

From Performance Assessment to Program Evaluation

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Fostering Collaboration to Improve Pharmacy Education: The national exit survey project

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Scientia potentia est

Knowledge is Power

Power to make decisions
Power to change
Power to improve

The National Graduating Students Survey

- **ONE SOURCE** of information about student *'perceptions of'* and *'experience in'* pharmacy education programs
- **ONE PART** of the knowledge generation process
- Informs local improvement efforts
- Informs national program improvement efforts

Background

Pre 2014 – AFPC Council of Deans identify development of a national graduating students survey as a priority for Faculties of Pharmacy in Canada

Saskatoon, 2014 – the first AFPC Special Interest Group (the Assessment SIG) was struck to create the first draft of a national survey

Washington, 2015 – first draft presented for feedback and review

Vancouver, 2016 – experience with pilot presented for consideration

Survey Structure

Three sections:

1. The Academic Program
2. Student Support and Resources
3. Demographics and Career Plans

Survey Structure

Informed by:

1. CCAPP Accreditation Standards
2. AFPC Educational Outcomes

Honorable mention:

AFMC Exit Survey

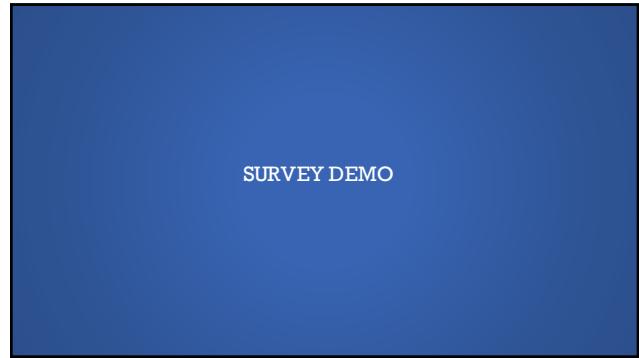


Standard 21: The Faculty must provide an environment and culture that promotes professional behaviour and harmonious relationships among students, faculty, administrators, preceptors and staff.

Criterion 27.2: The curriculum must include content in the pharmaceutical sciences of such depth, scope, timeliness, quality, sequence, and emphasis to provide foundation for and support to the intellectual and clinical objectives of the professional program in pharmacy. This should include but is not limited to medicinal chemistry, pharmacology, toxicology, pharmaceutics, biopharmaceutics, pharmacokinetics, pharmaceutical biotechnology and pharmacogenomics.

Criterion 27.4: The curriculum must include a clinical sciences component that provides for the understanding and acquisition of the knowledge and development of the skills necessary for the delivery of competent care to, or on behalf of, patients throughout the health care system. This should include, but is not limited to content in clinical pharmacokinetics, complementary and alternative medicines, drug abuse and dependency, drugs in pregnancy, emergency first care, geriatrics, health promotion and disease prevention, immunization, information technology and practice support tools, medication administration, nutrition, pediatrics, pharmacy law and regulatory issues, pharmacotherapeutics, the pharmacist's role in public health, the pharmacist's role in primary care, medication and patient safety practices, and self care /non-prescription drug use.

Care Provider	
As <i>Care Providers</i> pharmacy graduates use their knowledge, skills and professional judgement to provide pharmaceutical care and to facilitate management of patient's medication and overall health needs.	
<u>1.1 Develop and maintain professional, collaborative relationships required for patient care.</u>	
1.1.1	establish and maintain a professional, caring practice environment;
1.1.2	demonstrate that the patient's goals are the priority;
1.1.3	determine when it is ethically and professionally appropriate to involve caregivers;
1.1.4	acknowledge and respect the roles and responsibilities of the pharmacist, the patient and/or caregivers, and the patient's other health care professionals (9).
<u>1.2 Elicit and complete an assessment of required information to determine the patient's medication-related and other relevant health needs.</u>	
1.2.1	elicit the reason(s) for the patient's visit to the pharmacy or encounter with the pharmacist;
1.2.2	obtain and evaluate relevant history from the patient, his/her chart, caregivers and other health care professionals;
1.2.3	order, retrieve and assess relevant lab tests and diagnostic assessments;
1.2.4	perform and interpret findings of relevant physical assessments that are required to determine appropriate medication therapy, and;
1.2.5	complete an assessment of the patient's ability to take / use / administer his/her



- ### The Pilot
- 4 schools, 512 students (U of A, UBC, U of S, Dalhousie)
 - Administered between May 4th and May 19th via web based survey software Qualtrix
 - Weekly reminders updating school response rates
 - Daily reminders for final week
 - Overall question response rates ranged between 39% – 48%
 - Response rates varied by school

Patient Care Provider Outcomes	Very unprepared	Unprepared	Somewhat unprepared	Somewhat prepared	Prepared	Very prepared	Mean
determine if a patients medication related needs are being met.	1	0	1	38	150	43	5.00
develop a care plan that addresses a patient's medication therapy problems and priority health and wellness needs.	1	0	4	45	140	45	4.95
elicit and complete an assessment of required information to determine the patient's medication related and other relevant health needs.	0	1	1	49	143	41	4.94
assess and manage patients' new medication related needs.	0	0	3	41	157	34	4.94
determine if a patient has relevant, priority health and wellness needs.	1	1	3	44	155	31	4.89
develop and maintain professional, collaborative relationships required for patient care.	1	1	7	50	131	45	4.89
refer patients for management of priority health and wellness needs that fall beyond the scope of practice of pharmacists.	0	5	8	59	121	42	4.80
support the continuity of patient care by documenting patient care activities.	1	1	12	50	139	32	4.79
implement the care plan.	1	2	15	70	118	29	4.66
elicit and interpret clinical and or lab evidence of patient outcomes.	0	10	24	101	81	19	4.32

Pharmaceutical Science Knowledge and Skills	very under developed	under developed	somewhat under developed	somewhat developed	developed	very developed	Mean
pharmacokinetics	1	6	19	56	92	34	4.61
pharmacology	6	9	10	44	105	33	4.60
pharmaceutics	4	20	17	57	84	23	4.30
medicinal chemistry	4	15	22	83	67	17	4.18
biopharmaceutics	5	14	37	79	62	9	4.00
pharmaceutical biotechnology	3	18	50	76	47	4	3.80
toxicology	8	16	52	72	43	2	3.68
pharmacogenomics	21	19	49	74	33	6	3.48

- ### Opportunities for Collaboration
- Use results to identify national priorities/areas for further investigation
 - Use results to develop deliberate connections
 - ...

Where to next?

- Revise the survey based on pilot
- Scale administration to all schools
- Define administration procedures and policies
- Define dissemination protocols
- Create an administrative task force/committee to oversee administration and to promote collaboration based on the results