

# CASE STUDY

## University of the Pacific School of Pharmacy Implements COREreadiness

University of the Pacific's Thomas J. Long School of Pharmacy implements COREreadiness to provide students with flexible, convenient, and easily-accessible learning.

UNIVERSITY OF THE  
**PACIFIC**  
Thomas J. Long School of  
Pharmacy and Health Sciences



**Dr. Kate O'Dell**  
Director of Experiential Programs

### THE CHALLENGE

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 SOLUTION

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

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CORE ELMS. Our students are provided with access to CORE readiness 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 CORE readiness 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 CORE readiness 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 CORE readiness is expanding throughout the pharmacy program. Originally, CORE readiness 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 CORE readiness to further streamline learning.

CORE readiness 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 CORE readiness in the coming year.

## THE RESULTS

The results of using CORE readiness 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 CORE readiness to be straightforward and easy-to-use. They also find the activities to be helpful and informative.”