



Pharmacy Curricular Innovation Panel

May 17, 2016

1:00 – 3:00 pm

HUB 334

Featuring presentations and a panel discussion from honored guests from 4 top-tier research and teaching institutions, who will summarize their pharmacy curricular model (including early-experiential, block design, 3-year integrated, and "traditional" approaches), selection rationale, outcomes, and key insights

1:00 – 1:05	Introduction (<i>coffee, tea, cookies provided</i>)	Peggy Odegard
1:05 – 1:20	<i>University of California, San Francisco (UCSF) School of Pharmacy</i>	Tina Brock
1:20 – 1:35	<i>University of North Carolina at Chapel Hill (UNC) Eschelman School of Pharmacy</i>	Scott Singleton
1:35 – 1:50	<i>Pacific University School of Pharmacy</i>	Susan Stein
1:50 – 2:05	<i>University of Michigan (U-M) College of Pharmacy</i>	Gundy Sweet
2:05 – 3:00	Panel Discussion	moderated by Shelly Gray & Jen Danielson



Tina Penick Brock, MS, EdD

Associate Dean, Global Health & Educational Innovations, and Professor of Clinical Pharmacy, UCSF School of Pharmacy

Tina collaborates with educators in the Schools of Dentistry, Medicine, Nursing, Pharmacy and the Department of Physical Therapy—exploring interprofessional curriculum development, implementation, and evaluation. She has experience in variety of pharmacy fields—community, hospital, industry, professional association, nongovernmental organization, and academia, and is passionate about global health workforce capacity building, systems strengthening, curriculum development, technology-enhanced learning, and leadership development. She holds a BA in German, BS in pharmacy, and MS in pharmaceutical marketing from the University of Mississippi, and an EdD from the University of North Carolina at Chapel Hill.

The **UCSF School of Pharmacy** began its curriculum design process in June 2014 in collaboration with the School of Medicine, who received a grant from the American Medical Association to accelerate change in interprofessional curricula. Key features of the 12-quarter/3 year PharmD curriculum are an inquiry-based agenda centered around six domains of science associated with improved health and health care. The development and implementation phase of the project is currently underway, including building out the co-curricular elements of recruitment/admissions, the student experience, and assessment/evaluation, and is set to launch in Summer 2018.



Scott Singleton, PhD

Associate Professor and Vice Chair, Division of Chemical Biology and Medicinal Chemistry, and Executive Director of the Academy, UNC Eschelman School of Pharmacy
Associate Professor, Department of Biochemistry and Biophysics, UNC School of Medicine

Scott is helping to foster a culture wherein educational innovation and excellence are nurtured and rewarded throughout his school by leading the Academy for Pharmacy Teaching and Learning Excellence. Since mid-2012, Scott has also co-lead the Curriculum Transformation Steering Committee that is working to transform how professional pharmacists are educated and to better position students to meet the health care needs of society. He is also an award-winning teacher of organic chemistry and medicinal chemistry, has served as director of graduate studies for programs in pharmaceutical sciences, and co-founded Synereca Pharmaceuticals, Inc. He holds a BA in chemistry and biology from Trinity University in San Antonio, Texas, and a PhD in organic chemistry from the California Institute of Technology.

The **UNC Eschelman School of Pharmacy** is currently transforming its curriculum, and the new curriculum launched in August, 2015. The new 4-year PharmD program emphasizes experiential learning throughout: students spend 6 months in pharmacy practice experiences prior to the 4th year, which is fully experiential. The didactic elements of the curriculum were completely redesigned to emphasize learning outcomes that complement patient care experience through active learning and pedagogies of engagement. A third key element of the new curriculum focuses on advanced inquiry, including innovation, complex problem-solving, and scholarship.



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Susan Stein, BS Pharm, MS, DHEd

Associate Dean, College of the Health Professions, and

Professor, Pacific University School of Pharmacy

Director, Pacific Program of Interprofessional Practice, Education, & Research (PIPER)

Susan facilitates interprofessional education, faculty development, and administration at the College of Health Professions, which includes 8 health professions schools. Previously, she was the Dean and Professor at Pacific University

School of Pharmacy. In her clinical career, she has worked as a pharmacist in community, hospital, anticoagulation, drug information, research pharmacy, long-term care and relief pharmacy. Her experience in academia includes faculty teaching and training, student teaching, experiential education, management and administration, and her interests include education and faculty teaching development, management training, compounding and sterile products, pharmacy law, and patient safety. She holds a DHEd from A.T. Still University, a MS in pharmaceutical sciences from the University of Wisconsin, and a BS in pharmacy from the University of Wisconsin.

The **Pacific University School of Pharmacy** is one of the 3-year programs in a sea of 4-year pharmacy programs. The innovative curriculum is a competency-based format delivered in a modified block design. Intentionally directing students to focus on one major topic at a time promotes topic mastery while integrating concepts in a purposeful and sequential manner. Additionally, the competency-based assessments have no “letter grades,” but rather a pass/no-pass format, which encourages teamwork and collaboration.



Gundy Sweet, PharmD, FASHP

Director of Curriculum Assessment and Clinical Professor of Pharmacy,

University of Michigan College of Pharmacy

Clinical Pharmacist, University of Michigan Health System

Gundy serves as chair of the curriculum committee at the University of Michigan (U-M) College of Pharmacy, and serves on the executive and curriculum committees for the U-M Center for Interprofessional Education. Her clinical practice is in

the area of formulary management and medication use policy at the University of Michigan Health System. She holds a PharmD from the University of the Pacific, and completed a clinical pharmacy residency at the VA Hospital in San Diego, California, and an advanced residency in drug information at the University of Michigan.

The **University of Michigan College of Pharmacy** underwent a major curriculum revision in 2010. The curricular goals were to preserve a strong foundation in the basic and clinical sciences, expand opportunities to advance critical thinking skills, and help students develop the skills and desire to become self-directed, life-long learners. Horizontal and vertical integration of didactic and experiential learning allows for reinforcement and building of curricular content. A major pedagogical shift that incorporates active learning, with team-based learning in particular, allows for increased opportunities for application of knowledge.