2020-2021 PharmD Curriculum Priorities
Oct 5, 2020

Purpose:

This document provides the top PharmD curriculum priorities for the 2020-21 academic year. The Office of Professional Education (OPE), in collaboration with the Curriculum and Assessment Committee (CAC) and the Education Advisory Committee (EAC), will ensure these priorities are addressed, including assigning responsible units, lead individuals/units, and a timeline. In addition to the top priorities, usual School Committee and Office responsibilities, including CQI and curriculum guidance development (ie, policies and procedures), will continue and be refined as workloads allow over the next academic year.

Background:

The February 2020 Educational Renaissance Symposium generated ideas and suggestions for curriculum priorities with subsequent ranking of the top priorities by the attendees (faculty, staff, preceptors, and students) via a survey designed and administered by the Center for Innovative Pharmacy Education and Research (CIPhER). In addition, there are ongoing and previously identified priorities by the Curriculum Advisory Team (CAT), CAC, and Course Streams. The following steps were taken subsequent to this Symposium in order to address curriculum needs from the faculty, staff, students, and preceptors.

- CAT reviewed the generated priorities and considered additional ongoing priorities as well as work already identified as needed over the next year.
- The CAC leadership team reviewed the priorities and provided input and suggestions for prioritization.
- CAT further categorized specific priorities from the symposium into overarching themes in order to develop a stepwise priority approach.
- This document provides only the top priorities that can be addressed over the next academic year.
- Additional priorities will be retained for the future.
- Additional ongoing and previously identified priorities that were not generated from the Educational Renaissance Symposium will continue as workload allows.
- Stream priorities for the next academic year are currently being evaluated and will be in alignment with the priorities in this document, as well as ongoing and previously identified priorities from OPE, EAC, and CAC.

Proposed priorities (in no specific order):

* Identified as a priority at the Symposium. Results of survey assessing top priorities in parenthesis (N=number of participant votes; %=percent of participant votes).

Priority	Current Status	Lead	Team Responsible	Other Contributors	Deadline
#1: Refine our Curriculum Competencies and Entrustable Professional Activities (EPAs) and outline a plan for implementation and assessment throughout the curriculum.	Ongoing (initiated by CAT): *Draft document complete*	Lori Armistead & Denise Rhoney	OPE	CAC, Course Streams, Advisory Team, others	2021 May - Curriculum Comp & EPAs finalized. Grad.

				to be consulted	standards drafted
The below identified priorities (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7) will be an addressed and are an integral component of this (Priority 1) process.					
1.1: Explore and develop recommendations for utilizing online learning strategies (SMART learning) using online learning best practices and ensuring that communication is in alignment across all units in the School regarding digital/remote learning.	Ongoing (currently being addressed for COVID-19 but will expand for the long term as needed)	TBD	TBD	TBD	~~2021 May~~ TBD
1.2 Engage with a variety of stakeholders (e.g., community pharmacy, industry, health system, managed care, primary care, other) via focus groups or other mechanisms to determine the "jobs to be done" both in direct patient care and non-direct patient care careers in an effort to identify opportunities for tailoring our curriculum to better meet the needs of employers.* (n=50, 42.4%)	Identified through EdRenSym				
1.3: Identify and address core curriculum gaps with considerations given to alternative course models (e.g., mini-modules, micro-credentialing, electives).* (n=54, 45.8%)	Identified through EdRenSym				
1.4: Reevaluate the benefits and limitations of 8-week course blocks and provide recommendations moving forward.* (n=50, 42.4%)	Identified through EdRenSym				
1.5: Explore the feasibility and pros/cons of a Pass/Fail grading system, and outline recommendations regarding the grading system.* (n=61, 51.7%)	Identified through EdRenSym				
1.6: Re-evaluate the PharmD course start dates and the academic calendar to ensure more consistency in start dates among the PY1s-PY3s as well as consider the pros and cons of a later start date in the fall and spring semesters, and propose recommendations.* (n=22; 18.6%)	Identified through EdRenSym				
1.7 Assess the needs of our experiential partners and preceptors as it relates to student preparedness and potential knowledge gaps as they enter their immersion experiences and outline recommendations.* (n=50, 42.4%).	Identified through EdRenSym				

#2: Identify strategies to increase and integrate cultural intelligence throughout the curriculum, and outline the implementation plan.* (n=52, 42.4%)	Identified through EdRenSym & Ongoing	Carla White & Working Group (TBD)	Office of Organizational Diversity and Inclusion	CAC and Course Streams	2021 April
#3: Develop and outline a plan for providing student education on career development and financial planning.* (n=52, 44.1%)	Identified through EdRenSym & Ongoing	Brad Wingo, David Steeb, & LPD Stream	OCSA and LPD Stream	CAC	~~2021 April~~ Updated to May 2021