

CHSU COLLEGE OF PHARMACY

| Global Learning Outcomes | Program Learning Outcomes |
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| <p>I. Learner Planning learning strategically then undertaking it with diligence. Receiving and reflecting on feedback. Adapting and making changes when necessary.</p> | <p>1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., <i>pharmaceutical, social/behavioral/administrative, and clinical sciences</i>) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and <i>patient-centered care</i>.</p> |
| <p>II. Collaborator Coordinating identities, social processes and human interactions to achieve shared goals in a context of mutual respect (includes negotiation, coordination, escalation, conflict resolution).</p> | <p>3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.</p> <p>3.5. Cultural sensitivity (Includer) - Recognize <i>social determinants of health</i> to diminish disparities and inequities in access to quality care.</p> <p>4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.</p> |
| <p>III. Reflector Examining and assessing one's own performance and intellectual and emotional state of mind.</p> | <p>4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.</p> |
| <p>IV. Professionalism Seeking collaboration with patients, society, one's disciplinary colleagues, and other professionals through trust and shared accountability. Demonstrating humanistic behavior, including openness, respect, compassion, probity, honesty, trustworthiness, and integrity that supersedes self-interest; striving to achieve the highest standards of performance through invention, resilience and grit; continuing to learn and grow throughout life</p> | <p>4.3. Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.</p> <p>4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.</p> |
| <p>V. Communicator Oral and written exchange of ideas, sentiments, observations and opinions to achieve mutual understanding and influence.</p> | <p>3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.</p> <p>3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.</p> |
| <p>VI. Decision-Maker Achieving desired results by systematically gathering appropriate data, considering circumstantial factors, and making decisions and plans that meet contextual standards of excellence.</p> | <p>3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.</p> |

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| <p>VII. Practitioner Possessing the range of competencies required to achieve professional licensure.</p> | <p>2.1. Patient-centered care (Caregiver) - Provide <i>patient-centered care</i> as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).</p> |
| | <p>2.2. Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.</p> |
| | <p>2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.</p> |
| | <p>2.4. Population-based care (Provider) - Describe how <i>population-based care</i> influences <i>patient-centered care</i> and influences the development of practice guidelines and evidence-based best practices.</p> |
| | <p>3.3. Patient Advocacy (Advocate) - Assure that patients' best interests are represented.</p> |

College Governance Approvals:
 COP Curriculum Committee 02/20/2019
 COP Faculty 08/22/2019
 COP College Administrative Committee
 Dean, CHSU-COP