

## CAPE Domain 1 – Foundational Knowledge

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### PITTPharmacy 1. Learner

The student will:

- develop, integrate, and apply the breadth and depth of foundational knowledge and skills<sup>1</sup> needed to advance population health and patient-centered care.
- use critical thinking skills to:
  - retrieve and evaluate the scientific literature in order to make appropriate decisions.
  - identify, solve, and prevent therapeutic problems in order to advance population health and patient-centered care.

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#### CAPE Learner (Learner)

Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

##### Example Learning Objectives\*

- 1.1.1. Develop and demonstrate depth and breadth of knowledge in pharmaceutical, social/behavioral/administrative, and clinical sciences.
- 1.1.2. Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.
- 1.1.3. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations.
- 1.1.4. Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.
- 1.1.5. Critically analyze scientific literature related to drugs and disease to enhance clinical decision making.
- 1.1.6. Identify and critically analyze emerging theories, information, and technologies that may impact patient-centered and population-based care.

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## CAPE Domain 2 – Essentials for Practice and Care

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### PITTPharmacy 2. Patient Assessor

The student will:

- gather and interpret pertinent information from direct patient assessment, other caregivers, and from the medical record that includes, but is not limited to, data related to:
  - history and physical examination;
  - review of systems;
  - psychosocial, behavioral, cultural, and economic status;
  - laboratory and other diagnostics tests;
  - documented medication history; and
  - interprofessional progress notes.
- utilize organized interview skills, patient appropriate language, and active listening skills to perform the following patient assessments:
  - a medication history;
  - review of systems; and
  - selected elements of a physical examination.
- interpret the data to assess health status and create and take ownership of a prioritized drug-related problem list that can be shared and discussed with other healthcare professionals to be used in creating a treatment plan.

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#### CAPE 2.1.a Patient-centered care (Caregiver)

Provide patient-centered care as the medication expert (collect and interpret evidence,...).

##### Example Learning Objectives\*

- 2.1.1. Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records and patient/family interviews.
- 2.1.2. Interpret evidence and patient data.

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## CAPE Domain 2 – Essentials for Practice and Care

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### PITTPharmacy 3. Caregiver

The student will:

- formulate evidence-based care plans, including patient-specific use of appropriate prescription and non-prescription medications, alternative and complementary therapies, and non-drug therapies. The patient-centered care plan should maximize therapeutic benefit, minimize toxicity and cost, prevent or resolve drug-related problems, and include health goals, educational information, and lifestyle changes intended to promote health and wellness, prevent disease, or minimize disease progression.
- in an effective manner, communicate the plan to the patient and other healthcare providers, justify the care plan, establish a mechanism for follow-up, document the care plan, and document the impact and value of the services provided.
- evaluate the success of the care plan, monitor the patient's progress in meeting the goals of therapy, and modify the care plan, as needed, to address therapeutic efficacy, safety, adherence, and access issues.
- contribute as a productive member of an interprofessional team by demonstrating mutual respect, understanding, and values to meet patient care needs.

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#### CAPE 2.1.b Patient-centered care (Caregiver)

Provide *patient-centered care* as the medication expert (... , prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

##### Example Learning Objectives\*

- 2.1.3. Prioritize patient needs.
- 2.1.4. Formulate evidence based care plans, assessments, and recommendations.
- 2.1.5. Implement patient care plans.
- 2.1.6. Monitor the patient and adjust care plan as needed.
- 2.1.7. Document patient care related activities.

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## CAPE Domain 2 – Essentials for Practice and Care

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### PITTPharmacy 4. Manager and Leader

The student will:

- work collaboratively with pharmacists and other healthcare professionals, as well as with administrative, supportive, and technical personnel.
- demonstrate formal and informal leadership by taking responsibility for creating and achieving shared goals, regardless of position.
- identify and use human, physical, economic, informational, and technological resources to manage the medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation), while assuring safety, efficacy, and efficiency.
- apply principles and processes for budgeting and financing, as well as the methods for quality assurance and improvement, human resource development, program marketing, and management policy development.

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#### CAPE 2.2.a 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.

##### Example Learning Objectives\*

- 2.2.1. Compare and contrast the components of typical medication use systems in different pharmacy practice settings.
- 2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).
- 2.2.3. Utilize technology to optimize the medication use system.
- 2.2.4. Identify and utilize human, financial, and physical resources to optimize the medication use system.
- 2.2.5. Manage healthcare needs of patients during transitions of care.
- 2.2.6. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.
- 2.2.7. Utilize continuous quality improvement techniques in the medication use process.

#### CAPE 4.2. Leadership (Leader)

Demonstrate responsibility for creating and achieving shared goals, regardless of position.

##### Example Learning Objectives\*

- 4.2.1. Identify characteristics that reflect leadership versus management.
- 4.2.2. Identify the history (e.g., successes and challenges) of a team before implementing changes.
- 4.2.3. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork.
- 4.2.4. Persuasively communicate goals to the team to help build consensus.
- 4.2.5. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.
- 4.3.6. Conduct a risk-benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity.

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## CAPE Domain 2 – Essentials for Practice and Care

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### PITTPharmacy 5. Health Promoter and Provider

The student will:

- interpret population-specific data to assess the health needs of a community, population, or individual.
- demonstrate knowledge of national and international public health priorities;
- develop and implement evidence-based wellness, disease prevention, and treatment initiatives to advance public health.
- adapt care plans and practice to meet the needs of a diverse group of patients and patient populations to diminish disparities and inequities in access to quality care.
- promote disease prevention and management across a continuum of care.
- contribute to the development of local, national and international public health agendas and long-range planning.

The student will work with patients, communities, at-risk populations, and other members of the interprofessional health care team to design and participate in initiatives to address social determinants of health and identify and resolve public health problems, including health disparities.

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#### CAPE 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.

##### Example Learning Objectives\*

- 2.3.1. Describe systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations.
- 2.3.2. Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.
- 2.3.3. Participate with interprofessional healthcare team members in the management of, and health promotion for, all patients.
- 2.3.4. Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.

#### CAPE 2.4. Population-based care (Provider)

Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

##### Example Learning Objectives\*

- 2.4.1. Assess the healthcare status and needs of a targeted patient population.
- 2.4.2. Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population.
- 2.4.3. Participate in population health management by evaluating and adjusting interventions to maximize health.

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## CAPE Domain 2 – Essentials for Practice and Care

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### PITTPharmacy 6. Preparer and Dispenser

The student will:

- prepare, compound, and dispense medications consistent with specific patient needs and in compliance with local policy, state and federal laws, recommendations of regulatory agencies, and best practices.
- accurately interpret prescriptions/orders and select appropriate dosage forms, routes, and methods of administration.
- use appropriate calculations and techniques to prepare, compound, package, label, and dispense prescriptions to assure product quality and patient safety.
- identify technological and physical resources required to ensure safe and effective product preparation, compounding, dispensing, administration, and monitoring in diverse pharmacy practice models.
- appropriately administer medications when appropriate.
- engage the interprofessional team to inform decisions surrounding medication efficacy and safety in product preparation, compounding, dispensing, and administration.

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#### CAPE 2.2.b Medication use systems management (Manager)

Manage patient healthcare needs using ... technological and physical resources to optimize the safety and efficacy of medication use systems.

##### Example Learning Objectives\*

- 2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system (i.e., ... dispensing and administration...).
- 2.2.6. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.

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## CAPE Domain 3 – Approach to Practice and Care

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### PITTPharmacy 7. Problem Solver

The student will:

- identify problems.
- explore and prioritize potential strategies.
- design, implement, and evaluate a viable solution.

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#### CAPE 3.1. Problem Solving (Problem Solver)

Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

##### Example Learning Objectives\*

- 3.1.1. Identify and define the primary problem.
- 3.1.2. Define goals and alternative goals.
- 3.1.3. Explore multiple solutions by organizing, prioritizing, and defending each possible solution.
- 3.1.4. Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.
- 3.1.5. Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.
- 3.1.6. Reflect on the solution implemented and its effects to improve future performance.

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## CAPE Domain 3 – Approach to Practice and Care

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### PITTPharmacy 8. Educator and Communicator

The student will:

- effectively interact verbally and non-verbally with individuals, groups, teams, and organizations.
- determine the most effective and enduring ways to impart information to collaborate with and educate patients, caregivers, healthcare professionals and the community about drug therapy and health issues.
- communicate effectively, orally and in writing, by articulating knowledge and recommendations with empathy, confidence, clarity, and respect.
- assess the understanding of oral and written communications and adjust the messages accordingly in order to assure the effectiveness of communication.

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#### CAPE 3.2. Educator (Educator)

Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

##### Example Learning Objectives\*

- 3.2.1. Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).
- 3.2.2. Select the most effective techniques/strategies to achieve learning objectives.
- 3.2.3. Demonstrate the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.
- 3.2.4. Ensure instructional content contains the most current information relevant for the intended audience.
- 3.2.5. Adapt instruction and deliver to the intended audience.
- 3.2.6. Assess audience comprehension.

#### CAPE 3.6. Communication (Communicator)

Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

##### Example Learning Objectives\*

- 3.6.1. Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.
- 3.6.2. Actively listen and ask appropriate open and closed-ended questions to gather information.
- 3.6.3. Use available technology and other media to assist with communication as appropriate.
- 3.6.4. Use effective interpersonal skills to establish rapport and build trusting relationships.
- 3.6.5. Communicate assertively, persuasively, confidently, and clearly.
- 3.6.6. Demonstrate empathy when interacting with others.
- 3.6.7. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.
- 3.6.8. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).
- 3.6.9. Document patient care activities clearly, concisely, and accurately using appropriate medical terminology.

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## CAPE Domain 3 – Approach to Practice and Care

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### PITTPharmacy 9. Professional and Advocate

The student will:

- take responsibility for health outcomes and make rational and ethical decisions that represent the best interest of the patient and the community.
- respect and actively engage the patient, the community, and other health professionals.
- demonstrate sensitivity to cultural and societal diversity.
- exhibit behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society by carrying out duties in accordance with legal, ethical, social, economic, and professional guidelines, as well as respect the privacy and confidentiality of health information.

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#### CAPE 3.3. Patient Advocacy (Advocate)

Assure that patients' best interests are represented.

Example Learning Objectives\*

- 3.3.1. Empower patients to take responsibility for, and control of, their health.
- 3.3.2. Assist patients in navigating the complex healthcare system.
- 3.3.3. Ensure patients obtain the resources and care required in an efficient and cost-effective manner (e.g., triage to social and/or other healthcare services).

#### CAPE 3.5. Cultural sensitivity (Includer)

Recognize social determinants of health to diminish disparities and inequities in access to quality care.

Example Learning Objectives\*

- 3.5.1. Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).
- 3.5.2. Demonstrate an attitude that is respectful of different cultures.
- 3.5.3. Assess a patient's health literacy and modify communication strategies to meet the patient's needs.
- 3.5.4. Safely and appropriately incorporate patients' cultural beliefs and practices into health and wellness care plans.

#### CAPE 4.4. Professionalism (Professional)

Exhibit behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society.

Example Learning Objectives\*

- 4.4.1. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
- 4.4.2. Display preparation, initiative, and accountability consistent with a commitment to excellence.
- 4.4.3. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
- 4.4.4. Recognize that one's professionalism is constantly evaluated by others.
- 4.4.5. Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.

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## CAPE Domain 3 – Approach to Practice and Care

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### PITTPharmacy 10. Collaborator

The student will:

- demonstrate a commitment to professional involvement, community service, and leadership by developing and achieving shared goals.
- collaborate as an integral part of an interprofessional team, inclusive of patients, caregivers, colleagues, health professionals and members of the community to make patient-centered pharmacotherapy decisions and care plans; prevent, identify, and resolve drug-related problems; and promote patient-centered and population-based health.
- actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

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#### CAPE 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.

##### Example Learning Objectives\*

- 3.4.1. Establish a climate of shared values and mutual respect necessary to meet patient care needs.
- 3.4.2. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.
- 3.4.3. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.
- 3.4.4. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.

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## CAPE Domain 4 – Personal and Professional Development

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### PITTPharmacy 11. Life-Long Learner and Innovator

The student will be a life-long learner who is able to examine and reflect on foundational knowledge and skills<sup>1</sup> that can enhance or limit personal or professional growth. The student will:

- demonstrate the ability to set personal and professional goals and priorities, effectively plan and manage time, and organize work.
- formulate a learning plan, locate and interpret credible resources, and assess progress toward meeting goals for professional improvement.
- identify and analyze emerging issues, products, and services that may affect public health policy, patient-centered and population-based therapeutic outcomes, medication use systems, and pharmacy benefits.
- develop new ideas and approaches to improve quality or overcome barriers to advance the profession.

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#### CAPE 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.

##### Example Learning Objectives\*

- 4.1.1. Use metacognition to regulate one's own thinking and learning.
- 4.1.2. Maintain motivation, attention, and interest (e.g., habits of mind) during learning and work-related activities.
- 4.1.3. Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.
- 4.1.4. Approach tasks with a desire to learn.
- 4.1.5. Demonstrate persistence and flexibility in all situations; engaging in help seeking behavior when appropriate.
- 4.1.6. Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.
- 4.1.7. Use constructive coping strategies to manage stress.
- 4.1.8. Seek personal, professional, or academic support to address personal limitations.
- 4.1.9. Display positive self-esteem and confidence when working with others.

#### CAPE 4.3. Innovation and Entrepreneurship (Innovator)

Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

##### Example Learning Objectives\*

- 4.3.1. Demonstrate initiative when confronted with challenges.
- 4.3.2. Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.
- 4.3.3. Demonstrate creative decision making when confronted with novel problems or challenges.
- 4.3.4. Assess personal strengths and weaknesses in entrepreneurial skills
- 4.3.5. Apply entrepreneurial skills within a simulated entrepreneurial activity.

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