

CRITICAL ISSUE 1: How do we ensure our curricula advance our mission and vision, address and adapt to evolving health care needs of patients in society, and enable our graduates to be competitive?

Key Facts:

In Fall 2015 we will meet the following enrollment targets:

- PharmD Program: 390
- MS Program in Pharmaceutical Sciences 20 (?)
- PhD Program in Pharmaceutical Sciences: 15 (?)

In 2015 the following degrees were awarded:

- BHS with concentration in Pharmaceutical Sciences: 46
- PharmD: 96
- MS: 2
- PhD: 0

SD1.1 Transform the curricula to ensure they are contemporary, relevant, and financially sound.

Objective	Target Completion Date	Status
Obj 1.1.1 Complete a feasibility analysis to offer a BS in the area of healthcare science as a standalone curriculum	2015	No progress
Obj 1.1.2 Complete a feasibility analysis to offer a degree of BS in the area of pharmaceutical sciences as a milestone on the way to the PharmD degree	2014	Completed
Obj 1.1.3 Complete a feasibility analysis of offering a degree of BS in the area of pharmaceutical sciences	2014	In progress
Obj 1.1.4 Complete a feasibility analysis of offering an MS degree in the Department of Pharmacy Practice	2014	Completed
Obj 1.1.5 Conduct a graduate curricular map and implement strategies to ensure that the graduate program is innovative, contemporary, and meets the needs of the marketplace	2015	Completed
Obj 1.1.6 complete a feasibility analysis of requiring for admission into the PharmD program a Bachelor of Science degree.	2016	No progress

Comment regarding Obj 1.1.2:

This is the second year this degree has been awarded to Doctor of Pharmacy students with 46 students receiving the degree while in the PharmD program. A total of 138 students have received this degree in the past 2 years.

SD1.2 Identify and implement innovative practice and educational methods into our curricula.

Objective	Target Completion Date	Status
Obj 1.2.1 Establish benchmarks to ensure we are meeting current and future practice needs of the marketplace	2014	Completed
Obj 1.2.2 Develop and implement a plan that incorporates an innovative and student-centered educational curriculum.	2015	Completed
Obj 1.2.3 Explore and create classroom layouts and spaces to accommodate and facilitate planned changes in teaching and learning methodologies	2015	Completed
Obj 1.2.4 Develop and implement a hands-on skills assessment to be administered to P3 students prior to entry to APPE's in order to enhance student summative and curricular assessment	2017	In progress

Comment:

All of the objectives have either been met or specific plans are in place to meet the objective within the context of the renewed curriculum approved at the Faculty of Pharmacy Meeting on January 28, 2015. This renewed curriculum addresses the CAPE Outcomes 2013 and the ACPE Standards 2016. Part of the curricular philosophy requires the inclusion of active learning in all courses with a minimum average of 10-15 minutes/hour of contact time in the classroom. The Pharmacotherapeutic Problem Solving Course sequence has been increased by 3 credit hours and a capstone course added. The first year students will be admitted into this curriculum will be Fall 2016.

The conversion of Rm 4545 to a Team Based Learning Classroom began in May 2015 with the goal of having this classroom available for use by F 2015.

The renewed curriculum has a required capstone course in the Winter Semester of the P3 year. This course will provide a venue for pre-APPE skills assessments to be performed that will be designed to test APPE readiness. The first semester this will be taught will be WTR 2019.

SD1.3 Foster an environment that encourages innovative teaching practices, educational programs, and inter-professional activities.

Objective	Target Completion Date	Status
Obj 1.3.1 Implement strategies that contribute to a culture that values and encourages innovations that improve teaching and learning	2018	In progress
Obj 1.3.2 Develop the infrastructure to support, encourage, and disseminate innovations that improve teaching and learning.	2016	In progress

Obj 1.3.3 Create a faculty development plan that enables faculty to adopt innovative pedagogy and teaching methods	2014	In progress
Obj 1.3.4 Expand and formalize interprofessional education to improve skills in the area of interprofessional healthcare delivery.	2016	In progress

Comment:

The Pharmacotherapeutic Problem Solving Sequence has been implemented as a separate course threading through the second and third year of the current curriculum. Faculty development has been completed to improve facilitation skills for all faculty who have participated in the course and is ongoing for faculty who will be facilitating each semester. This has been completed through videos and in person role playing and discussion. All faculty who write cases for the courses are provided with training and feedback and guidance throughout the process.

A team-based learning workshop sequence was provided during the summer of 2015. This sequence included active learning and workshops for faculty to get feedback and practice skills of team based learning session development and facilitation. Along with this process, faculty created consensus around a systematic approach to delivering team-based learning.

Inter professional education has increased in the Doctor of Pharmacy Program starting in the P2 year with inter professional team visits (IPTV) which are repeated in the P3 year. In the Hospital-IPPE an activity with M3 students in a patient safety day; continuation/expansion is being considered. This past year a pilot program with the University of Detroit Mercy PA Program was started with P4 students and PA students. One day they are at the pharmacy site participating together in assisting patients with OTC selection, MTM, and prescription processing-the other day they are at clinic where the PA is rotating and jointly providing care.

