Where to go from Here? Development of a Quality Improvement Approach to Skills-based Assessment

Janice Frueh, PharmD, BCPS and Stephanie Hunziker, PharmD, BCMTMS

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF PHARMACY

BACKGROUND

- A summative assessment involving a prospective DUR occurs in a P1 skills lab course. The assessment's design is modeled after a similar assessment in a P3 skills lab course.
- Concern P1 students pass the assessment without attaining minimal competency in skill abilities involved with performing a prospective DUR.
- Assessment strategies on prospective DUR skill abilities have utilized rubrics, checklist, or worksheets.[1]

METHODS

Assessment Tool Development
- 2 course instructors involved in skills instruction with performing a prospective DUR. Tool developed by 1 of these course instructors.
- Tool sections modeled from instructional methods used in labs.
- Tool validated by the other course and course coordinator.

Assessment Tool Implementation
- Tool completed for 1 DUR case in 1 lab session and on summative assessment.

RESULTS

PRIOR ASSESSMENT TOOL

NEW ASSESSMENT TOOL

NEW PRESCRIPTION

PATIENT PROFILE

New Assessment Tool Sections	Lab Session	Summative Assessment
Drug Related Problem Accuracy	93.2%	89.2%
New Prescription	51.4% to 89.2%	64.8% to 81.1%
Patient Profile	38.4% to 94.5%	5.5% to 72.6%
Pharmacotherapy Resources – Utilization of 2 or more resources	21.9%	2.7%
Drug Monograph Sections – Utilization of 3 or more sections	63.0%	32.4%

CONCLUSION

- Revision(s) to instructional approach(s) with utilization and navigation of pharmacotherapy resources is needed.

References

- Gupta, Vasudha et al. "Assessment of Drug Utilization Review Activities Within United States Colleges of Pharmacy." Currents in pharmacy teaching & learning. 13.5 (2021): 520–525. Web.