Background & Rationale

The CAPE learning outcomes were revised in 2013 to intentionally expand professional program outcomes beyond knowledge and skills to include the affective domain, in recognition of the importance of professional skills and personal attributes to the practice of pharmacy. The change emphasizes the mindset of self-awareness, innovation, leadership, and professionalism needed for pharmacy practice. The affective domain bridges foundational scientific knowledge with essential skills and approaches to practice and care. It also highlights that a concentration in any singular domain alone is insufficient for graduates to practice at the highest level of the profession. Instead, this expanded view is essential for pharmacists to be able to transform their knowledge and skills into positive outcomes in all professional settings.

The ACPE Standards 2016 incorporate the CAPE 2013 learning outcomes. Standard 4 (Personal and Professional Development) includes the self-awareness outcome.

*4.1 Self-awareness – The graduate is able to examine and reflect personal knowledge, skills, abilities, beliefs, motivation, and emotions that could enhance or limit personal and professional growth.*

Curricular Innovation

FIGURE 1: Self-Awareness Themes

TABLE 1: Self-Awareness Curriculum Outcomes

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
<th>Table 1 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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</tbody>
</table>

Development

- An interdisciplinary faculty task force was formed to develop a self-awareness curriculum at WesternU, including members with diverse and relevant backgrounds.

- Task force’s approach included:
  - Defining curricular goal (adopted from ACPE Standards 2016 self-awareness definition noted above)
  - Determining curricular outcomes (Table 1)
  - Identifying relevant themes of Self-Awareness (Figure 1)
  - Reviewing current curriculum for existing self-awareness elements, including utilization of a faculty survey
  - Adding new self-awareness elements to spiral activities throughout the curriculum and to address themes multiple times over the four-year program

Implementation

- New curriculum rolled out in Fall 2016, one year at a time with incoming class of 2020
- Students oriented to Self-Awareness Curriculum during first week of school
- Associate Dean of Assessment oversaw curriculum longitudinally
- E*Value® MyFolio used as repository for all documentation and to send email reminders to students

Accountability

- Students are responsible for uploading all relevant artifacts to E*Value®
- Staff audit student assignments for quality and completeness
  - All students and assignments during P1 year
  - Random students for each assignment during P2 and P3 years
- Students missing components receive one written (email) warning
  - Must complete assignments within 30 days
- Faculty advise notified on assignment
- Students become ineligible for Dean’s List or scholarship awards

Assessment of the Curriculum

- Change in calibration accuracy overtime will be tracked
  - Visit our poster on this topic during Monday’s 9 am poster session
- Students will be surveyed regarding satisfaction with Self-Awareness activities
- Grades are not currently assigned to any of the activities but the committee is considering options for assessment of learning, including analyses of students’ self-awareness reflection assignments across the curriculum

Summary

- Upon completing the curriculum, student pharmacists will have developed awareness in four key areas:

  - Awareness of Personal Characteristics
  - Awareness of Knowledge Learning
  - Awareness of Skill Acquisition
  - Awareness of Career Aspirations

References


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