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MCWHORTER SCHOOL OF PHARMACY • SAMFORD UNIVERSITY • BIRMINGHAM, ALABAMA

Introduction

- The new Practice and Team Ready curriculum at Samford University McWhorter School of Pharmacy consists of competency-based educational components.
- Students need to be well-prepared for APPEs plus practice and are required to remediate didactic course content that they did not learn at a sufficient level.
- The faculty approved a P1-P3 didactic course remediation process for students who achieve a final course grade of “D” (65% to <70%) on the school approved grading scale.

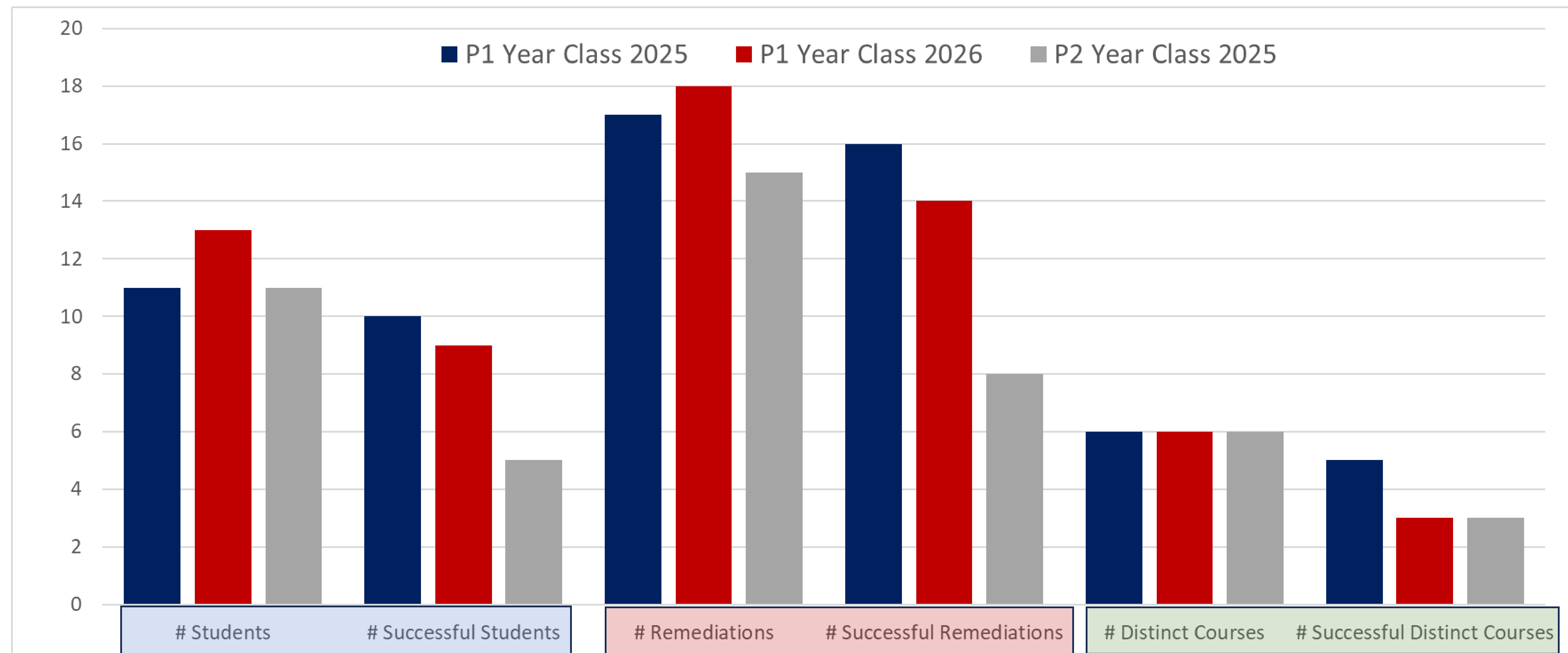
Objective

- Describe the implementation and outcomes of a didactic course remediation program

Methods

- The new Practice and Team Ready curriculum was implemented during the fall 2021 semester.
- Students who achieve a final course grade of “D” (either fall or spring semester) complete a 3-week remediation process starting after the spring semester concludes.
- A student-specific remediation plan is developed by the course coordinator(s) in conjunction with the student’s reflection and action plan plus data from all course assessments (eg, ExamSoft exam results and tags).
- Individualized remediation plans include student check-ins with the course coordinator(s) plus assessments.
- Students must achieve at least 70% on the remediation activities and assessments. Tuition is not charged and “D” grade remains on student transcript.
- Failure to achieve 70% results in the student repeating the course (either in summer or next academic year).
- Faculty receive remediation status updates during semi-annual school retreats.
- Students and faculty were surveyed for feedback after the first year of the program.

Results



- Total of 35 students completed 50 remediations; May 2022 (only P1s; 11) and May 2023 (both P1s and P2s; 13 and 11).
- After 2 years, 12 remediations were not successful (24% of total remediations)
 - P1 = 5 among 4 unique courses
 - P2 = 7 among 3 unique courses
- 10 students had 2+ remediations (highest = 4); 3 students in class of 2025 remediated both summers.
- Student and faculty feedback was generally positive after the first year of the program.
- Modifications have included: more specific ExamSoft question tags, improved remediation delivery logistics, better student preparations for meetings, and better individualized student plans.
- Faculty are currently considering a proposal to remediate fall courses after the fall semester concludes.

Conclusions

- Pharmacy faculty crafted a new curriculum aimed to produce graduates who are practice- and team-ready, specifically with competency-based course requirements.
- The remediation process is designed for students to be successful in achieving course competencies.
- Although the remediation process appears to be meeting the intended goals, the school will continue to gather and analyze data. Further remediation process modifications are anticipated.