

**UCSF School of Pharmacy**  
**Bridges Pharmacy**  
**2015 Design Phase Progress Full Report and Proposal**

### **Summary**

The UCSF School of Pharmacy (SOP) Bridges Pharmacy curriculum project has made progress on a number of fronts while focusing on the targets and adhering to the principles proposed by the faculty in June 2014. The curricular blueprint endorsed in June 2015 has been refined by the Core Science & Practice of Therapeutics Work Group (Core WG) to include a proposed integrated block structure for the core didactic curriculum. The Frontiers in Science & Practice of Therapeutics Work Group (Frontiers WG) launched a pilot of its Seminar in Emerging Science in Fall 2015 to great success. The Experiential Science & Practice Working Group (Experiential WG) has designed a set of early interprofessional clerkships with the School of Medicine (SOM) that will be implemented in Winter 2016. During the initial Design Phase of Bridges Pharmacy, the Design, Resource, Integration, Visioning, Execution (DRIVE) team coordinated among the groups, secured and stewarded funding for the process, implemented a website and newsletter, established on-going relationships with peer schools of pharmacy undergoing curricular transformation, and spoken in local, national, and international arenas about this work. Next steps will involve a transition from the design phase to the development phase.

### **Detailed Report Sections**

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### **Refinements to the Curricular Blueprint**

Following a presentation at the School of Pharmacy Full Faculty Meeting on June 4, 2015, the faculty voted to endorse a high-level blueprint for the Bridges Pharmacy curriculum. This blueprint has been further refined and the current version is reflected in [Figure 1](#) with key comparisons to the current (“Pathways”) curriculum summarized in [Table 1](#).

Key characteristics include:

- Late July/early August (Summer Block II) **start** with an **Orientation and Welcome Block**. This block will serve to give students the foundational knowledge and skills necessary for the systems-based blocks, as well as to prepare them for early immersion in a variety of experiential activities.
- Calendar alignment with the SOM **Welcome** and **Inquiry Immersion blocks**. Interprofessional education is at the core of the Bridges curricula at UCSF. The block design will expand opportunities for interprofessional education through schedule alignment.
- Organization of the **Core didactic curriculum** around **seven systems blocks** of **approximately 8-week intervals**. As delineated in the Core WG Report, below, a block design requires integration across multiple scientific disciplines while demonstrating to students the relevance of each to addressing healthcare problems.
- Placement of **Synthesis Weeks** at the conclusion of most blocks to allow for purposeful integration of material within and between blocks. A potential drawback of a block-style curriculum is the tendency to leave behind material covered in prior blocks. Synthesis Weeks will be designed specifically to integrate material between blocks, to provide multidisciplinary perspectives on capstone cases, and accommodate integrative, comprehensive student assessments.

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- **Frontiers in Science and Practice of Therapeutics Seminar** running throughout the first and second year. This seminar series provides students with perspectives on cutting-edge science and practice in therapeutics at UCSF and beyond. It incorporates each of the six UCSF domains of science linked to improved health care, introduces students to diverse career paths in pharmacy, and, ideally, provides inspiration for students' Depth Projects.
- **Early Experiential** activities running throughout the first and second year, including joint **Clinical Microsystems Clerkships** with SOM and an **Early Experiential Block** during the summer of the second year. The Early Experiential block will provide students with opportunities for Early Experiential training at a future Advanced Experiential site, allowing them to "hit the ground running" at the end of their didactic training. Alternatively, students can select other high-value extracurricular experiences (e.g., specialty internships or other programs) as "externships" to explore additional career options.
- **Depth Project** beginning in second year and continuing until graduation. The Depth Project introduces students to the skills of developing background knowledge in a focused area, leading to the design and execution of an implementation project (research project, quality improvement project, educational initiative, etc.). Students will begin Phase I of their Depth Projects in the summer of their second year, with selection of a mentor and project as well as completion of a comprehensive, written literature review in the topic area. When this is completed, students will design and implement their Phase II implementation project, with presentation of the results shortly before graduation. Students requiring additional focused time to work on their Phase II projects may elect to use up to 2 blocks of Advanced Experiential time towards completion of their Depth Projects.
- **Advanced Experiential (AE)** training begins during Spring Block II of the second year. Students will complete a minimum of 6 Advanced Pharmacy Practice Experiences (APPEs) during the 8 AE blocks. A maximum of two AE blocks may be used to pursue further APPEs, to provide more time for Depth Project work, to engage in innovative external experiences that do not qualify as APPEs, to interview for postgraduate training programs, or to pursue other approved professional development activities.
- **Bridges to Enhanced Training.** The vision of the Bridges Pharmacy curricula is that all students will complete additional training beyond their PharmD, either during the course of their pharmacy education at UCSF, or upon graduation. For students who wish to pursue this training prior to graduation (e.g. PhD, Masters, fellowship), transition to these programs would occur at the end of the second professional year. Students would then return to complete their Advanced Experiential curriculum before graduating with the PharmD degree. It is expected that most students will pursue additional training after graduation (residency, fellowship, Masters and/or PhD).

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**Figure 1: Bridges Pharmacy Curricular Blueprint**

Year 1			Year 2			Year 3					
7/3/17			7/2/18	Break		7/1/19	Advanced Experiential	Depth Project			
7/10/17			7/9/18			7/8/19					
7/17/17			7/16/18	Depth Project	EE - Community & Health System IPPEs	7/15/19					
7/24/17			7/23/18			7/22/19					
7/31/17	Welcome Block/Orientation	EE - Onboarding & Training	7/30/18			7/29/19					
8/7/17				8/6/18			8/5/19	Break			
8/14/17				8/13/18	Endocrinology Block	Frontiers & Depth Project	8/12/19				
8/21/17				8/20/18					8/19/19		
8/28/17		8/27/18			8/26/19	Advanced Experiential	Depth Project				
9/4/17	Welcome Block	Frontiers	9/3/18		EE - HS IPPEs			9/2/19			
9/11/17				9/10/18			9/9/19				
9/18/17				9/17/18			9/16/19				
9/25/17				9/24/18			9/23/19				
10/2/17		10/1/18			9/30/19						
10/9/17	Synthesis Week		10/8/18	Synthesis Week		10/7/19	Advanced Experiential	Depth Project			
10/16/17	Break		10/15/18			10/14/19					
10/23/17	Cardiovascular Block	Frontiers	10/22/18	Psychiatry & Neurology Block	Frontiers & Depth Project	10/21/19	Advanced Experiential	Depth Project			
10/30/17						10/29/18				EE - Health System IPPEs	10/28/19
11/6/17						11/5/18					11/4/19
11/13/17						11/12/18					11/11/19
11/20/17		11/19/18			11/18/19	Advanced Experiential	Depth Project				
11/27/17		11/26/18			11/25/19						
12/4/17		12/3/18			12/2/19						
12/11/17	Synthesis Week		12/10/18	Synthesis Week		12/9/19					
12/18/17	Break		12/17/18	Break		12/16/19					
12/25/17	Break		12/24/18	Break		12/23/19	Break				
1/1/18	Inquiry Immersion		12/31/18			12/30/19					
1/8/18	Cardio-respiratory Block	Frontiers	1/7/19	ID & Oncology Block	EE - Health System IPPEs	1/6/20	Advanced Experiential	Depth Project			
1/15/18						1/14/19					1/13/20
1/22/18						1/21/19					1/20/20
1/29/18						1/28/19					1/27/20
2/5/18		2/4/19			2/3/20						
2/12/18		2/11/19			2/10/20						
2/19/18		2/18/19			2/17/20	Advanced Experiential	Depth Project				
2/26/18		2/25/19		Synthesis Week				2/24/20			
3/5/18		3/4/19		Inquiry Immersion		3/2/20					
3/12/18	Synthesis Week		3/11/19			3/9/20					
3/19/18	Break		3/18/19	Break		3/16/20					
3/26/18	Renal & Gastrointestinal Block	Frontiers	3/25/19	Life Cycle Block	Frontiers & Depth Project	3/23/20	Advanced Experiential	Depth Project			
4/2/18						4/1/19				EE - Health System IPPEs	3/30/20
4/9/18						4/8/19					4/6/20
4/16/18						4/15/19					4/13/20
4/23/18		4/22/19			4/20/20						
4/30/18		4/29/19			4/27/20						
5/7/18		5/6/19	PROGRESS EXAMS			5/4/20					
5/14/18		5/13/19	Break			5/11/20	Depth Project Presentations & Licensure Exam Review				
5/21/18		5/20/19			5/18/20						
5/28/18		5/27/19	Advanced Experiential	Depth Project	5/25/20						
6/4/18	Synthesis Week						6/1/20				
6/11/18	PROGRESS EXAMS						6/8/20				
6/18/18	Break						6/15/20				
6/25/18		6/24/19			6/22/20						

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**Table 1: Comparison of Pathways and Bridges Curricula**

<b>Characteristic</b>	<b>Pathways</b>	<b>Bridges</b>
Total Enrolled Quarters	12	12
Didactic Instruction Weeks (including Finals weeks, Synthesis weeks, Progress Exam weeks)	88-98	76
Advanced Experiential Blocks Possible (6 weeks each)	4-8	8
Required Core APPE	4	4
Required Elective APPE	0-4	2
Elective Other Advanced Experiential (APPE or other)	0	1-2
Starting quarter	Fall	Summer Block II P1
Advanced Experiential Start Quarter	Spring Block I P3	Spring Block II P2
Graduation quarter	Winter P4	Spring P3
Aligned activities with School of Medicine	IPE Core Curriculum	IPE Core Curriculum Systems Ground School Inquiry Immersion Clinical Microsystems Clerkships
Focused Projects	Pathway projects	Depth Project
Focused Project minimum time commitment	120-720 hours	>300 hours
Progress Examinations	None	P1 & P2
Course Grading	A-F & P-NP	TBD

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**Core Science & Practice of Therapeutics Work Group Report and Blocked Curriculum Proposal**  
Submitted by Marcus Ferrone, PharmD

In an effort to support the curricular transformation within the UCSF SOP, the Core WG has developed a novel curricular platform that fits seamlessly into the 12-quarter/3-year PharmD program. The committee has chosen the ACPE Standards (2016), the Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes (2013), the North America Pharmacist Licensure Examination (NAPLEX) Competency Statements (2015), California Practice Standards and Jurisprudence Examination (CPJE) Competency Blueprint (2011), and the Multistate Pharmacist Jurisprudence Examination (MPJE) Competency Blueprint (2014) as its guiding principles. These selected principles have also been aligned with the UCSF six domains of science in the design of a blueprint that will foster student mastery in the core competencies of inquiry, discovery, and innovation, that are needed to solve complex problems in health care, generally, and pharmacy, specifically.

The proposed core didactic curriculum is an integrated, system-based modified-block curriculum comprised of three components: (1) system blocks, (2) synthesis weeks, and (3) progress exams.

**System Blocks**

In the traditional systems of pharmacy education, students juggle a number of subjects (sometimes unrelated) and often are forced to prioritize study and learning in order to pass an exam or complete projects for one class at the expense of other courses. Since typical classes meet for one or two hours a day, three or four days a week, continuity and reinforcement of learning are often sacrificed. The time and scheduling constraints of the traditional quarter system require an instructor to rely on faculty-centered, passive, lecture-based modes of education. Faculty teaching the didactic courses often work independently, which results in limited collaboration and suboptimal integration of the information across various courses. Furthermore, the lack of teamwork and collaboration among faculty leads to miscommunication and disagreement with respect to program design and goals for the didactic curriculum.

By contrast, the Core WG has developed and proposes an alternative modality of curricular delivery referred to as the "block" system. The didactic curriculum will be organized into blocks that are framed by organ systems (i.e., cardiovascular, endocrine, etc.) and some subspecialties (e.g., infectious diseases, psychiatry). The individual blocks contain the required didactic elements of the PharmD curriculum (e.g., biomedical sciences, pharmaceutical sciences, clinical sciences, and social/administrative sciences) but promote the integration of content and collaboration by design. Furthermore, block curricular designs have been incorporated in health professional curricula for decades with favorable outcomes.<sup>1-9</sup> The Core WG believes this method of content delivery offers several advantages over a traditional system, namely:

- It provides students with the opportunity to read, hear, talk about, reflect upon, and study a subject area. The allocated time in the classroom offers opportunity for varied class activities, especially active modes of learning. There will be more time for discussions, case presentations, simulations, role-playing, debates, group projects, and other activities that encourage active participation, foster student interest, and increase motivation. Varying activities also accommodate varied learning styles

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and learning rates. Moreover, each activity serves to reinforce knowledge, concepts, and application, which in turn leads to a better depth of understanding.

- Instructional continuity is not sacrificed. Class time, discussions, and activities are not artificially terminated at the end of an arbitrary lecture period or system block. The blocks remain flexible and are dynamic by design allowing for changes in the curriculum as the profession evolves. In addition, important knowledge and fundamental concepts are purposefully integrated into all blocks so that better and timelier reinforcement can occur throughout the curriculum.
- It allows for a student-centered learning environment. Academic institutions consistently rely on lectures as the most efficient means of delivering curricular content because of time constraints; however, lecturing remains one of the least effective means of learning. UCSF SOP faculty will now become facilitators of learning--designing activities to shift the focus from an expert instructing to students actively learning.
- The block system allows creation of a collaborative/cooperative learning environment and development of interpersonal skills. In contrast to traditional paradigms, which are competitive by nature, the block system has students working in groups on projects, solving problems, and applying knowledge during class time.

### **Synthesis Weeks**

- Synthesis weeks are designed to function as protected time during the didactic curriculum to promote improved knowledge organization/connectivity through active learning, learning from experience, learner motivation and responsibility, learner self-awareness/mindfulness and learner motivation/responsibility.
  - No additional/new content is to be delivered to students during a synthesis week.
  - High-stakes assessments (OSCEs or other exams) may also occur during a synthesis week.
- Synthesis weeks allow for more directed, intentional, and oversight of meaningful knowledge organization and complex network building of pharmacy concepts.
  - Pharmacy students have consistently demonstrated the ability to memorize large volumes of material, but often fall short of making connections and relationships. Students must develop the ability to cultivate a deep, functional understanding of multifaceted/complex science domains with respect to pharmacy practice and research.
  - 'Blocked' curricular, content will be delivered to students in a more amalgamated fashion (no longer 'siloed' within a discipline) and therefore study habits of students will have to change in response to the changing curriculum.
- Synthesis weeks are designed to incorporate a variety of educational methodologies.
  - Example synthesis weeks could include: reflection (in which faculty from the block have the opportunity to intervene), feedback (faculty, peer, near-peer), role plays, simulation, small learning projects, expert panels (each synthesis week would culminate with an expert panel session whereby faculty who taught in a particular block convene with the entire class to further integrate and model critical thinking), and problem-solving steps related to curricular content covered in the preceding 8 weeks.
- Synthesis weeks are strategically placed during P1 and P2 academic years.
  - Will generally fall after content blocks; however, additional weeks can be created and/or existing proposed weeks removed according to volume of material within a block or timing.

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- Synthesis weeks are developed/organized and implemented by ‘Directors of Scientific and Clinical Foundations’.
  - There are envisioned director positions for the P1 and P2 years.
  - These directors oversee continuity of content amongst blocks within their respective years (i.e., ensure integration of concepts throughout all blocks, as well as ensure that basic concepts are also revisited routinely amongst blocks, in addition to serving a quality assurance purpose to make sure required content is not being left out of and/or duplicated among blocks).
  - These directors identify struggling students during synthesis weeks and promote remediation prior to high stake progress examinations.

**Progress Examinations/Assessment**

At the conclusion of both the P1 and P2 academic years, students will participate in a high-stakes progress exam comprised of a variety of assessments to evaluate their ability to apply knowledge and demonstrate fundamental skills necessary for safe and effective patient care.

Assessment tools may include:

- Standardized testing using the Pharmacy Curriculum Outcomes Assessment<sup>®</sup> (PCOA<sup>®</sup>)—an electronic examination administered by the National Association of Boards of Pharmacy (NABP). The PCOA<sup>®</sup> is a comprehensive tool for schools and colleges of pharmacy to use as they assess individual performance in the curricula. The PCOA<sup>®</sup> provides data to the schools and colleges to facilitate a review of an individual’s performance and progress from year to year in relation to the curriculum. The PCOA<sup>®</sup> is currently being administered to UCSF SOP students during the P1 and P3 years.
- Objective Structured Clinical Exams (OSCEs).
- Traditional multiple choice, short answer exams.
- Oral examinations.

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**Frontiers in Science & Practice of Therapeutics Work Group Report**  
Submitted by Patsy Babbitt, PhD

UCSF graduates must be able to access and incorporate new types of knowledge that typify the rapidly changing domains of science. To prepare them for this future, the Bridges Pharmacy curriculum will require each PharmD student complete a Depth Project. Students will have the opportunity to pursue an in-depth experience within one of the UCSF six domains of science. The Depth Projects are also intended to enable students to embrace and contribute to team-based, interdisciplinary studies and practice as well as to prepare them for post-graduate training. The Frontiers WG is charged with implementing the Exploration & Inquiry curriculum, in collaboration with the Core WG and Experiential WG.

**Progress: Frontiers Seminar Series Early Launch Project**

- Created a new seminar series to expose pharmacy students to cutting edge biomedical research at UCSF. This interdisciplinary elective, IDS172, is offered for 0.5 or 1.0 units of credit, depending on participation level.
- A major aim is to get students excited about areas they might be interested in pursuing later in training.
- In Fall 2015, thirty-two students enrolled, of which 15 took it for 1.0 unit; 18 P1s enrolled, the remainder were P2s and P3s.
- A P3 student served as the student coordinator/liaison and she worked with faculty over the summer to develop the course content and structure. During the fall quarter she provided instrumental support for student recruitment and course logistics.

Course content

- Katherine Yang: "Infectious disease, antibiotics, and resistance"
- Michael Fischbach: "Identification of new antibiotic synthesis pathways from microbiomes"
- Joseph DeRisi: "Actionable diagnosis of rare microbial infections using next generation sequencing"
- *CASE DISCUSSION*: High impact translational medicine: Meningoencephalitis of unknown cause
- John Flaherty: "Getting drugs to market for viral diseases with poor therapeutic options: Hepatitis B/C"
- Grant Dorsey: "Prevention and management of malaria in in resource-limited countries"
- *CASE DISCUSSION*: HIV-positive pregnant woman residing in Uganda, at risk for placental malaria
- *FINAL GROUP PRESENTATION*: each small group creates a presentation addressing the first or second discussion cases through a different perspective (using the UCSF six domains of science)

Course requirements

- 0.5 units: Complete pre-lecture reading assignment, attend all lectures, submit answers to a short written assignment following each lecture.
- 1 unit: As above, plus 1) attend two mentored discussion sessions (facilitated by a pharmacy practice resident or fellow) focused on case studies relevant to the lectures; and 2) probe the cases more deeply in 3-student teams and present observations to the rest of the class.

Preliminary course evaluation

- Student comments were highly positive (e.g., "This course is why I came to UCSF," "This elective was made for me.")
- Frontiers WG faculty participated by hosting seminar sessions, attending discussions, and presentations and providing written evaluations of the sessions.



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Next steps for the Frontiers Seminar Series

- Determine how to choose series topics going forward, *i.e.*, follow the block curriculum or focus on “enrichment” material that cannot or will not be taught in the Core?
- Build in bridges from Frontiers seminars to enhance opportunities for students to interact with the basic science and other research communities in their depth projects.
- Collaborate with Experiential WG to offer new directions for depth projects based on experiential training in clinical, policy and other relevant areas.
- Collaborate with other UCSF professional schools (e.g., SOM) for interdisciplinary content, discussions, as a way to jump-start depth projects across professional programs.

**Other Upcoming Projects**

- Planning and Implementation of the Inquiry Immersion Blocks and the Depth Project Curriculum (including collaboration with the SOM)

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**Experiential Science & Practice Work Group Report**  
Submitted by Mitra Assemi, PharmD

The Experiential WG was charged with developing a strategic plan for experiential education, for both the Early and Advanced Experiential curricula, with an emphasis on creation of authentic interprofessional experiences. This group was also charged to collaborate with the Core WG to enhance integration between didactic and experiential curriculum, develop instructional standards and plan experiential education preceptor development opportunities.

**Clinical Microsystem Clerkship (CMC) pilot for 2015-16**

Faculty lead/"course director" for pilot elective: Valerie Clinard

- Elective IPPE designed and launched September 2015.
  - Embedded within CP 119 (P1 Fall/Winter/Spring) as an elective IPPE offering for 2015-16.
  - Student and preceptor manuals developed (based upon SOM templates).
  - Students and preceptors oriented to the experience, expectations, and logistics.
  - Student and preceptor/site performance evaluation forms developed for use in 2016.
  - Student on-boarding materials developed and posted for student completion by January.
- Student P1 class schedule aligned with SOM Bridges M1 to facilitate P1/M1 pair placements (n=14) for the 2015-16 academic year.
- Participating sites/service lines include
  - SOP offerings at UCSFMC (ED, ICU, ASP) and UCSF Benioff Children's Hospital (ASP).
  - SOM offerings at UCSFMC (Stebbins' 48hr discharge follow-up service & Rennke's medication reconciliation).
- Assessment of outcomes related to pilot IPPE in development
  - Clinard and Assemi will collaborate with Ashley Thompson (UCSFMC). To be modeled after brief survey utilized for hospital IPPE experiences summer 2015 and administered formatively to students and preceptors through Qualtrics to facilitate real-time adjustments to experience. May include debriefing sessions post-experience held with students and preceptors.
- Future considerations: scalability (e.g., unlikely availability for n=122, but can grow capacity to include SOP+SON, SOP+SOD, SOP+PT rotations; CMC IPPE would be an offering that can be assigned by lottery to interested students for IPE passport credit as part of a portfolio of IPE experiential offerings student can select from to meet PharmD IPE graduation requirements).

**IPPE Curriculum**

IPPE Blueprint/Framework developed and shared with Core and Frontiers (Figure 1: Bridges Pharmacy Curricular Blueprint)

- Informed through an extensive review of current literature and best practices from other programs
- IPPEs will include one community site for one longitudinal ~ 12-month core community IPPE and one health systems hub at which all health-systems based IPPEs will occur.
  - WG efforts this summer and fall allowed for current P1 class (Class of 2019) core community IPPEs to be extended from a 10-week experience (4 hours/week) to a 20-week experience, 2 days/week (2, 4hr/day shifts per week) at a dedicated ("hub") site.
  - Also developed new E\*Value-administered instrumentation for student performance and preceptor/site performance evaluation for use effective in 2016.

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- Opportunities may be created to allow students who have been assigned to off-campus APPE programs (e.g., Sacramento) to complete their initial health systems IPPEs (e.g., hospital operations) over the summer between the P1 and P2 didactic curriculum at a “surrogate” site (e.g., UCDMC).
- Depicts required didactic content and sequencing in relation to global content and sequencing of IPPE rotations.
- Includes ideas for non-IPPE experiential learning and assessment based upon didactic content and sequencing.

**APPE Readiness**

- Informed through an extensive review of current literature and best practices from other programs
- Policy for matriculation from pre-APPE to APPE portion of the curriculum is under development
  - To be informed by combination of variables, potentially including but not limited to:
    - Overall GPA  $\geq$  2.0 in all core course work
    - Minimum performance standards set for select exams/exam items (CBT and/or PCOA results)
    - Minimum performance standards set for high stakes OSCEs, deliverables (e.g., assignments/projects)
    - IPPE preceptor direct observation of student performance

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**DRIVE Operations Report**  
Submitted by Celeste Nguyen, EdD

In addition to being responsible for coordination, integration, and strategic planning for development of Bridges Pharmacy, DRIVE coordinates the communications, outreach, personnel, and budget for the curriculum project.

**Communication**

The DRIVE team has implemented a communication plan over the past year to update and inform stakeholders through a variety of methods.

- The audiences include faculty (paid and volunteer), students (current and prospective), staff, alumni, and partners at UCSF and beyond.
- The primary communication methods include the [Bridges Pharmacy website](#) and the [monthly newsletter](#).
- Printed updates have been included in school and campus publications, including the Update from the Dean, Volunteer Faculty Matters newsletter, and the School of Pharmacy website.
- Project communications have occurred through numerous in-person meetings with faculty, staff, students, and stakeholders (see next section on Meetings).

**Meetings**

Following the January 2015 Full Faculty Meeting update on Bridges Pharmacy project teams, the Core WG, Frontiers WG, and Experiential WG held kickoff meetings in February 2015. Throughout the year there has been outreach with a number of key constituents in order to share information and gather input on the curriculum development.

- **Faculty** In March 2015, DRIVE and the design working groups held a retreat to develop the curriculum blueprint. Numerous faculty discussions on the new curriculum took place before the June 2015 Full Faculty meeting and endorsement vote, including meetings with the three SOP departments and the Pathways committees. A school-wide learning sciences retreat took place in September 2015. In December 2015, updates and outreach on the updated blueprint continued with the faculty in the three departments and with the course directors.
- **Staff** The Bridges Pharmacy team met with staff about the new curriculum to provide updates and discuss implementation. This included meetings with staff in the Dean's Office, Office of Student and Curricular Affairs, Office of Education and Instructional Support, and Department of Clinical Pharmacy.
- **Students** The Student and Stakeholder Advisory Committee (SSAC) formed in September 2015 to advise the Bridges Pharmacy project team on the curriculum design. Students serve as representatives to their constituent groups, alongside volunteer faculty stakeholders and alumni. Student outreach has also included a Student Forum in October 2015 and a Brown Bag Discussion in November 2015.
- **Alumni** The Bridges Pharmacy team presented at the Pharmacy Alumni Association Board Meeting in September 2015 on the updated curriculum blueprint. Alumni also serve on the SSAC.
- **Partners** Interprofessional curricular retreats with the School of Medicine, Dentistry, Nursing, Pharmacy, and Department of Physical Therapy were held in December 2014 and December 2015. The Bridges Pharmacy team participated in interprofessional meetings throughout the year, including curricular retreats in the School of Dentistry and School of Medicine. See the Timeline section below for full details on key meetings about Bridges Pharmacy.

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**Personnel**

The Dean's office has supported dedicated personnel for the Bridges Pharmacy Curriculum Project.

- A full-time Curriculum Design and Implementation Manager, Celeste Fowles Nguyen, EdD, was hired in January 2015 to manage the curriculum project.
- Dean's Office funds support a percentage of the salary of Bridges Pharmacy project team members on DRIVE and the design working groups.

**Budget**

The Dean's Office designated budget for the curriculum design project supports payroll and non-payroll expenses. The budget and expenses are tracked monthly to ensure the expenses are carefully reviewed and within the budget. Contact us at [curriculumSOP@ucsf.edu](mailto:curriculumSOP@ucsf.edu) for more information.

**Timeline**

The timeline below represents the key milestones, meetings, events, and deliverables in the Bridges Pharmacy curriculum project.

**January 10, 2013 – SOP Full Faculty Meeting**

Convener: Faculty Council

Participants: SOP Faculty; Assemi, Brock, MacDougall, Guglielmo gave a presentation to faculty on "Rethinking the PharmD Curriculum," (see "Rethinking\_the\_PharmD\_Curriculum\_FINAL\_FF\_Mtg\_Jan\_2013.pptx")

Goal: "Rethinking the PharmD Curriculum," presentation included challenges, strengths and weaknesses of current "pathways" curriculum and opportunities for redesign

Support: SOP Dean's office

Outcomes: Faculty voted to endorse the following: "Faculty understand our accreditation deficits and agree curricular change is warranted (at least in part to help address these)."

**June 18, 2014 – UCSF SOP "Curriculum Redesign" Launch Retreat**

Convener: Education Leadership Team (ELT)

Participants: 90 stakeholders (faculty, staff, students, alumni, SOM, SON, SOD, DPT, UCSF Medical Center)

Goal: Identify desired qualities of the UCSF PharmD graduate, desired qualities of the curriculum, desired process for curricular redesign, challenges facing curricular design process, and desired partners for curricular redesign process.

Support: Funding for retreat from Dean's office general budget

Outcomes: Desired qualities were established for SOP graduates, the PharmD curriculum, and the curricular redesign process. ELT developed a proposal for leadership team (LT) for the curricular design process including the formation of DRIVE (Design: Resources, Integration, Visioning, Execution) and 4 WGs (Core, Experiential, Frontiers, Instruction & Assessment (I&A)) and the hiring of a project manager.

**August, 2014 – Formation of "Curriculum Redesign" Leadership Team**

Convener: Vice Dean Youmans

Participants: DRIVE: Corelli (Chair), Brock, Floren, MacDougall, Miller; Youmans, Guglielmo

Goal: Committee structure established for curriculum design project. See "NewCurriculum\_Charter"

Support: Dean's office curriculum design budget

Outcomes: Upon review of available resources, LT advised that only 3 WGs could be supported so responsibility for I&A was absorbed by DRIVE. (See "Curriculum\_Redesign\_Post-retreat\_report\_FINAL\_070114.pdf"). Charter established DRIVE and Work Groups: Frontiers, Core, and Experiential.

**October 22, 2014 - DRIVE Team Mini Retreat**

Convener: DRIVE

Participants: Corelli, Brock, Floren, MacDougall, Miller (see "DRIVE Retreat WhiteBoard Notes\_10.22.14.docx")

Goal: To begin to discuss desired characteristics of UCSF grads; curricular structure (3 vs. 4 yrs; blocks vs. streams); assessment structure

Support: Funding for retreat from Dean's office curriculum design budget

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Outcomes: Established desired characteristics of the UCSF SOP graduate and identified big questions for curriculum.

**November 5, 2014 - DRIVE Team Mini Retreat**

Convener: DRIVE

Participants: Brock, Corelli, Floren, MacDougall, Miller (see "DRIVE\_RETREAT\_draft\_agenda\_10.26.14\_CM.docx")

Goal: To begin to discuss timeline for new curriculum, guiding principles for DRIVE and WG Chairs and to outline the Curriculum Development process

Support: Funding for retreat from Dean's office curriculum design budget

Outcomes: Drafted timeline for curriculum design and next steps for problem identification/targeted needs assessment.

**November 7, 2014 - DRIVE (1 year, effective Oct 1) and WG chairs (1 year, effective Dec 1, 2014) appointment letters sent**

Convener: Vice Dean Youmans

Participants: Brock, Corelli, Floren, MacDougall, Miller

Goal: Lead the development of curricular design process

Support: DRIVE members = 0.2 FTE; WG Chairs = 0.1 FTE from Dean's office curriculum design budget

Outcomes: Populating 3 workgroups with faculty from 3 SOP departments, SOM and UCSF medical center pharmacists

**December 5, 2014- DRIVE and Curriculum Design Team Committee Chairs Meeting**

Convener: DRIVE

Participants: Corelli, Brock, Floren, MacDougall, Miller, Ferrone, Babbitt, Assemi (see "Bridges Pharmacy Meeting\_Agenda\_12.05.14.docx")

Goal: To begin to discuss rationale for new curriculum, guiding principles for DRIVE and WG Chairs and to outline the timeline for the Curriculum Development process

Support: Funding for retreat from Dean's office curriculum design budget

Outcomes: Chairs up to speed on UCSF Bridges Medicine, Curriculum Charter and design process, and timeline. Planning for timeline of activities, next steps (see "MINUTES- DRIVE (12-5-14).pdf")

**December 15, 2014- DRIVE and Curriculum Design Team Committee Chairs Meeting**

Convener: DRIVE

Participants: Corelli, Brock, Floren, MacDougall, Miller, Ferrone, Babbitt, Assemi (see "MINUTES- DRIVE (12-15-14).pdf")

Goal: To discuss basic approach to curriculum design (Kern), guiding principles for new curriculum, continue to "Blue Sky" RE: goals and objectives of curriculum and how to achieve them

Support: Funding for retreat from Dean's office curriculum design budget

Outcomes: Planning for March 2015 retreat and goals of the retreat

**December 15, 2014 – UCSF Curriculum Transformation Retreat**

Convener: SOM (Lucey), SOP (Brock)

Participants: DPT, SOD, SOM, and SOP Curriculum Design Team and WG Chairs (see "MINUTES- DRIVE (12-15-14).pdf")

Goal: Create a campus-wide discussion about planned curricular transformation

Support: Funding for retreat from SOP budget

Outcomes: At the conclusion, participants agreed we would look to explore collaboration around experiential, inquiry, and tech-enhanced didactic programs.

**December 17, 2014 – Pharm Chem Retreat**

Convener: Dept. Pharm Chem

Participants: Miller presented (see "PCRetreat121714PharmDCurric.pptx")

Goal: Discuss the impact of proposed curricular design changes on PC faculty

Support: Pharm Chem

Outcomes: Inform PC faculty of curriculum design project.

**January 7, 2015 – Appointment of Bridges Pharmacy Curriculum Manager**

Convener: Vice Dean

Participants: Celeste Nguyen, EdD

Goal: Manages the Bridges Pharmacy curriculum design project

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Support: 1.0 FTE from Dean's office curriculum design budget

Outcomes: Project management for Bridges Pharmacy

**February 4, 2015 – SOM Med Ed Staff Meeting- Bridges Pharmacy Update**

Convener: SOM Medical Education Staff

Participants: Nguyen presented (see "SOM\_MedEd\_BrPharm\_Update\_2015-01-29.pptx")

Goal: Update SOM Med Ed staff on Bridges Pharmacy progress to date, including formation of DRIVE and Working Groups and collaborations with SOM Committees (Inquiry Deep Explore, CMCs, Foundations, Core Inquiry, IPE)

Support: SOM

Outcomes: Outreach and updates to SOM

**February 4, 2015 – Bridges Pharmacy Website planning**

Convener: DRIVE

Participants: DRIVE, Nguyen, Levings, Davila, Youmans

Goal: Develop website that 1) provides information to a broad constituency RE: the Bridges Pharmacy curriculum design, development and implementation and; 2) serves as a conduit for those interested in becoming involved

Support: SOP Communications

Outcomes: Website went "live" on February 27, 2015

**February 4, 2015 – Bridges Pharmacy Communication Plan**

Convener: DRIVE

Participants: Nguyen, Floren, Levings, DRIVE

Goal: Communication strategy, including audiences and communication vehicles, for Bridges Pharmacy

Support: SOP Communications

Outcomes: Communications strategy- see Bridges\_Pharmacy\_Communication\_Plan\_2015-01-28.0

**February 17, 2015 – Work Group Kick-off Meetings**

Convener: DRIVE

Participants: DRIVE, Frontiers, Experiential, and Core WG Chairs and work group members (see "Work\_Group\_Rosters\_2015-02-15.xlsx")

Goal: Review the "case for (curricular) change," WG draft charges and lists of deliverables

Support: Funding for retreat from Dean's office curriculum budget

Outcomes: Work Groups begin meeting to design Core, Frontiers, and Experiential curriculum

**February 27, 2015 – Bridges Pharmacy Website launches**

Convener: DRIVE

Participants: Nguyen, DRIVE, SOP communication team

Goal: Bridges Pharmacy microsite on the School of Pharmacy website for Bridges Pharmacy team to maintain and communicate with stakeholders

Support: SOP Communications Team built initial infrastructure. Ongoing updates by Nguyen.

Outcomes: Website for Bridges Pharmacy to communicate with stakeholders

**March 23, 2015 - Bridges Pharmacy Curriculum Design Team Retreat - Blueprints**

Convener: DRIVE

Participants: DRIVE, work group members, students, UCSF Med Center staff

Goal: To convene DRIVE and the WG membership to discuss two potential "models" of the curricular structure ("Accelerated" vs. "Enhanced") and to debate the "Big Questions" related to each of component the curriculum (i.e., Core, Experiential and Inquiry) and to compare and contrast the options of an "Accelerated" (3 year, year round) vs. and "Enhanced" curriculum (4 year)

Support: Funding for retreat from Dean's office curriculum design budget

Outcomes: DRIVE will develop consensus blueprint for work groups further input. (See final report Curr\_Design\_Retreat\_0323\_Exec\_Summary\_2015-04-15\_forWGs.docx).

**March 26, 2015 - Bridges Pharmacy Presentation to SOD Faculty**

Convener: DRIVE

Participants: Conan presented (See "Bridges\_Pharmacy\_SOD\_2015.03.26.pptx")

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Goal: To bring SOD faculty up to date on the progress of Bridges Pharmacy and to review major decisions related to IPE (implementation of IPE passport, adoption of IPE grad milestones, etc.) as well as our intent to try to align with Bridges Medicine

Support: N/A

Outcomes: Outreach and updates on Bridges Pharmacy

**April 10, 2015 – Interprofessional Education Updates and Next Steps**

Convener: UCSF Program in IPE

Participants: Kimberly Topp and Tina Brock presented as reps from the UCSF Program in IPE

Goal: To review IPE core competencies/graduation milestones; to present the proposed UCSF framework for IPE and unveil the IPE Passport initiative

Support: UCSF Program in IPE

Outcomes: IPE executive committee updated on Bridges Pharmacy

**May 9, 2015 – Inaugural Bridges Pharmacy Newsletter May**

Convener: DRIVE

Participants: Nguyen; DRIVE

Goal: To communicate the goals of Bridges Pharmacy Curriculum and progress towards implementation.

Resources: Mailchimp newsletter and Drupal website

Outcomes: Updates on Bridges Pharmacy, Curriculum blueprint retreat, domains of science, and introduction of Celeste Nguyen, EdD, Curriculum Design and Implementation Manager.

**June 20, 2015 –Curriculum Liaisons Appointments**

Convener: DRIVE

Participants: Corelli, Brock, MacDougall, Miller, Floren, Nguyen

Goal: To identify strong candidates who will advance curricular pilot projects over the summer in preparation for launch in Fall 2015. Projects included the Frontiers Seminar pilot (CL: Thanh Le); the Entrustable Professional Activities (CL: Chris Meyers) pilot project and the “Modular Pharmacology” curriculum pilot project (CL: Danning Ma) and Clinical Microsystems Clerkship (CL: Brandon Conley).

Support: Funding for Curriculum Liaisons positions was provided by Dean’s office curriculum design budget

Outcomes: Students delivered final presentations on early launch projects to the curriculum teams. (See final presentations in “Curriculum Liaison Final Presentations 2015”)

**June 4, 2015– SOP Full Faculty Meeting**

Convener: Faculty Council

Participants: SOP Faculty, SOM faculty course directors for SOP courses

Goal: MacDougall presented proposed Bridges Pharmacy Curriculum Blueprint to faculty for their endorsement (See .ppt presentation from Full faculty meeting as well as “FAQ” document)

Support:

Outcomes: SOP faculty voted and endorsed the “accelerated,” 3-year curricular blueprint known now as the “Bridges Pharmacy Curriculum.” 83 ballots were submitted out of 107 faculty. 71 voted yes, 5 no, and 7 abstained.

**June 19, 2015 - Bridges Pharmacy Design Team (DRIVE) Retreat**

Convener: DRIVE

Participants: DRIVE, Youmans

Goal: To develop the “next step” for the Curriculum Blueprint; to develop “next steps” and deliverables for all 3 WGs, including the “Early Launch” projects (Frontiers seminar; CMC placements and Pharmacology online modules) (see “DRIVE\_retreat\_2015\_06\_19”)

Support: Funding for retreat from Dean’s office curriculum design budget

Outcomes: Preliminary planning for “Learning Sciences” faculty retreat in September 2015; revisit timeline; begin to think about FTE allocation for various parts of governance (Directors, etc.)

**June 24, 2015 –Bridges Pharmacy Newsletter June**

Convener: DRIVE

Participants: Nguyen; DRIVE

Goal: To communicate updates on Bridges Pharmacy Curriculum with stakeholders.



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Resources: Drupal Website, MailChimp Newsletter, student writer (Joe Styers '17)

Outcomes: Updates on Bridges Pharmacy curricular transformation and alumni weekend, inquiry profile on Marcus Ferrone, PharmD, JD.

**July 6, 2015 – Campus Library- Bridges Pharmacy Update**

Convener: Persily (Library), Nguyen

Participants: Nguyen presented (see “Bridges\_Pharmacy\_Campus\_Library\_2015-07-06.pptx”)

Goal: Update Campus Library staff on Bridges Pharmacy progress to date, including formation of DRIVE and Working Groups and collaborations with SOM Committees (Inquiry Deep Explore, CMCs, Foundations, Core Inquiry, IPE)

Outcomes: Library staff updated on Bridges Pharmacy, and will follow up on informatics and depth project research.

**July 13, 2015 – American Association of Colleges of Pharmacy (AACP) Annual Conference**

Convener: AACP

Participants: Brock, MacDougall, Youmans, Nguyen, Clinard, Watchmaker, Assemi, Cutler, Gonzalez, Trujillo

Goal: AACP annual conference. Gather curricular information and make contacts with other schools to inform Bridges Pharmacy.

Next steps: Provide recommendations to DRIVE and follow up with contacts from other schools.

**July 21, 2015 - Bridges Pharmacy Design Team (DRIVE) Retreat**

Convener: DRIVE

Participants: DRIVE, Youmans

Goal: Define deliverables for all 3 WGs (i.e., Frontiers group should begin to develop depth project phases 1 (lit review, etc.) and phase 2 (implementation, etc.). Frontiers should also interface with Experiential on the depth project.;

Support: Funding for retreat from Dean's office education budget

Outcomes: Fall faculty retreat planning next steps established, curriculum development next steps established.

**July 30, 2015 –Bridges Pharmacy Newsletter July**

Convener: DRIVE

Participants: Nguyen; DRIVE.

Goal: Communication with stakeholders

Resources: Drupal Website, MailChimp Newsletter, student writer

Outcomes: Updates on Bridges Pharmacy and Curriculum Blueprint, Inquiry Profile on Patricia Babbitt, PhD

**August 14, 2015 - Bridges Pharmacy Design Team DRIVE /WG Chairs Retreat**

Convener: DRIVE

Participants: DRIVE, Youmans, Assemi, Ferrone, Babbitt, Clinard, Helluvig (SOM)

Goal: SOM Dashboard Demo, Early Launch Project updates from WG Chairs, Implementation of Pilots, Fall Retreat, Curriculum development phase next steps

Support: Funding for retreat from Dean's office curriculum design budget

Outcomes: Early Launch Projects progression; Core will proceed with block schedule development; Frontiers will move towards designing depth project, Experiential will develop IPPE curriculum

**August 28, 2015 –Bridges Pharmacy Newsletter August**

Convener: DRIVE

Participants: Nguyen; DRIVE

Goal: Communication with stakeholders.

Resources: Drupal Website, MailChimp Newsletter

Outcomes: Updates on Bridges Pharmacy; Inquiry Profile on Mitra Assemi, PharmD; Early Launch Project Updates

**September 1, 2015 – Dean's Office Staff Meeting on Bridges Pharmacy**

Convener: Nguyen, Miller, Watchmaker

Participants: SOP Dean's office staff (23 participants)

Goal: Update staff on Bridges Pharmacy and gather questions for discussion

Next steps: Provide DRIVE with report and questions to consider from staff (see report BrPh\_Deans\_Office\_Staff\_Mtg\_Summary\_2015-10-01)

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**September 11, 2015 – Fall Full Faculty Learning Sciences Retreat – “How Learning Works**

Convener: DRIVE, Youmans

Participants: 88 stakeholders (faculty, staff, students, alumni, SOM, SON, SOD, DPT, UCSF Medical Center)

Goal: Learning sciences retreat introducing all instructional stakeholders to the evidence-based instructional methods to be utilized in the Bridges Pharmacy curriculum.

Next steps: Application of 7 principles for How Learning Works to current instruction  
(see Bridges\_Pharmacy\_Fall\_2015\_Retreat\_Report\_Final\_2015-10-09.pdf)

**September 17, 2015 – UCSF Pharmacy Alumni Association (PAA) Presentation**

Convener: PAA

Participants: Youmans, Nguyen, DRIVE

Goal: Present Bridges Pharmacy curriculum blueprint to alumni board and get feedback.

**September 23, 2015 – Student and Stakeholder Advisory Committee Kickoff Meeting**

Convener: Youmans, DRIVE

Participants: Youmans, Nguyen, 10 SSAC members, DRIVE

Goal: SSAC Committee Charge, Overview of Bridges Pharmacy, Entrusted Professional Activities (EPA)

Next steps: Regularly scheduled meetings; EPA feedback from stakeholders.

**September 30, 2015 – Frontiers in Emerging Science Seminar Pilot**

Convener: Frontiers WG

Participants: For the first offering in Fall 2015, thirty-two students enrolled, of which 15 took it for 1.0 unit; 18 P1s enrolled, the remainder were P2s and P3s.

Goal: Expose professional students to a diversity of scientific perspectives, relevant to the thematic topic for each quarter, and to the cutting edge biomedical research at UCSF

Support: Faculty on Frontiers WG, DRIVE, SYL, OEIS, curriculum liaison

Outcomes: Student engagement and participation in Frontiers Seminar

Next steps: Frontiers will choose series topics going forward; will build in bridges from Frontiers seminars to enhance opportunities for students to interact with the basic science and other research communities in their depth projects; will collaborate with Experiential Working Groups to offer new directions for depth projects based on experiential training in clinical, policy, other related areas; will collaborate with other UCSF professional schools for interdisciplinary content, discussions, as a way to jump-start depth projects across school boundaries.

**October 6, 2015 – Qualities of Bridges Pharmacy Graduate Mapped to CAPE and UCSF IPE Outcomes**

Convener: DRIVE

Participants: Floren, Corelli, Nguyen (see “Qualities of BrPh Grad map to CAPE and UCSF IPE Outcomes\_10\_6\_15.docx”)

Goal: To provide a clear mapping of the desired qualities of a Bridges Pharm graduate to the CAPE outcomes as well as to the UCSF IPE outcomes

Next step: Provided work groups with the document.

**October 9, 2015 – Bridges Pharmacy Newsletter Sept/Oct**

Convener: DRIVE

Participants: Nguyen; DRIVE

Goal: Communicate with stakeholder

Resources: Drupal Website, Mailchimp Newsletter

Outcomes: Updates on Bridges Pharmacy, Fall Retreat Update, Inquiry Profile of Dorie Apollonio, PhD

**October 19, 2015 – Bridges Pharmacy Student Forum**

Convener: DRIVE

Participants: Nguyen, Corelli, MacDougall, Ferrone, Clinard, Thanh Le (P3), Class of 2017

Goal: Student Forum on Bridges Pharmacy to provide information and respond to questions from students

Support: Dean’s office curriculum design budget

Next steps: Follow up with regular brown bag sessions for students

**October 21, 2015 - DRIVE Mini Retreat**

Convener: DRIVE

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Participants: DRIVE, Youmans

Goal: Overview of curricular governance structure (see "Ed Governance v5 w\_Core.pdf"), Plan for the year ahead, DRIVE Reflections and Next Steps, Project Timeline and Milestones

Next steps: Update current SOP education chart; refine governance model for leadership.

**October 13, 2015 - DRIVE & WG Chairs Meeting**

Convener: DRIVE

Participants: DRIVE, Assemi, Babbitt, Ferrone,

Goal: Overview of curricular design project. Experiential WG reviewed their IPPE Readiness and Experiential Framework group reports

Next steps: DRIVE will review the Experiential WG proposal and provide feedback.

**October 15, 2015 – Clinical Pharmacy Department Meeting – Core Proposal**

Convener: Clinical Pharmacy Department

Participants: Ferrone, Nguyen

Goal: Presentation of Core curriculum proposal and updates on Frontiers and Experiential

Next steps: Core will follow up with faculty for feedback on proposal.

**October 21 2015 – SSAC Meeting**

Convener: Vice Dean

Participants: Youmans, Nguyen, SSAC members, Floren

Goal: EPA discussion and updates, Core Curriculum Proposal

Next steps: SSAC feedback on EPAs and core curriculum proposal

**October 26, 2015 – American Association of Colleges of Pharmacy (AACP) Institute on ACPE Standards 2016**

Convener: AACP

Participants: Youmans, Nguyen, Clinard, Watchmaker

Goal: Ensure compliance with Experiential, Co-curricular, and interprofessional education standards to current curriculum and Bridges curriculum

Next steps: Provide recommendations to ELT

**October 29, 2015 – BTS Department Meeting – Core Proposal**

Convener: BTS Department

Participants: Floren

Goal: Presentation of Core curriculum proposal and updates on Frontiers and Experiential

Next steps: Provide faculty feedback on proposal to DRIVE and Core

**October 30, 2015 – PC Department Meeting – Core Proposal**

Convener: PC Department

Participants: Miller

Goal: Presentation of Core curriculum proposal and updates on Frontiers and Experiential

Next steps: Provide faculty feedback on proposal to DRIVE and Core

**November 30, 2015 – Bridges Pharmacy Student Brown Bag Conversation**

Convener: SSAC students and Nguyen

Participants: Youmans, Nguyen, SSAC Students, Ferrone, MacDougall

Goal: To provide students an opportunity to ask questions and engage in conversation with faculty and staff about the Bridges curriculum.

Next steps: Continue regular brown bag sessions. Update website for student feedback and FAQs.

**December 2, 2015 – SSAC Meeting**

Convener: Vice Dean

Participants: Youmans, Nguyen, SSAC members, Clinard

Goal: Experiential Education update and discussion

Next steps: Clinard to follow up with stakeholders about IPPEs.

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**December 4, 2015 and December 14, 2015 – Core Blueprint Discussion with Course Directors**

Convener: DRIVE

Participants: Ferrone presented (see “BrPh\_CourseDirectorMtgSlides-2015-12-03.pptx”)

Goal: Present and discuss the Bridges Pharmacy Core Curriculum Blueprint proposal with Course Directors.

Next steps: Presentation of the proposal at the January 2016 full faculty meeting.

**December 9, 2015 – Bridges Pharmacy Design Phase Update and Discussion with Faculty Council**

Convener: DRIVE

Participants: MacDougall presented (see “BrP\_2105REportFC\_2015\_12\_9”)

Goal: Present and discuss the Bridges Pharmacy Curriculum Design Phase activities and progress with members of Faculty Council

Next steps: Distribution of materials in advance of Full Faculty meeting; presentation at January 2016 Full Faculty Meeting.

**December 14, 2015 – Core Blueprint Discussion with Course Directors**

Convener: DRIVE

Participants: Ferrone presented (see “BrPh\_CourseDirectorMtgSlides-2015-12-03.pptx”)

Goal: Present and discuss the Bridges Pharmacy Core Curriculum Blueprint proposal with Course Directors.

Next steps: Presentation of the proposal at the January 2016 Full Faculty meeting.

**December 15, 2015 - Interprofessional Curricular Design Update Meeting**

Convener: DRIVE

Participants: Youmans, DRIVE, Assemi, Ferrone, Chang, Masters, Rivera, Strewler, Wamsley, Chen, Perry, Fitzsimmons, Smoot, Topp

Goal: Update about and harmonization of SOM, SOP, SOD, SON and DPT curricular change plans; agree areas of commonality (early experiential, inquiry, technology-enhanced didactics)

Next steps: Agreed that schools directly facing curriculum design (SOD, SOM, SOP) and DPT would continue to discuss these issues and have representation on the various curricular support committees.

**December 17, 2015 – Bridges Pharmacy Newsletter Nov/Dec 2015**

Convener: DRIVE

Participants: Nguyen; DRIVE

Goal: Communication with stakeholders;

Resources: Drupal Website and Mail chimp newsletter

Outcomes: Updates on Bridges Pharmacy: Frontiers seminar, student events, and SSAC.

**DECEMBER 2015 – Pharm Chem Retreat – Core Proposal**

Convener: Dept of Pharm Chem

Participants: Miller

Goal: Presentation of Core curriculum proposal and updates on Frontiers and Experiential

Next steps: Provide faculty feedback on proposal to DRIVE and Core

**January 11, 2016 – SOP Full Faculty Meeting**

Convener: Faculty Council

Participants: SOP faculty, SOM course directors for SOP courses

Goal: Endorsement vote of proposed Core Curriculum Blueprint

Support: SOP Dean’s office

Outcomes: Faculty endorsed curriculum proposal.