Transforming Pharmacy Education at Rutgers University

Lauren Aleksunes, PharmD, PhD
Mentor: Dean Joseph Barone, PharmD, FCCP
Doctor of Pharmacy (Pharm.D.) Education

<table>
<thead>
<tr>
<th>Years</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Professional</td>
<td>Professional</td>
<td>Experiential</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Licensure

Work Force

Post-Graduate Training
Pillars of Rutgers Pharmacy Education

Teaching

Research

Clinical Practice

Service

Teaching Working Group Goal: Improve the preparedness of students to clinically assess patients and design effective treatment plans.
Project Approach & Goals

- Engage pharmacy practice and pharmacology faculty
- Survey preceptors
- School comparisons
- Accreditation
- Retention and advancement
- Assessment

<table>
<thead>
<tr>
<th>Drug and Medical Knowledge</th>
<th>Avg</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, integrate, and apply knowledge</td>
<td>3.5</td>
<td>32</td>
</tr>
<tr>
<td>Explain drug action</td>
<td>3.8</td>
<td>32</td>
</tr>
<tr>
<td>Medical Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect and interpret evidence</td>
<td>3.7</td>
<td>32</td>
</tr>
<tr>
<td>Evaluate the scientific literature</td>
<td>3.7</td>
<td>32</td>
</tr>
<tr>
<td>Patient Assessment and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve therapeutic problems</td>
<td>3.3</td>
<td>32</td>
</tr>
<tr>
<td>Provide patient-centered care</td>
<td>3.5</td>
<td>31</td>
</tr>
<tr>
<td>Prioritize and formulate assessments and treatment recommendations</td>
<td>3.4</td>
<td>32</td>
</tr>
<tr>
<td>Implement, monitor and adjust plans</td>
<td>3.4</td>
<td>31</td>
</tr>
<tr>
<td>Document activities</td>
<td>3.9</td>
<td>30</td>
</tr>
<tr>
<td>Design prevention, intervention, and educational strategies to improve health and wellness (eg. chronic disease management)</td>
<td>3.6</td>
<td>30</td>
</tr>
</tbody>
</table>
Didactic Education

Integrated Pharmacotherapy Modules

- Team Teaching
- Flipped Classroom Content
- Methods for Retention
- Integrated Assessment Methods
Integrated Skills Laboratory

- Five semester laboratory course series
- Integrates drug information, communication, physical assessment, literature evaluation, evidence-based pharmacy
- Utilizes patient cases, simulations (mannequin), electronic health records, and objective-structured clinical examinations
Coordinated Care of a Rutgers Family

Individual patient cases focusing on current issues

Family with increasingly more complicated and changing medical concerns

- Pharmacogenetics
- Cultural & Social
- Nutritional & Exercise
- Pregnancy
- Pediatrics & Geriatrics
- End-of-Life
Timeline

2015
- May 2015 – Strategic Planning
- September 2015 – Teaching Working Group

2016
- January 2016 – Interim Plans for Curriculum
- Summer 2016 – iPASS Development, Survey, Admixture Course

2017
- January 2017 – Approval of 1st Year Curriculum
- Winter 2017 – Pharmacotherapy Development
- Summer 2017 – Syllabi for iPASS and Pharmacotherapy
- September 2017 - Begin 1st Year Curriculum

2018
- January 2018 – Faculty Approval of 2nd and 3rd Year Curriculum
- Ongoing – Continued Assessment, Revision & Dissemination
Benefits for Rutgers

- Capitalize on added and renovated space
- Advance Rutgers as a leader in comprehensive training of clinical pharmacists within the Big 10 and nationally
- Conduct scholarship on pharmacy teaching methods
- Ensure Rutgers exceed curricular standards for accreditation in 2021
- Facilitate joint training with other RBHS schools using new teaching space

Poster at the ASHP Mid-Year Meeting