CURRICULAR TRANSFORMATION OF A PHARM.D. PROGRAM

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Objective

To completely re-imagine and restructure an existing Pharm.D. curriculum.

Design

A multi-pronged approach was used to re-imagine, design, and execute a novel Pharm.D. curriculum. The transformation included changes to both delivery and content. Especially unique elements included a 6-semester community service learning program, a required course in differential diagnosis (dx), and a co-joined lab course sequence that does not sequester students by professional year. The transformation also included the adoption of 2 psychometrically sound high stakes assessments, one at the end of the 2nd second professional year and another at the end of the 3rd third professional year.

Results

6 semesters of the new curriculum have been instructed including a new experiential program. Initial MileMarker and PCOA data are available for analysis along with information provided by IPPE and APPE preceptors.

Conclusion

An innovative and ambitious curricular re-design was undertaken. Significant effort was involved in the execution of the original plan and design. Preliminary data indicate that the reformed curriculum is meeting objectives.