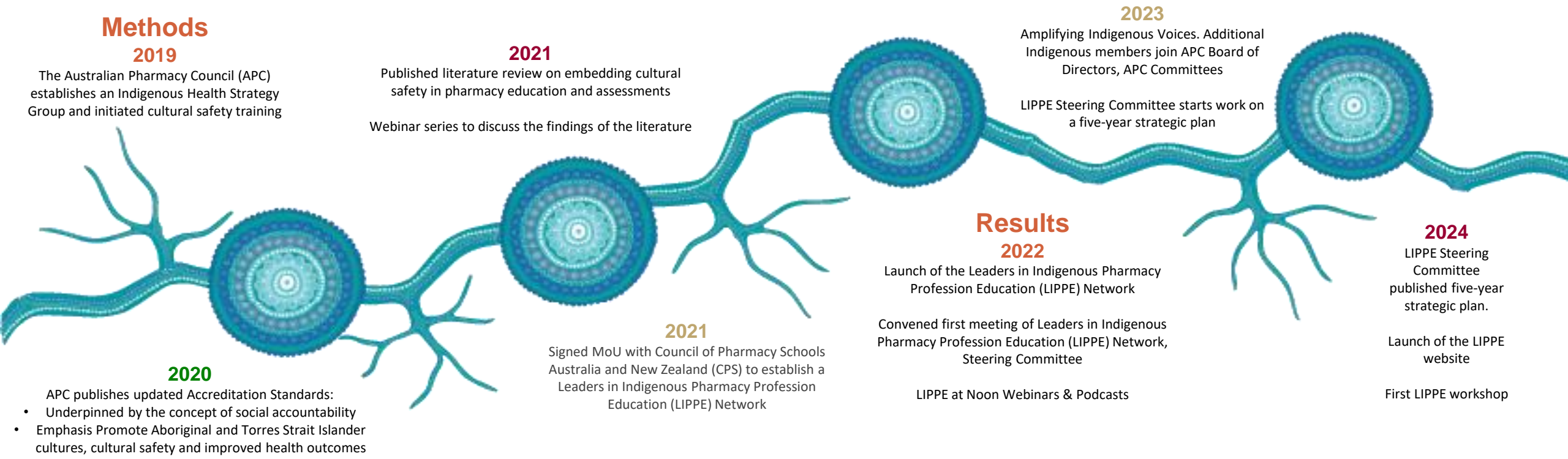
[Leanne Te Karu^{1*}](#), [Aleena Williams¹](#), [Chastina Heck¹](#), [Faye McMillan AM¹](#), [Alex Burke¹](#), [Lloyd Dolan¹](#), [Anna Tiatia Fa'atoese Latu¹](#), [Bronwyn Clark²](#),
[Debra Rowett³](#), [Sue Kirsas²](#)

¹Indigenous Health Strategy Group, Australian Pharmacy Council.

²Australian Pharmacy Council

³Council of Pharmacy Schools

Background and Objective: Education institutions must acknowledge and take responsibility for how structures generate and perpetuate racial disadvantage. The Australian Pharmacy Council (APC), and the Council of Pharmacy Schools, Australia and New Zealand (CPS) accept this responsibility and are using their position to progress equity, diversity and inclusion in pharmacy education and practice.



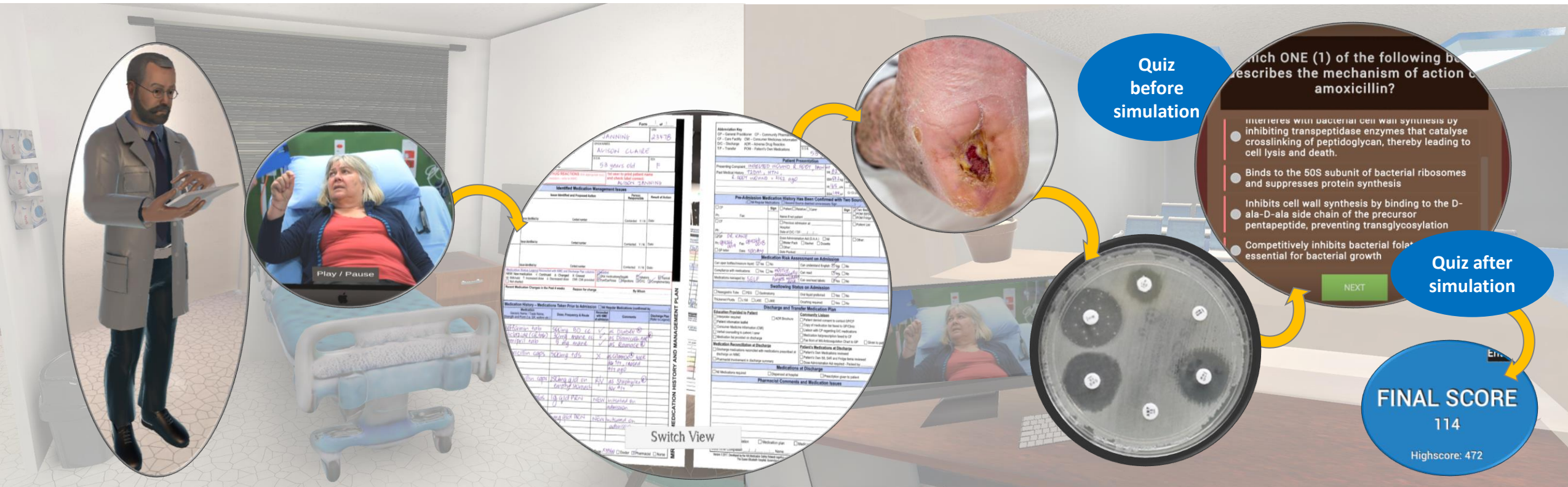
Virtual learning in the therapy of serious infections: unleashing the power of game-based learning in simulation-based education



Lisa Tee, Yiyi He, Hilai Ahmadzai, Petra Czarniak, Ya Ping Lee, Bryan Low, Valerie Maxville, Michael Ovens, Vetri Thirthar Palanivelu. Curtin University, Australia

Aims: To develop a virtual GBL platform to enhance student learning experience and provide immediate feedback on clinical decision making through gamification of formative assessment for the management of polymicrobial infection for health sciences interprofessional education.

A virtual hospital setting was developed using the Unity Game Engine, mirroring the daily tasks of a hospital ward pharmacist.



Conclusion: The virtual GBL platform has been fully developed and ready for use in an interprofessional setting.

5 years on: Has a Pharmacist Registrar Training Program been embraced by the nation?

Background

- Pharmacist Registrar Training Programs (Reg-TPs) were introduced in 2019.
- These programs aim to support the development of practitioners in a defined practice area.
- The Reg-TP is a 2-year structured developmental program which is primarily workplace-based, and competency focused.
- Reg-TP's can be undertaken in any practice area.
- SHPA developed common and practice area specific frameworks which outlines the range of workplace-based assessments required to enable pharmacists to reach the requisite practice level by the end of the program.

Aims

- This review aimed to
- understand the contribution of Reg-TPs to professional development
 - gauge the Registrar candidates' attitude to the program
 - determine nation-wide uptake.

Method

By conducting an overall review of the program to identify areas for improvement utilising a survey of candidates as well as an internal assessment of site accreditation and candidate enrolment over the past 5 years, we were able to determine trends in adoption, specialty stream trends and uptake of the program across Australia.

Discussion/Conclusion

- This review identified
- Further opportunities for Reg-TP accreditation at new sites,
 - Expansion into new practice areas and
 - Ways to better to support candidates completing the program.

Incorporating formal recognition of program completion through the newly launched Australian and New Zealand College of Advanced Pharmacy is also expected to enhance the uptake of the program.

Results

Figure 1 – Number of accredited sites

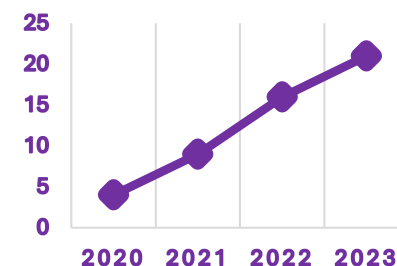


Figure 3 - Reg-TP candidate by specialty Stream

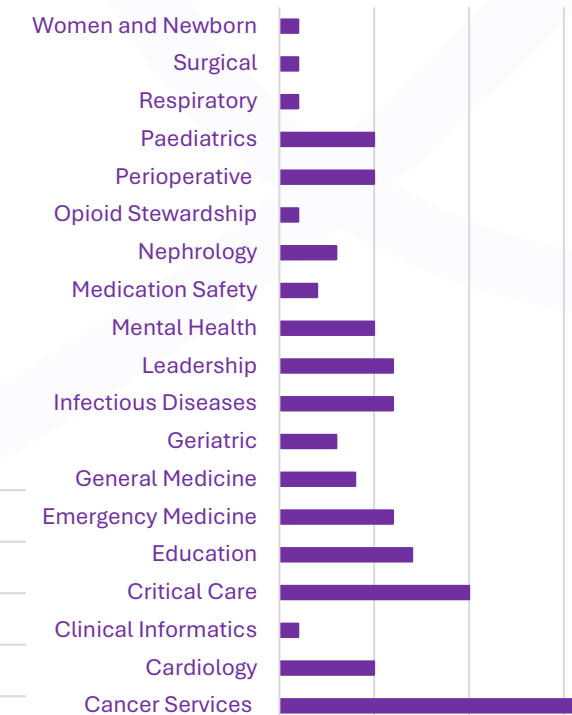
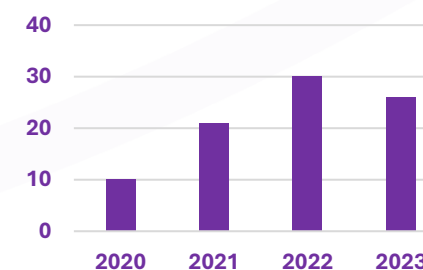


Figure 2 - Number of enrolled Reg-TPs



The perspectives of pharmacy students on the impact of clinical simulation activities in undergraduate education: a qualitative study

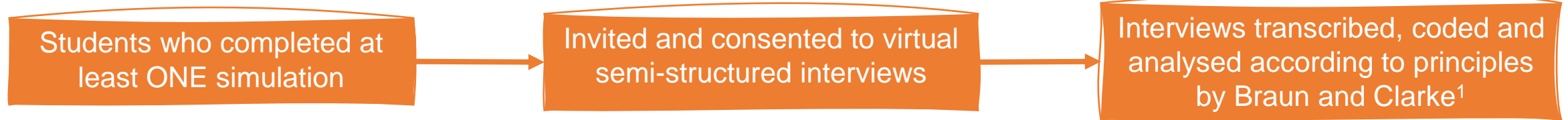
B.Eguasa, V.Savickas, S.Taylor, J.Sokhi, M.Twigg, E.Marks, J.Desborough
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Objective

To ascertain the perceived impact of Simulation Based Education (SBE) on third year pharmacy students at UEA

Methods



Results

Six participants, (five females, aged 21-25 years).
Three overarching themes emerged:

Entertaining challenge

Reflection/feedback drives professional development

Psychological safety

Conclusions

- Students see SBE as a crucial component of the pharmacy curriculum
- Further investigation is needed into SBE-induced stress and psychological safety

References

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Wales Virtual Hospital – a novel online simulation platform to develop clinical decision making and intercultural competency



Mathew W Smith¹, Robert James¹, Karen Hodson¹, Mark Gumbleton¹, Janelle Krueger², Tracy Mahvan² & Kem Krueger²

¹Cardiff School of Pharmacy & Pharmaceutical Sciences and Medicine ²University of Wyoming School of Pharmacy



The Wales Virtual Hospital is a multidisciplinary online virtual medical education tool that provides an immersive online environment.



A high-tech authentic way for students to encounter clinical situations, test their decision-making, and see the consequences (+ve or -ve) of those decisions without impacting a live patient.



Faculty at Cardiff and Wyoming School's of Pharmacy have collaborated to develop cases for the Wales Virtual Hospital (WVH).



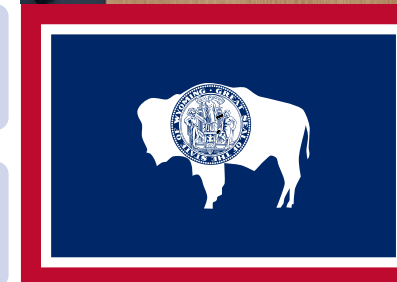
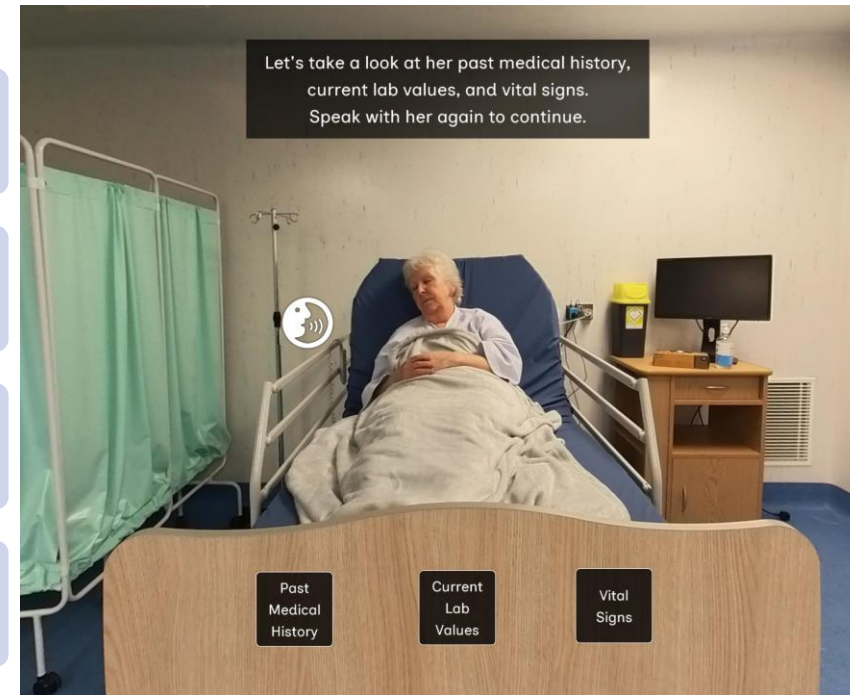
To foster cultural competence, patients and practitioners within the cases have been designed to reflect the diversity of our respective societies (Wales and Wyoming).



Students drawn from each institution enrolled in a feasibility study and collaborated synchronously online to address a case in the Virtual Hospital where a frail older adult had fallen in a care home.



Students reported the Virtual Hospital Platform made the patient case more authentic and engaging and enhanced learning compared to written patient cases.



Ambulatory clinical pharmacy training program for pharmacists in the Qatar Primary Health Care Corporation (PHCC)

Joseph J. Saseen, PharmD, Jodie Malhotra, PharmD. University of Colorado



BACKGROUND

The Qatar Primary Health Care Corporation (PHCC) is the largest Qatari government's primary care branch but need expanded primary care services are needed. Ambulatory clinical pharmacy service did not exist within PHCC prior to 2019.

The University of Colorado (CU), created and provided a comprehensive development program to train PHCC pharmacists to provide direct patient care and disease state management.

METHODS

Theoretical (aka, Didactic) Training

7 weeks of skills and disease content (remote)

4 APhA Certificate Training Programs (live)

- Cardiovascular, Immunizations, Diabetes, Medication Therapy Management

Mon	1.5 hr Team-Based Learning (iRAT and tRAT) 1 hour – Case work
Wed	2 hr - Case Based Activities 1 hour - Skills Activities
Thurs	20 min - Mock Visit • Standardized patients • 3 participants/session

Practical Training

2 months (9 hr/week) of clinical training in PHCC clinics precepted by physicians and CU faculty members (remotely)

Assessment

Theoretical

- Weekly activities
- Graded quizzes
- Standardized patients
- Final written/verbal

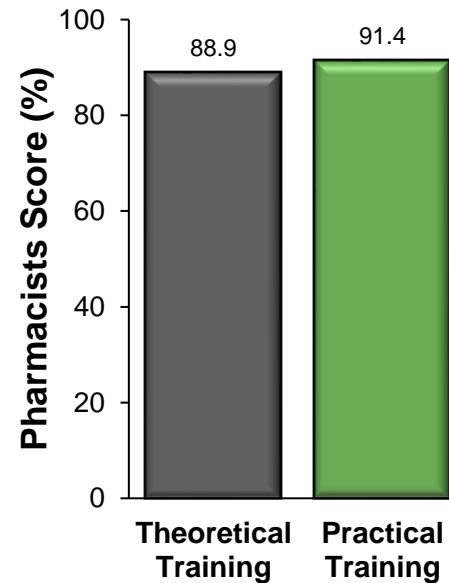
Practical

- Topic presentation
- Case presentation
- Preceptor evaluations, global assessment

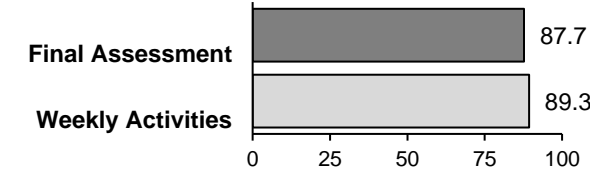
RESULTS

- Twenty pharmacists were selected and 19 successfully completed the program in 2019.
 - All 19 participants provided disease state management services at PHCC; 12 remain in 2024

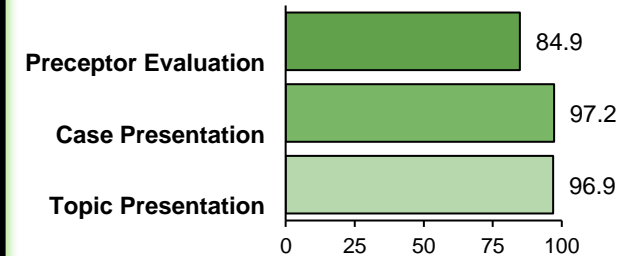
Participant Overall Performance



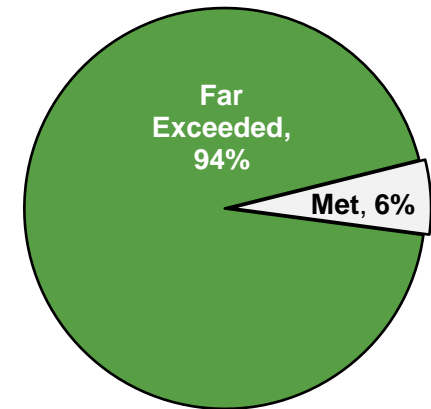
Theoretical Training Performance Score (%)



Practical Training Performance Score (%)



Practical Training Global Assessment of Expectations



The program will expand the use of patient simulation; a second cohort of pharmacist training is planned for 2024-2025

CONCLUSION

- Our innovative training program provided PHCC pharmacists with the skills necessary to successfully implement ambulatory care clinical pharmacy services throughout PHCC.
- The combination of didactic and experiential training for pharmacists is a unique way to expand the clinical workforce. Incorporation of standardized patients with use OSCE increased the relevance and impact.

Developing a Collaborative Practice-Ready Workforce: Assessment Considerations for Evaluating Interprofessional Competency in IPE Curricula

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BACKGROUND

- As programs implement interprofessional education (IPE) activities and curricula, more information is needed on effective strategies to evaluate student IPE competency development.

The purpose of this study is to explore assessment considerations for evaluating interprofessional competency development in didactic IPE activities.

METHODS

- In 2021, a coordinated assessment strategy evaluating student IPEC Competency development in didactic IPE activities was implemented across O-IPEP programs.
- Students complete a retrospective-pre and post-evaluation of their self-efficacy on select IPEC Competency statements emphasized within the activity.
- Student competency data with more than 10 ratings from Summer 2023 – Spring 2024 (AY23-24) were analyzed using Wilcoxon's signed rank test.

RESULTS

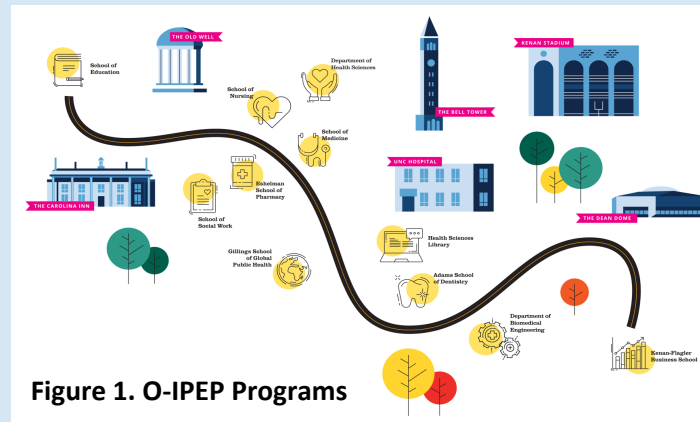
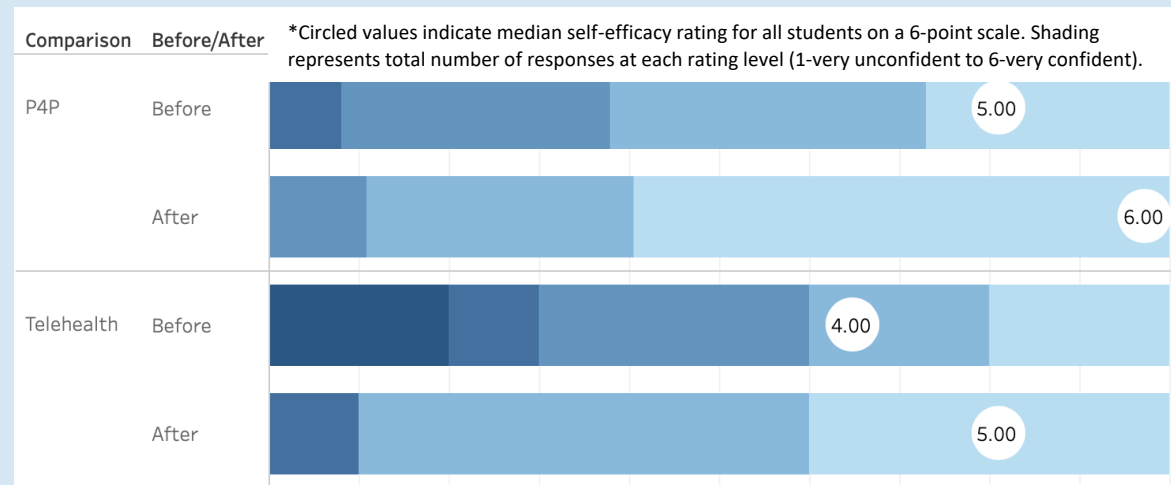


Figure 1. O-IPEP Programs

- Since 2021, over 7500 students across 18 disciplines have participated in O-IPEP curricula.
- Statistically significant increases in student self-efficacy were observed in AY23-24 across all measured 2023 IPEC Competencies.
- Pilot efforts are exploring strategies for observer-based evaluation of student competency.

Figure 2. Example Longitudinal Assessment Insights – Activity Comparison*



CONCLUSIONS

- In an era of increasing calls for competency-based education, this study provides insights on strategies to assess student competency development in IPE curricular activities.
- Increased self-efficacy ratings suggest advanced student learning and IPE competency development.
- These findings provide insights into considerations for assessing student competency development in didactic IPE curricula.

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