

ANNUAL REPORT
2020-2021

For the 2020-2021 academic year, SOP Faculty Council met three times plus had two Full Faculty Meetings.

Primary Focus Points for the Year:

- Chancellors Fund projects
- Delivering the PharmD curriculum during COVID-19 Remote Learning
 - Course evaluations of students on didactic lectures
 - Morale and mental health of students
 - Post-graduate placement of students
- Preparation for PharmD Accreditation
- Student Representative Concerns
- Committee Reports
 - Academic Progress
 - Academic Standards
 - Admissions
 - Curriculum & Educational Policy

2020-2021 Members

William DeGrado, PhD, Chair
Adam Abate, PhD, Vice Chair
Tram Cat, PharmD
Robin Corelli, PharmD
Cathi Dennehy, PharmD
Zev Gartner, PhD
Jason Gestwicki, PhD
Stephanie Hsia, PharmD
Anthony Hunt, PhD

Ex-Officio Members

Robert Chalkley, PhD
Chair, Admissions Committee
Jennifer Cocohoba, PharmD
Chair, Academic Standards Committee
Michael Grabe, PhD
Chair, Curriculum & Educational Policy Committee
B. Joseph Guglielmo, PharmD
Dean
Thomas Kearney, PharmD
Associate Dean of Academic Affairs
Michael Nordberg, MPA/HSA
Alesia Woods, MBA
Assistant Dean of Finance and Administration
Cynthia Watchmaker, MBA, Med
Associate Dean of Student Affairs
Chair, Student Progress Committee

Number of Meetings: 5 (including 2 Full Faculty Meetings)

Academic Senate Staff:

Alison Cleaver, Associate Director ; alison.cleaver@ucsf.edu

Division Business

This year, the School of Pharmacy (SOP) Faculty Council addressed the following issues related to the San Francisco Division:

Chancellor's Fund

The Academic Senate awarded the School of Pharmacy (SOP) \$25,000 in learning and development funds, supplemented by a \$25,000 match from Dean Guglielmo. Council members prioritized funded proposals that supported remote learning and developing faculty in this new learning model. Three proposals were received and funded including support of the Master Preceptor program, and Remote Learning Workshops and Individual Faculty Counseling around Remote Teaching. A second call for applications will be released in Fall 2021.

Academic Senate Leadership Retreat

Divisional Senate Chair Majumdar advised that the Senate's focus for the year was on diversity, equity, and inclusion including URM recruiting, building a support structure for junior URM faculty to remain in academia, and a proposed revision by systemwide of the Faculty Code of Conduct. Members in attendance noted an alarmingly high dropout rate for URM academics as the career trajectory progresses. On recruiting URM faculty, UCSF appears to be successful among those who apply, however the proportion of URM applicants is relatively low. A broad overview discussion was held focusing on the system and exploring any built-in biases preventing such applicants from applying. Members also discussed racism in patient care and how often patients of color are treated differently especially around pain: URM patients are not believed or thought to have a higher pain threshold. Also raised was the issue of policing at UCSF. These topics will be explored throughout the year.

School Business

Impact of COVID-19 on Students' Education

Members reported that some aspects of the curriculum are better taught in person rather than online. An example provided was how to train patients to inject insulin (skills lab exercise and OSCE station).

A positive benefit is realizing that telemedicine is here and not going away, especially for pharmacists. Both the teaching and administering of exams can be handled via Zoom. Learning this skillset now will aid pharmacists in this modality over their careers.

Associate Dean Watchmaker advised that while most of the first year PharmD students are managing well, there is a group of students who are really struggling. The school is trying to determine why: if the struggles would've occurred under normal circumstances, or if they've been exacerbated by the pandemic. As of fall 2020, the School has already had two students take a leave of absence: one for personal reasons, and the other deciding if pharmacy is the career for them.

Changes to the Curriculum

Guests Associate Dean Clinard and Vice Dean Youmans provided a broad high-level overview of the pandemic-related changes instituted during 2020-2021 and results to date. Changes were made to:

- Didactic Curriculum
 - Basic curriculum stayed the same; some skills courses needed to be modified to accommodate Zoom delivery.
 - No large group instruction; small group instruction only if must be done in person (clinical skills, for example)
 - Programs work together on scheduling
 - Ongoing communication with students and faculty
- Bigger Partnership with OEIS Team (utilizing Zoom)
 - Development of training materials for students and faculty of using Zoom and other electronic platforms

- Use of U-Proctor for electronic proctoring of exams
- Closer Partnership with OSACA Team
 - There are now 3 PharmD Advisors
 - Efforts to create community have become more intentional; student organization activity has naturally decreased
 - White coat ceremony and commencements were made virtual
- Experiential Education
 - This component is composed of introductory pharmacy practice experience (IPPEs) and advanced pharmacy practice experiences (APPEs) and comprises about thirty percent of the curriculum. More than fifty sites across all programs notified the SOP in March 2020 that they were unable to continue taking students. Both COVID testing and PPE requirements varied by site.
 - IPPEs: P1 Community Pharmacy Experience was prematurely discontinued for Class of 2022. Those hours have been made up using an on line program, MyDispense, during the P2 year and prior to starting APPEs.
 - APPEs: For Class of 2020 – Met previous UCSF requirements (8 APPEs); For Classes of 2021P and 2021T: Met minimum ACPE requirements (6 APPEs). CORE rotations utilized the broad definitions. APPE policies were adjusted to accommodate site closures and the double graduating cohorts.
- Additional Considerations: EE
 - Preceptor Development: Launch of Zoom CPE Events - five events between May and November. Launch of Preceptor Portal. Presentations on Virtual Learning in the EE environment at State/National meetings.
 - Virtual Site Visits: March/April 2021. Fall 2020 to launch the 2021-2022 cohort
 - Changes in Onboarding: COVID testing, PPE, and training around both areas

Discussion

Q: Looking post-COVID-19, is there a use for virtual/online?

A: Yes. It's a bit harder for IPPEs or early learners, but we've learned a lot. It's a huge "ask" for preceptors and sites, considering the complicated logistics. A hybrid approach will probably be best.

Dean Guglielmo commented that he's been interacting with other US SOP Deans. He said most Deans have struggled on how to deliver a PharmD curriculum during the pandemic. He acknowledged that because both Associate Dean Clinard and Vice Dean Youmans managed this issue for not one, but two separate classes of students, UCSF isn't struggling.

Q: How have students done learning in this environment?

A: Examining the Foundations block, on average students did better this year at passing the assessment than last year. But the school also had a few students do much worse than they had seen previously. The courses were restructured, with therapeutic sciences moved to the beginning, so overall the class has done better.

Council members asked if it was too soon to re-examine their applications and their scores to see where they stood prior to coming in. Associate Dean Watchmaker said the situation is more complicated than that, with several students having mitigating circumstances in addition to the pandemic situation. But this is all part of the analysis during Student Progress Committee meetings.

Graduate Education

This parallels nicely with the PharmD students. Overall, some of the results are the best ever seen, and others are the worst. So those who are doing well are continuing to do well, while others aren't. Identifying the latter and lending support in a manner that is beneficial is planned. They're trying to find ways which won't hold back those students who are doing well, while helping those students who need it.

Student Experience

The School has to acknowledge that while the informal education is very strong, many students aren't getting that collegiate social experience — fraternity, study groups, role playing, plus getting feedback on speech delivery. So there's no additional study group, or learning from colleagues that students would obtain if they were attending in person curriculum.

PharmD Accreditation & Self-study Cycle 2021

Accreditation Update

Associate Dean Assemi introduced Cheryl Cain, Operations Coordinator, who is assisting on the accreditation report. The report's development and all the data uploads are ongoing. We have complete data sets on student matriculating as of spring 2021. A draft Final Report is available for review and to vote upon.

Results from 2020 AACP Program Surveys

Three programs were surveyed over summer 2020. For the PharmD curriculum, SOP is required to use four curriculum surveys (by the accrediting body) to all graduating students. Also required to survey preceptors, alumni, and faculty. In 2020, preceptors and alumni were also canvassed.

These surveys were developed by AACP along with the instrumentation. There is very little overlap in questions across all four instruments. Individual stakeholder survey results are available for descriptive comparison to other cohorts. Results were intended to be triangulated against other data sources and used to guide additional inquiry in areas of interest.

- *Preceptor Survey*
All IPPE and APPE preceptors who worked with or evaluated at least 1 student in the last cycle. Overall response rate: 49.5% (2018 response rate was 43.0%). Areas of improvement were around experiential education, including the school's messaging around experiential education. Also, areas of preceptor development were highlighted.
- *Alumni Survey*
Respondent rate was over 20%. Classes that graduated 2017-2019 were canvassed. Over 85% who responded advised that they practice in California, the rest are spread out nationally. Additionally, over 75% of respondents advised that they completed post-graduate training. Alumni agree they received a higher quality of education and would attend again the same program. Other notable results include being kept in the know of activities going on at the school.
- *Student Survey*
Response rate is always nearly a hundred percent (99.2%) of eligible graduating students. This is statistically higher than other schools/programs. These students emerged from the pathway program, so their responses are consistent with that program.

Some information that has been tracked since the last accreditation (and was negatively assessed at that time) has turned around. Students now feel that their IPPEs are preparing them for the APPEs that are forthcoming. These results need to be contextualized in this specific graduating class. Themes are consistent with past years: interprofessional education, program outcomes, curricular quality, and UCSF Student Experience. Most comments are relatively positive.

Full Faculty Meetings

The School had two full faculty meetings in 2020-2021 academic year: January 21, 2021, and June 2, 2021. Topics from those meetings included:

January 2021

- Anti-Racism Task Force Update
- ACPE School of Pharmacy Accreditation Update

- Changes to Education Curriculum during COVID Pandemic

June 2021

- Principles of Telework
- ACPE School of Pharmacy Accreditation Update
- Overview on Plans for Return to In-Person Instruction and Update on Search for new Associate Dean of Students

Student Reports and Student Matters

Student Representative Richard Ishimaru (2020-2021) and Cally Chung (2021-2022) provided updates throughout the year on the following topics:

- The RCOs continued to work on remote events and ASSP did their best to support the student body.
- Some students experienced more difficulty than others. However, even in the face of the chaos, the resiliencies of the classes can be seen. Students did their best to support and foster connections as much as possible.

Standing Committee and Subcommittee Activities

1. Academic Standards

Throughout the academic year, Committee Chair Jennifer Cocohoba and Associate Dean Cynthia Watchmaker advised on the number of in-depth reviews conducted, and follow-up actions taken. As of fall 2020, only one student had been discussed, and the P2 students were about to be discussed before they moved into APPEs.

2. Academic Progress

Met recently to review students in line to progress to the next year. There are seven students to date for whom there are some questions. There are also three students in the new cohort who needed to re-assess, all passed the re-assessment and are now in line for moving onto APPEs. They took capstone second year OSCE, to assess their clinical skills.

We're still examining to insure we've intervened early enough; although some students did take leaves of absence. The nature of this curriculum requires students to think differently and not just regurgitate information; the goal is for them to be successful. Learning resources, mental health services, and a tutoring service are all areas that will be offered next year. For some students, the new curriculum is very different: students aren't used to using learning objectives as a learning guide in coursework.

Q: For students who are struggling, are we examining where did students come from? Perhaps they came from a semester program?

A: Ex Officio member Watchmaker advised that the UCSF quarter program can be so quick and can affect their learning. This year is very different with everything that's happening with COVID and their families, and learning remotely.

3. Admissions Committee

Committee Chair Robert Chalkley advised in fall 2020 that nationally, PharmCAS reports anticipating a decrease in applicants to pharmacy schools in comparison to last year.

The School received 350 applications. This is down seventeen percent from last year but consistent with two years ago. The School interviewed 280 applicants. Of those interviewed, the School extended 150 offers. Of those 122 accepted, and 5 students were drawn from the waitlist. This is about an 82% yield from offers made. The outreach and admissions team participated in twenty-five virtual events; the pandemic didn't limit outreach events.

Remodeled Fall 2020 Interview Structure

It is not yet determined whether the 2021-2022 admissions will follow the Fall 2020 model or the more traditional. For academic year 2020-2021, the model was as follows:

- The interview days were doubled from five to ten days. Instead of multiple mini-interview (MMI) encounters (six 5-minute interviews—some with faculty, some with students, and standardized professional actors), the School replaced it with a single forty-minute Zoom interview with one faculty and one student. Similar to previous MMIs, the 2021 interview format incorporated hypothetical situations and standardized questions.
- The one interview was evaluated and independently scored by the two interviewers. It was not logistically feasible to record interviews.
- Each candidate signed an Interview Agreement, modeled after UCSF SOM. This document was shared with both SOP and SOD and was vetted by UCSF Legal Counsel. It was provided electronically as part of the interviewee accepting the interview invitation.
- The on-site essay model was online through Qualtrics. Candidates logged into Zoom at a specified time. Instructions and an overview were provided then. The Qualtrics link was provided through Zoom, and Qualtrics was subsequently closed at a specific time. The essay was downloaded, then uploaded to the candidate application.
- As it was online, SOP couldn't prevent candidates from using spelling and grammar checking software. Essay prompts were chosen to minimize potential of plagiarism via online searching. An example prompt included: "I'm a strong believer in listening and learning from others." – Ruth Bader Ginsburg, Former US Supreme Court Justice. Applicants were asked "How does this quote resonate with you personally? What are specific examples in your own life where this quote can be applied? What lesson or lessons have you drawn from these experiences?"

4. Curriculum and Educational Policy

Chair Michael Grabe advised on academic year 2020-2021 priorities and accomplishments:

Curriculum Revisions

- Changes to the boiler plate language on the syllabi: improve remote learning, assessment schedule, and consistently adding the JCPP Pharmacy Patient Care Process Wheel to course documents.
- Finalized changes to the syllabi and evaluations for the Discovery courses.
- An assessment review of Foundation I has been completed by faculty member Igor Mitrovic, Director of Integrated Core Curriculum.
- Extended the length of time for infectious disease block by one week, to decompress some of the content.
- PCOA Exam Administration did not occur for the 2020-2021 academic year - students transitioning from didactic to experiential won't be taking exam this year.
- OSACA provided clarifying communication to students concerning course evaluations
- Additional surveys launched to examine professional readiness week and synthesis week.
- Created assessment and curricular maps for the new curriculum.
- Ongoing examination of the school effectiveness in delivering the curriculum in this new online environment.

- Curriculum Retreat: In partnership with the Assessments Team, the retreat engaged faculty to examine and bridge the gap of where we are and where we want to be.

Policy revision (four-year to three-year program)

- Online policies mentioning the four-year curriculum were revised
- Revision of the school's remediation and reassessment policy to clarify the reassessment process throughout P1 and P2 year

Anti-Racism Curriculum Task Force (Tram Cat & John Ray)

- This task force will attempt an initial definition of what anti-racism is within the curriculum, focusing on the STPs. This dialogue includes faculty, staff, and students. The Task Force is the outcome of SOP student advocacy and dialogue with Dean Guglielmo.
- There's a new required course in the graduate division on racism in science; all first-year students must take it. SOP would be interested in including that in their curriculum. Separately, there is a DEI Leadership Course for graduate students who are interested. This is not a required course.

Update on Health Disparities Curriculum Project (Jen Cocohoba)

Cases already used in the curriculum are being examined with both DEI and health disparities in mind. Where needed, the team is revising and editing the cases. The School is developing a DEI thread through all education themes. Vice Dean Youmans has advised that if an element is being inserted, another must be removed.

OSCEs

Very pleased to report that the number of re-assessments needed is dropping.

Well-being In the Curriculum

Members asked if well-being could also be incorporated in the curriculum. Perhaps in the professional development/success thread, these concepts could be introduced earlier. Cynthia Watchmaker will discuss this off-line.

Going Forward

Ongoing issues under review or actions that the Council will continue into 2021-2022:

- Continue refining operationalization of the transformed PharmD curriculum.
- Assessment and Evaluation structure
- Returning to campus and impact on students and their training of the pandemic