

College of Pharmacy

UNIVERSITY OF MINNESOTA

General Ability-Based Educational Outcomes

This document is a revised version of the College's 2000 General Ability-Based Educational Outcomes. Revisions include consideration of the 2004 Center for the Advancement of Pharmaceutical Education (CAPE) document and the Accreditation Council for Pharmacy Education (ACPE) Standards and Guidelines (adopted January 2006, effective July 2007). Headings are modified version of the 2004 CAPE headings. It is expected that General Ability-Based Educational Outcomes are incorporated throughout the curriculum as appropriate.

The College of Pharmacy's College Assembly has also approved Professional Practice-Based Educational Outcomes, which are detailed in a separate document.

I. Thinking

Think critically, solve complex problems, and make informed, rational, responsible decisions within scientific, social, cultural, legal, clinical, and ethical contexts.

- A. Identify, retrieve, understand, analyze, synthesize, and evaluate information needed to make informed, rational, ethical decisions.
- B. Solve complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- C. Display habits, attitudes, and values associated with mature critical thinking.

II. Communication

Communicates clearly, accurately, and persuasively with various audiences using a variety of methods and media.

- A. Listen effectively.
- B. Read efficiently for understanding and to support critical thinking.
- C. Effectively communicate in speaking and writing, choosing strategies and media that are appropriate to the purpose of the interaction and to the ideas, values, and background of the audience.

III. Valuing and Ethical Decision Making

Making rational, ethical decisions regarding complex personal, societal, and professional situations within a context of personal and professional values.

- A. Interpret decision making within a context of personal and professional values.
- B. Make and defend rational ethical decisions.

IV. Social and Contextual Awareness

Demonstrate the ability to place health care and professional issues within appropriate historical, cultural, social, economic, scientific, political, ethical, religious, and philosophical frameworks, and demonstrate sensitivity, tolerance, and cultural competence within a culturally diverse society.

- A. Interpret the contextual health care and professional issues in the context of historical, cultural, social, economic, scientific, political, ethical, religious, and philosophical frameworks of thinking.
- B. Demonstrate sensitivity, tolerance, and cultural competence within multicultural interactions and settings.

V. Social Responsibility

Demonstrate an appreciation for and an obligation to participate in efforts to help individuals and to improve society and the health care system.

- A. Demonstrate personal growth through volunteer activities in the community.
- B. Demonstrate leadership abilities in community activities that involve health and human service initiatives focused on individuals or groups.
- C. Advocate improved professional approaches to meet the pharmacy-related needs of society and individual patients.
- D. Promulgate a philosophy of care within health care settings.



VI. Social Interaction

Function effectively in interactions with individuals, within group situations, and within professional organizations and systems.

- A. Evaluate different types of interpersonal behaviors and their roles in effective social interactions.
- B. Demonstrate interaction behaviors that are appropriate for a particular interpersonal situation.
- C. Evaluate the process and outcomes of interpersonal interactions and modify as appropriate.

VII. Self-Learning Abilities

Self-assesses learning needs and design, implement, and evaluate strategies to promote intellectual growth and continued professional competence.

- A. Determine areas of deficiency and/or interest.
- B. Engage in learning activities on an ongoing basis for personal or professional development based on self-determined areas of deficiency and/or interest.
- C. Foster intellectual curiosity as a motivation for lifelong learning.

