

Sample Learning Progression 1

	<div>Curricular Aim:</div> <p>The student should be able to apply marketing principles to effectively market a pharmacy or pharmaceutical care service.</p>	
Building Block #1	Assess demand (among patients, providers, and payers) and competition, and identify a viable market within a target location.	Measurability: Selected-Response and/or Constructed Response exam to determine if student has knowledge to be able to perform the task of assessing demand and competition and identifying a viable market. Exam results allow intern and preceptor to know what needs to be reviewed.
Building Block #2	Develop strategies to address marketing needs (products/services, price, promotion, place, personnel).	Measurability: Have student develop a Marketing Plan (Performance Assessment) including a form for documenting services and outcomes. The Marketing Plan allows the preceptor to know if they need to review further concepts with the student. Feedback from preceptor allows intern to know if they are on the right "development" track or if the service needs to be rethought.
Building Block #3	Document services and outcomes to enhance marketing and reimbursement.	Measurability: Have student develop a Marketing Plan (Performance Assessment) including a form for documenting services and outcomes. The documentation form allows the preceptor to know if they need to review further concepts with the student. Feedback from the preceptor allows intern to know if they are on the right "development" track or if the documentation forms for the service need to be redesigned.
Building Block #4	Develop direct-selling skills for approaching patients, providers, and payers to engage in medication therapy management or pharmaceutical care services.	Measurability: Have student develop marketing materials to market service (Performance Assessment) and make a presentation to employees discussing ways to successfully "sell" the service. Peer feedback (from other pharmacists and from technicians) with regards to the marketing materials and the implementation plan allows the student to look at it from another person's point of view.

Sample Learning Progression 2

Building Block	Measurability
First: Students can describe where in the cell DNA and mRNA are store, and where protein synthesis occurs.	If given a diagram of the cell, students can identify the organelles where these molecules are stored.
Second: Students can identify the major structural components of the DNA molecule and can explain that the role of DNA is code for proteins that determine traits in an organism.	<p>If given a strand of DNA, students can write out the sequence of the complimentary strand.</p> <p>**How do I measure if students understand that proteins determine the traits of an organism?**</p>
Third: Students can describe the process of protein synthesis in terms of what happens in transcription and translation. They can use a DNA sequence to predict the amino acid sequence it codes for.	<p>If given a strand of DNA, students can write out the mRNA sequence and the amino acid sequence.</p> <p>**How do I determine whether the students truly understand what happens in each step and aren't just going through the motions?**</p>
Fourth: Students can identify different types mutations and the affects such mutations have on the amino acid sequence.	<p>Given a DNA sequence without a mutation and the same sequence with a mutation, students can identify which mutation occurred.</p> <p>Given a DNA sequence without a mutation and the same sequence with a mutation, students can identify which amino acids changed and how many changed.</p>