

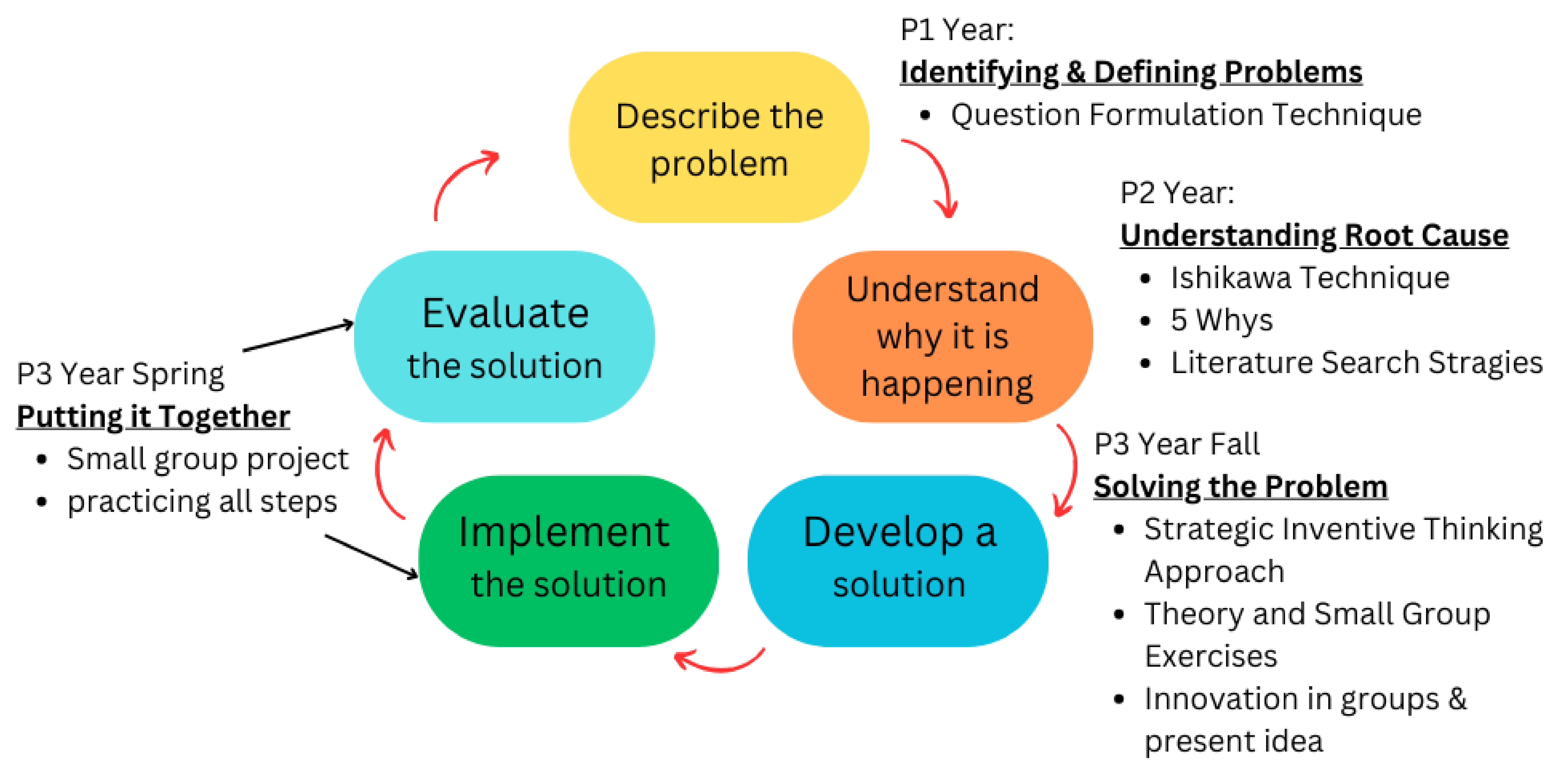
Background

- Innovation, problem-solving, and practice transformation are important skills for pharmacists.
- Yet, there are few examples of strategic curricula to teach students these skills in the required curriculum.
- A required, vertically-integrated innovation curriculum including didactic and experiential learning was designed and implemented in 2019.

Curriculum Design

- The curriculum is based on the Evidence-Based Problem-Solving Framework.
- Didactic sessions in P1-P3 years are aligned with the framework, emphasize iterative skill development and practical application.
- The program culminates in a required APPE where students collaborate with pharmacy mentors to address real practice-based challenges.

Evidence-Based Problem-Solving Framework



Results

- 51% of mentors indicated the project was already implemented
- 40% were planning to implement with additional work
- 47% of mentors work with additional students in subsequent years indicating the value to mentors
- 77% graduates agree they are confident in their ability “to systematically solve a problem within my profession”

Conclusion

- Students identified problems in practice, understood why problems occurred, developed innovative solutions, implemented solutions, and evaluated the success of the solution.

ImPaCT APPE

- During 5-week required APPE:
- Students collaborate with mentor on project development and completion
 - Coordinator meets with students twice
 - Students participate in peer-to-peer sharing and discussion session



*Adopted from 3-minute thesis (<https://threeminutethesis.uq.edu.au/>)

Contact Us!

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