

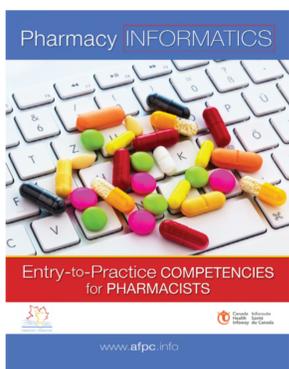
USING CURRICULUM MAPPING TO ASSESS INDIVIDUAL FACULTY INTEGRATION OF A NATIONAL INFORMATICS EDUCATION PROGRAM



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BACKGROUND

- An educator peer leader network was established with a goal to integrate informatics into Canadian pharmacy curricula.
- The “Informatics for Pharmacy Students” e-Resource was developed as an education tool for use by educators to help prepare graduates for work in technology-enabled environments.
- A curriculum mapping activity was undertaken to identify where informatics competencies were addressed.
- Experiences from other projects suggested likely courses where informatics was taught.



PHARMACY INFORMATICS COMPETENCIES

Three competencies with 31 indicators were derived from other frameworks.

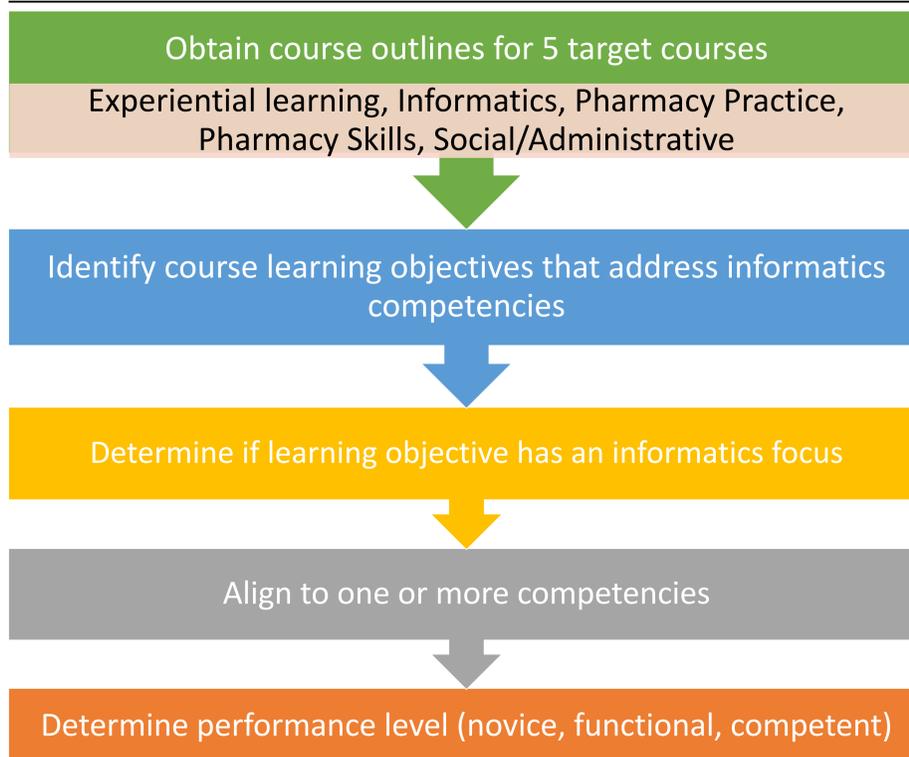
- Information and knowledge management
- Professional and regulatory accountability
- Information and communication technologies

“INFORMATICS FOR PHARMACY STUDENTS” E-RESOURCE



<http://afpc-education.info/moodle/>

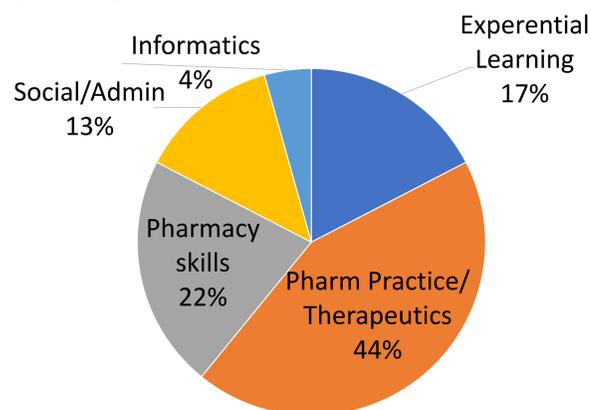
METHODS



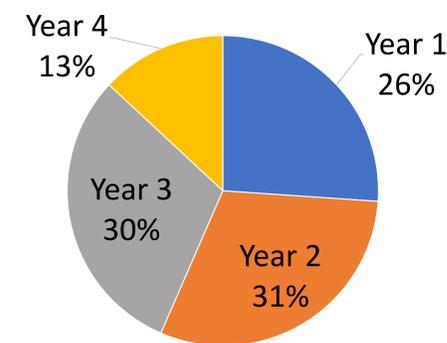
RESULTS

- 6/10 schools participated
- Schools involved people such as: peer leaders, assessment specialists, students, coordinators, research assistants.
- Total number of course learning objectives by competency:
 - Informatics competency #1: 772
 - Informatics competency #2: 197
 - Informatics competency #3: 457

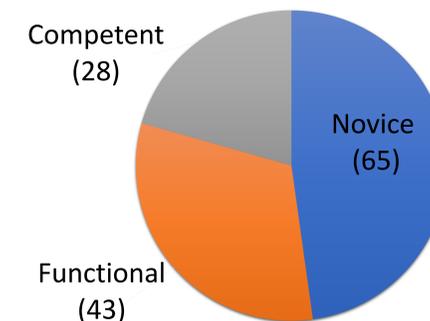
Types of Courses



Courses Per Year linked to competencies



Performance Levels (average number)



LESSONS LEARNED

Curriculum mapping process

- Helped bring awareness of informatics teaching at each school
- Helped with planning of new PharmD curriculum

Learning objectives

- Challenging to link to competencies, esp. when learning objectives vague
- Learning objectives did not always link to activities within course

Curriculum target areas

- Not all courses delivered the same way
- Some courses integrated with several target areas in one course
- Only two schools with dedicated informatics course

Informatics competencies

- Competency #2 less frequently covered
- Primarily in earlier years, so challenging to explore advanced informatics topics.
- Some competencies not clear (e.g. not specific to informatics, vague)

Performance levels

- Assignment not straightforward retrospectively
- Most tagged at novice or functional level

IMPLICATIONS

- Opportunity to review and update competencies
- Provide insight about strategies to improve uptake of informatics teaching

ACKNOWLEDGEMENTS

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