University of Minnesota College of Pharmacy Educational Philosophy

The University Of Minnesota College Of Pharmacy is recognized as one of the outstanding pharmacy education and research institutions in the world. The professional program is supported by the expertise of five departments and innovation of centers of excellence in diverse areas of pharmacy such as drug discovery and development, geriatrics, pharmacy management and economics, pharmaceutical care and leadership.

Why we teach...

Our role as educators is to prepare student pharmacists for lives of significance and responsibility. We teach to help our students discover, explore, and eventually assume their identities as contemporary pharmacists. We facilitate their personal, civic, and professional growth leading to their emergence as ethical, self-directed learners. We serve as role models to mentor them in their professional journey.

Who we teach...

Our student pharmacists enter with high expectations of self and the profession. Through a competitive admissions process they have exhibited great potential and distinguished themselves as the best among the best. They have demonstrated through their prior educational and life experiences a distinct competence in the following general abilities. We anticipate they will continue to develop these abilities in the context and obligation of a health care professional during the professional curriculum.

Critical Thinking: solve complex problems and make informed, rational, responsible decisions

Communication: communicate clearly, accurately, and persuasively

Valuing and Ethical Decision Making: make rational, ethical decisions within a context of personal and professional values

Social and Contextual Awareness: demonstrate sensitivity, tolerance, and cultural competence within a culturally diverse society

Social Responsibility: participate in efforts to help individuals and to improve society

Social Interaction: function effectively in interactions with individuals, within groups, and within organizations

Self-Learning: self-assess learning needs and promote intellectual growth
What our learning environment fosters...

Pharmacy practitioners will be responsible for setting a new standard for medication use in society so that rational, logical, effective, and safe drug therapy is achieved. Our curriculum is designed to achieve the following:

- **Graduate generalist practitioners that are prepared to provide pharmaceutical care.** The generalist practitioner is a clinician who provides continuing, comprehensive, and coordinated pharmaceutical care to patients regardless of age, gender, disease state, or drug treatment. The generalist considers the appropriateness of all aspects of drug therapy and addresses all of the drug therapy problems of each patient with the same standard of care. Care given by a pharmacy generalist is essential to patients in all healthcare settings. The generalist practitioner takes responsibility for the delivery of pharmaceutical care as an integral member of the patient’s interprofessional health care team. The pharmacy generalist utilizes the expertise of specialists for the resolution of specific, complex drug therapy problems while maintaining the ongoing care of the patients.

- **Prepare students to lead the advancement of pharmacy practice.** As a leader, the pharmacist mobilizes self and others in work to overcome adaptive challenges, in order to address societal drug-related needs.

- **Provide pharmacists for Minnesota with a special focus on rural and underserved communities.** The College of Pharmacy at the University of Minnesota uses a “one college-two campus” model to provide Twin Cities and Duluth-based students with the opportunities to make a difference in the lives of patients in both urban and rural areas so to better serve the needs of Minnesotans.

- **Prepare graduates for advanced training in specialty practice, non-patient care roles or research.** The College of Pharmacy at the University of Minnesota has a world renowned research enterprise and post graduate education program that provide students opportunities to explore and develop special expertise and grow as individuals through extra-curricular activities, advanced preparation, and research experiences.

- **Provide graduates who have a strong scientific foundation that prepares them for lifelong learning.** Students are selected with the scientific foundation necessary to grow as a learner in pharmacy. Students learn to make their own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others. This critical reflection grounded in scientific knowledge and applied to real-world problems, creates the transformative into a lifelong learner.
What our graduates can do...

Our aim within the curriculum is to prepare graduates to enter into the health care system to lead change and improve patient outcomes in any setting. The following areas, derived from the IOM and CAPE outcomes, are woven throughout the curriculum and used to measure student success:

1. **Provide patient centered pharmaceutical care.** Graduates use a consistent patient care process to identify, respect, and care about patients’ differences, values, preferences, and expressed needs. They listen to, clearly inform, communicate with, and educate patients. They share decision making and management while continuously advocating for disease prevention, wellness, and promotion of healthy lifestyles.

2. **Work in interprofessional teams.** Graduates learn to cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.

3. **Employ evidence-based practice.** Graduates integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible. The senior paper and seminar provides students the opportunity to actively engage in the generation and/or discovery of evidence in support of best practices.

4. **Apply quality improvement.** Graduates identify errors and hazards in care. They continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs.

5. **Utilize informatics.** Graduates communicate, manage knowledge, mitigate error, and support decision making using information technology.

6. **Manage healthcare systems.** Graduates manage and use resources of the health care system in cooperation with patients, prescribers, and others to promote health and quality of life, to provide and coordinate safe, accurate, and timely medication distribution, and to improve therapeutics outcomes of medication use.

7. **Promote public health.** Graduates promote health improvement, wellness, and disease prevention in cooperation with patients, global and local communities, at-risk populations, and other members of an interprofessional team of health care providers.

8. **Lead health care change.** Graduates are prepared to lead change at a grass-roots level and to grow into positional leaders of the profession and their communities.
How we teach...

As we implement this philosophy and transform our desired outcomes into courses and experiential opportunities, we utilize best educational practices and evidence to guide our continuous improvement of our education approaches. The following guiding principles serve as a compass for creating transformative learning:

- **Practice and didactic experience principle**: we create an appropriate blend of didactic and experiential learning sequenced and woven throughout the curriculum that’s builds on a strong scientific foundation and applied in situations so meaning can be created as students learn to apply knowledge, skills, and attitudes in authentic situations.

- **Assessment principle**: we create opportunities for summative and formative feedback that are robust and timely so that it improves the quality of student performance and helps them grow in their abilities as independent learner. Knowing what students know and don’t know focuses their learning. We seek to assess their existing knowledge and competence and provide them opportunities to reflect on what they have learned.

- **Flexibility principle**: we create learning built around a core of essential elements with ample elective or advanced offerings to allow students to explore research and specialty practice areas of interest while developing as generalist pharmacy practitioners.

- **Interprofessional education principle**: we promote education opportunities that bring student pharmacists together with other professions across the academic health center, both synchronously and asynchronously. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning and helps students develop a better understanding of each other.

- **Technology principle**: we effectively use technology to maximize the delivery and learning potential of our students through the availability of synchronous and asynchronous educational opportunities.

- **Active learning principle**: we use evidence-based learning strategies tailored to the needs of diverse learners that promotes their problem solving and engagement as lifelong learners. Students talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. Our students provide direct delivery of care supported and modeled by exceptional preceptors within healthcare environments.