

## PharmD Curriculum Outcomes 2018

Desired Quality of UCSF PharmD Graduate	PharmD Program Outcomes = CAPE Outcomes 2013 + UCSF's IPE Outcomes 2015
A UCSF PharmD graduate should be a <b>problem-solver</b> ; someone who can <b>tolerate the ambiguity</b> of real-world challenges and bring their knowledge and skills to bear on a problem.	<p><b>1.1. Learner:</b> Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and <i>patient-centered care</i>.</p> <p><b>3.1. Problem solving:</b> Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.</p> <p><b>4.3. Innovation and entrepreneurship:</b> Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.</p>
Their UCSF training will <b>not impart all the requisite knowledge and skills</b> ; instead the development of a <b>disposition to independent, lifelong learning</b> is necessary.	<p><b>3.1. Problem solving:</b> Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.</p> <p><b>4.1. Self-awareness:</b> Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.</p> <p><b>4.3. Innovation and entrepreneurship:</b> Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.</p>
The graduate should possess the capacity and readiness for leadership and will be expected to function responsibly and with <b>accountability in their role on a team</b> .	<p><b>3.4., IPE-1, IPE-2, IPE-3. Interprofessional collaboration:</b> Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.</p> <p><b>4.2. Leadership:</b> Demonstrate responsibility for creating and achieving shared goals, regardless of position.</p> <p><b>4.4. Professionalism:</b> Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.</p>
To succeed in the collaborative workforce of today and the future, <b>excellent communication skills</b> will be necessary of the graduate.	<p><b>3.2. Educator:</b> Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.</p> <p><b>3.5. Cultural sensitivity:</b> Recognize <i>social determinants of health</i> to diminish disparities and inequities in access to quality care.</p> <p><b>3.6., IPE-2. Communication:</b> Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.</p>
Regardless of their work setting, the <b>health of patients should be at the center</b> of their efforts	<p><b>1.1. Learner:</b> Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and <i>patient-centered care</i>.</p> <p><b>2.1. Patient-centered care:</b> Provide <i>patient-centered care</i> as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).</p> <p><b>2.3. Health and wellness:</b> Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.</p> <p><b>2.4. Population-based care:</b> Describe how <i>population-based care</i> influences <i>patient-centered care</i> and influences the development of practice guidelines and evidence-based best practices.</p> <p><b>3.3. Patient advocacy:</b> Assure that patients' best interests are represented.</p> <p><b>3.5. Cultural sensitivity:</b> Recognize <i>social determinants of health</i> to diminish disparities and inequities in access to quality care.</p>
The graduate must <b>understand healthcare systems</b> and be able to demonstrate and quantify their value within the system.	<p><b>2.2. Medication use systems management:</b> Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.</p> <p><b>2.4. Population-based care:</b> Describe how <i>population-based care</i> influences <i>patient-centered care</i> and influences the development of practice guidelines and evidence-based best practices.</p>
At the same time, they should be able to view systems critically and be a <b>driver for transformative change</b> .	<p><b>2.2. Medication use systems management:</b> Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.</p> <p><b>4.2. Leadership:</b> Demonstrate responsibility for creating and achieving shared goals, regardless of position.</p> <p><b>4.3. Innovation and entrepreneurship:</b> Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.</p>

# PharmD Curriculum Outcomes 2018

## CAPE 2013 Educational Outcomes + UCSF Interprofessional Educational Outcomes 2015

### CAPE 2013 Educational Outcomes

#### Domain 1 – Foundational Knowledge

**1.1. Learner (Learner):** Develop, integrate, and apply knowledge from the foundational sciences (i.e., *pharmaceutical, social/behavioral/administrative*, and *clinical sciences*) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and *patient-centered care*.

#### Domain 2 – Essentials for Practice and Care

**2.1. Patient-centered care (Caregiver):** Provide *patient-centered care* as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

**2.2. Medication use systems management (Manager):** Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

**2.3. Health and wellness (Promoter):** Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

**2.4. Population-based care (Provider):** Describe how *population-based care* influences *patient-centered care* and influences the development of practice guidelines and evidence-based best practices.

#### Domain 3 - Approach to Practice and Care

**3.1. Problem solving (Problem Solver):** Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

**3.2. Educator (Educator):** Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

**3.3. Patient advocacy (Advocate):** Assure that patients' best interests are represented.

**3.4. Interprofessional collaboration (Collaborator):** Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

**3.5. Cultural sensitivity (Includer):** Recognize *social determinants of health* to diminish disparities and inequities in access to quality care.

**3.6. Communication (Communicator):** Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

#### Domain 4 – Personal and Professional Development

**4.1. Self-awareness (Self-aware):** Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

**4.2. Leadership (Leader):** Demonstrate responsibility for creating and achieving shared goals, regardless of position.

**4.3. Innovation and entrepreneurship (Innovator):** Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

**4.4. Professionalism (Professional):** Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

## PharmD Curriculum Outcomes 2018

### UCSF's 2015 Interprofessional Education (IPE) Outcomes

The goal of IPE at UCSF is rooted in a set of common graduation milestones, which have been adopted by every professional school/program. By graduation, every health professions learner will be able to:

**IPE-1.** Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.

**IPE-2.** Communicate with other health professionals in a responsive and responsible manner that supports a collaborative approach to the maintenance of health and the treatment of disease in individual patients and populations.

**IPE-3.** Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.