The Thomas J. Long School of Pharmacy and Health Sciences was the first school in the state of California to offer a three-year accelerated pharmacy program. The school’s mission is to provide excellent student-centered learning in order to prepare students for success in the field of health sciences. The program needed an engaging and informative tool to keep their pharmacy students learning while outside of the classroom setting. Students were lacking access to useful and exciting content to enhance their experiential learning on their own time.

Dr. Kate O’Dell, Director of Experiential Programs, set out to find an adaptable system with her students as priority.

The University of the Pacific decided to implement COREreadiness, a learning management system hosting over 700 digital short-courses and co-curricular activities. Dr. O’Dell states, “We utilize the COREreadiness integration with
CASE STUDY

“Students find COREreadiness to be straightforward and easy-to-use. They also find the activities to be helpful and informative.”

— Dr. Kate O’Dell
Director of Experiential Programs

CORE ELMS. Our students are provided with access to COREreadiness through CORE ELMS by a seamless single sign-on process. We input the IPPE Inpatient and IPPE Outpatient Learning Path codes directly into the ELMS system.

Faculty primarily use COREreadiness in the IPPE Inpatient and IPPE Outpatient courses. Dr. O’Dell states, “As part of the course curriculum in our IPPEs, our students are required to do eight hours of didactic work. For a portion of those eight hours of simulation and didactic curriculum, I assign COREreadiness short courses. For example, in the IPPE Inpatient course, I assign the Lantus Administration course, the Lovenox Administration course, and the Drug Information Resources course. This provides students with additional learning they can access on their own time.

The use of COREreadiness is expanding throughout the pharmacy program. Originally, COREreadiness was utilized in just the IPPE Inpatient course. Last year, the program decided to expand and utilize the system for their IPPE Outpatient course, as well. As a next step, Dr. O’Dell shares that they will also start utilizing the content hosting aspect of COREreadiness to further streamline learning.

COREreadiness is a required component of the curriculum for students in their P1 and P2 years. Considering the success the school is having with the system thus far, they would like to start requiring P3 students to access COREreadiness in the coming year.

THE RESULTS

The results of using COREreadiness coincide with the school’s overall goal – student satisfaction. Dr. O’Dell shares that a survey was conducted to analyze student feedback on the system. Results showed that “students like the flexibility and accessibility of the content. Students find COREreadiness to be straightforward and easy-to-use. They also find the activities to be helpful and informative.”