

Writing Ability-Based Outcomes

Defining Student Professional Competencies

Katherine Kelley, PhD

Assistant Dean for Assessment & Accreditation

Ohio State University College of Pharmacy

Acknowledgement

Professor James D. Coyle, PharmD,
Chair, Curriculum Committee and past
co-presenter of this work

Attendees Profile

- Knowledge/understanding of Standards 2007
 - Minimal
 - Moderate
 - Advanced
 - Assessment plan or process at your school/college
 - Just starting out
 - Fairly well defined
 - Well defined
-

Attendees Profile

- Knowledge of ability-based outcomes
 - Minimal
 - Moderate
 - Advanced
 - Engaged in the process of writing or revising program outcomes?
 - Thinking about it/planning for it
 - Recently completed the process
-

Objectives

- Explain history of outcomes revision at OSU.
 - Review the concept of ability-based outcomes and provide an opportunity to write one.
 - Discuss key elements for creating and adopting ability-based outcomes.
-

By the end of this session you will have produced a workbook with:

- List of resources on ability-based outcomes
 - List of ability-based outcomes that the group will generate
 - List of key elements for a successful process
-

Starting Point

*Report of the Curriculum Committee:
Missions, Outcomes, Competencies,
Practice Functions, and Goals Associated
with an Entry-Level Pharm.D.
Curriculum (March 2, 1993)*

"The Outcomes Project"

- Self-study action plans
 - Refine professional program outcomes (AS 8*)
 - Continue to develop the curricular outcomes assessment program by refining the competency statements (AS 10*)

*Based on ACPE Standards 2000

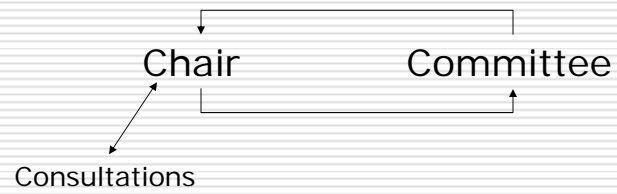


Goal

To define a minimal set of clear, concise, assessable, program-level, outcomes that accurately reflect the abilities of generalist entry level pharmacists for Doctor of Pharmacy education at The Ohio State University.

Process

- Iterative process



GROUP ACTIVITY I

- What are your most helpful resources?
-

Resources

- ❑ CAPE Educational Outcomes 2004
 - ❑ ACPE Draft Revision of Standards 2000 and Proposed Guidelines
 - ❑ APhA Code of Ethics for Pharmacists
 - ❑ NAPLEX Blueprint
 - ❑ Literature, including Zlatic TD, Journal of Pharmacy Teaching 2000; 7:5-27.
-

Result

- ❑ *Program-Level, Ability-Based Outcomes for Pharm.D. Education*
 - ❑ 100 educational outcomes divided into three outcome areas
-

OSU Outcomes Document

□ 3 areas

- Graduates provide population-based and patient-specific pharmaceutical care... (76 outcomes)
 - Graduates manage and use resources of the health care system... (22 outcomes)
 - Graduates promote health improvement, wellness, and disease prevention... (2 outcomes)
-

Ability-Based Outcomes

Ability-Based Outcomes

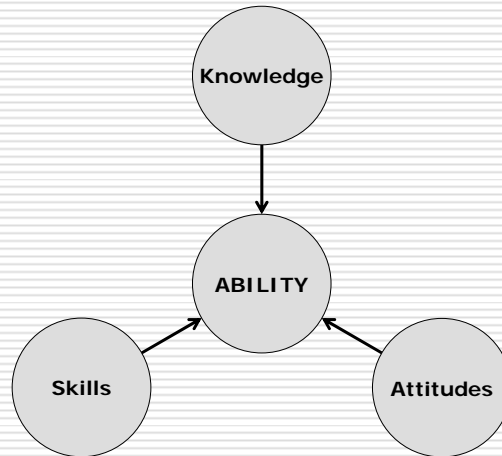
- ❑ Foundation of ACPE standards
 - ❑ Based on educational strategy that incorporates assessment into the learning process
 - ❑ Should form the foundation of your curriculum and assessment plans
-

Ability-Based Outcomes

- ❑ Ability = what students can do = complex integrations of knowledge, skills, and attitudes
 - ❑ Outcomes = the results associated with instructional experiences
 - ❑ ABO = explicit statements describing what students will be able to do as a result of instruction
-

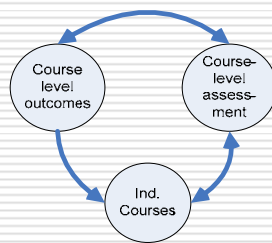
Zlatic, 2000

Ability-Based Outcomes



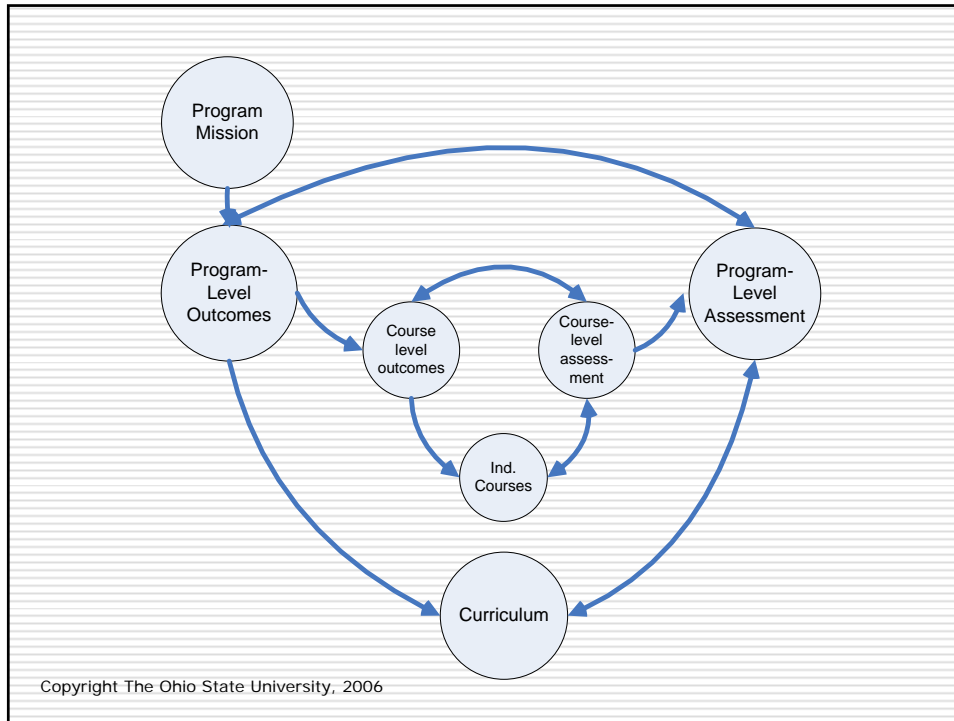
Definitions

- ❑ Knowledge - acquired information necessary to perform the functions of an entry-level pharmacist (principles of drug delivery).
 - ❑ Skill - the ability to perform a task usually gained through experience and training (taking a bp).
 - ❑ Attitudes - a complex mental state involving beliefs, feelings, and values and dispositions to act in certain ways (exhibit empathy).
-



More Definitions

- ❑ Course-Level Outcomes - the knowledge, skills, and attitudes of students resulting from completion of a single course
 - ❑ Program-Level, Ability-Based Outcomes - explicit statements describing what students will be able to do as a result of the integration of knowledge, skills, and attitudes gained from their instructional experiences
-



Ability-Based Outcomes

Ability Outcome	I. Monitor patient response to therapy	
Objectives	A. Knows pharmacologic effects of therapy	Knowledge
	B. Acquires information from patient	Skill
	C. Exhibits empathy toward patient	Attitude

Ability-Based Outcomes

Program-Level Outcome	Recommend a course of action when a medication order should not or cannot be filled
Course-Level Outcome	Understand (at a level 3) the local and federal laws that determine whether a medication order should be filled

Example and Correction

- Poor outcome*
 - Explain clinically useful information concerning plant derived drug products.
 - Correction*
 - Monitor patient response to therapy
 - Develop a pharmaceutical care plan to manage each medication-related problem
 - Identify drug-drug and drug-food interactions
-

GROUP ACTIVITY II

- Now you try it!
 - Work as a table to write one ability based outcome
-

Key Elements for Successful
Creation and Adoption of
Ability-Based Outcomes

Absence of **Key Elements** = Barriers

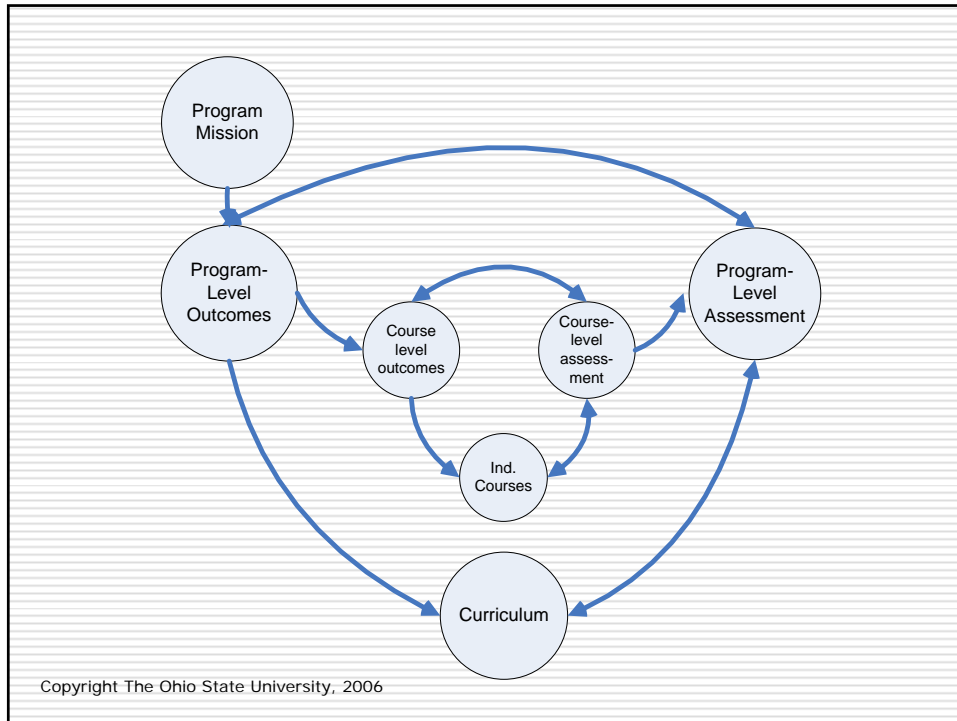
What are the key elements for
successful creation and adoption
of ABOs?

Key Elements

- Vision
 - Pharmacy practice
 - ABOs drive curricular revision/design and assessment
 - Resources
 - Expertise assessment, pharmacy practice and curriculum
 - Supportive inclusive environment
-

Key Elements (2)

- Understanding on part of faculty
 - ABO's are potentially threatening!
 - Faculty need to understand
 - What are program-level, ability-based outcomes?
 - How can they be used?
 - Provide basis for curricular assessment
 - Facilitate curricular design/revision
 - Guide individual course development
-



Key Elements (3)

- ❑ Clearly defined and shared vocabulary to facilitate effective communication
-

Appendix B: Glossary

- Ability
 - Attitude
 - Covenantal relationship
 - Knowledge
 - Medication error
 - Medication use system
 - Mission
 - Outcome
 - Ability-based outcome
 - Program-level outcome
 - Course-level outcome
 - Program-level, ability-based outcome
 - Pharmaceutical care
 - Patient-specific pharmaceutical care
 - Population-based pharmaceutical care
 - Evidence-based pharmaceutical care
 - Pharmaceutical care process
 - Skill
-

GROUP ACTIVITY III

- What are your key elements or barriers to the creation of program level ability based outcomes?
-

Process Analysis

1. Shared vision of pharmacy practice.
 2. Resources to support the process.
 3. Keep the endpoint in mind.
 4. Pay attention to committee composition.
 5. Shared terminology is important
 6. Keep faculty informed of the process
 7. Ability-based outcomes \neq content
 8. Be sensitive to stakeholder issues and concerns
-

Questions and Discussion



Contact Information

Katherine Kelley, PhD
Ohio State University
College of Pharmacy
614-292-5998

kelley.168@osu.edu

<http://www.pharmacy.ohio-state.edu/academics/assessment/index.cf>
