

THE UNIVERSITY OF BRITISH COLUMBIA
Curriculum Vitae for Faculty Members

Date: June, 2015

Initials: TAN

1. **SURNAME:** NICHOLL **FIRST NAME:** Tessa
MIDDLE NAME(S): Anne
2. **DEPARTMENT/SCHOOL:** n/a
3. **FACULTY:** Pharmaceutical Sciences
4. **PRESENT RANK:** Senior Instructor **SINCE:** July 2014

5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
The University of British Columbia	RPh	Hospital Pharmacy Residency	1993
The University of British Columbia	BSc	Pharmacy	1992
The University of British Columbia	MSc	Pharmacology & Toxicology	1990
The University of British Columbia	BSc	Cell Physiology	1987

Special Professional Qualifications

Hospital Pharmacy Residency (ACPR) – 1993

Licensed Pharmacist (RPh) with The College of Pharmacists of BC – 1992 – present

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University, Company or Organization	Rank or Title	Dates
Astra Zeneca, JDS Healthcare, Pharmascience	Consultant Pharmacist	2002-2005
JDS Healthcare Corporation	Clinical Services Coordinator	2003-2004
Lions Gate Hospital	Staff Pharmacist	1997-2000
Vancouver General Hospital	Clinical Pharmacist	1993-1997

(b) At UBC

Rank or Title	Dates
Senior Instructor	July 1, 2014 - Present
Instructor 1 (Full Time)	August 1, 2011 – July 1, 2014
Instructor, PT (90%)	September 1, 2010 – July 31, 2011
Instructor, PT (80%)	July 1, 2008 – August 31, 2010
Instructor, PT (50%)	June 1, 2007 – June 30, 2008
Lecturer, PT (50%)	June 1, 2006 – May 31, 2007
Clinical Instructor	January 1, 2006 – April 1, 2006
Sessional Lecturer	September 1, 2005 – December 1, 2005
Clinical Instructor	September 1, 2004 – April 1, 2005
Acting Director, Medication Info UBC	2001 - 2002
Drug Information Pharmacist - BC SMILE – Service for Medication Information, Learning and Education in BC, UBC	2000 - 2001

(c) Date of granting of tenure at U.B.C.:

July 1, 2014

7. LEAVES OF ABSENCE

- None

8. TEACHING

(a) Areas of special interest and accomplishments

I am passionate about our university, the profession of pharmacy, practice change and education. My first passion is the students and seeing that they are prepared for the future and a changing profession.

I feel strongly that we arm our students with the skills and the confidence to be able to apply their knowledge, to be able to make and rationalize decisions; essential elements for providing patient-centred care in the growing and changing profession of Pharmacy.

My philosophy is that each student has strengths and abilities that can contribute value to the learning environment. In an active-learning environment; and environment that is supportive, collaborative, motivating and fun. I want students to feel safe, and therefore confident to participate and realize their potential.

My responsibility as a teacher is to create the learning environment where students are stimulated and empowered to think critically, and with common sense, and to learn to work independently and as part of a larger team, to apply their knowledge in order to achieve their individual learning goals.

I create this environment by trying to learn something about each student, starting with their name and then something special about each of them. I also try to make sure that each contribution to class discussion is appreciated and recognized. In addition to creating a safe and relaxed environment, I try also try to adhere to a process that promotes learning and discussion, and is driven by practical, meaningful, and regular assessments.

My future goal is to take a scholarly approach to how I create and support a motivating and empowering learning environment. As a follow-up to my published article in AJPE, [A Model for Small-Group Problem-based Learning in a Large Class Facilitated by One Instructor](#), *Am Journal Pharm Edu.* 2012; 76 (6) Article 117, I am planning to collate my data on team composition. I am also working to continue creating and improving assessments that further motivate students to apply their knowledge, rather than memorize content.

I am excited to continue coordinating and teaching Pharmacy 499 (CAPS 4), which will continue for another three years, as part of the 'old' curriculum. As of September, 2015, Phar 499 will be a 5-credit course, due to the contact hours and content. I look forward to working with our CAPS stream to continue developing and integrating our content and process. I am constantly developing new cases, and have incorporated new assessments, such as individual- and team-based documentation assignments, and weekly online individual formative assessments. I would like to work with our new Director of Assessment to further evaluate and develop my assessments. I am also working with practicing clinical pharmacists to develop my course content; to keep my course in line with what is happening in practice, and should be happening in practice, so that the students are confident and prepared to be part of a changing profession. The cases and assessments that I continue to develop will benefit and inform our 'new' curriculum (E2P Programme).

I look forward to planning the coordination of the third year Seminar course in the Seminar series in the new curriculum. Additionally, I will be module lead for neuroscience in second year of the new curriculum. I look forward to collaboration with other faculty members, to see this module come to fruition. I believe this will be a very challenging and rewarding experience where I can implement my teamwork skills, knowledge of active learning techniques, formative assessments, and clinical experience.

In closing, the following is copied from an unsolicited email from a student in my CAPS 4 class Winter 2011:

“your course is up to date, I mean really up to date. The thing that I enjoyed the most was tackling cases that seemed to apply to what I do at work each day now. I liked that they were practical. It was clear with the intricacies of each case you spend a lot of hours formulating, researching, and designing them. They are very well done. I think you treat all us students as grown adults who will be making important decisions, and believe we are capable. Every time you would hint, and prompt, and let us discover what we knew but didn't know we knew was a confidence booster, and much appreciated.”

(b) Courses Taught at UBC

Session	Course Number	Scheduled Hours	Class Size	Hours Taught			
				Lectures	Tutorials	Labs	Other
2014W1	499	91	121	6	54		65
2014W2	499	91	79	6	54		65
2013W1	499	91	95	5	54		65
2013W2	499	91	43	5	54		65
2012W1	499	91	96	6	51		65
2012W2	499	91	49	7	54		65
2012W2	450	39	10	6			33
2011W1	450	26	1				30
2011W1	499	91	89	7	54		65
2011W2	499	91	46	7	54		65
2010W1	499	91	94	9	54		65
2010W2	499	91	53	9	54		65
2010W2	450	26	1				30
2009W1	450	26	1				30
2009W1	450	12	6	12			40
2009W1	450	20	22	20			40

2009W1	499	91	103	10	54		65
2009W2	499	91	55	10	54		65
2008W1	499	184	102	10	120		65
2008W2	499	184	53	10	120		65
2007W1	499	186	82	8	85		65
2007W2	499	186	55	8	85		65
2006W1	499	186	67	8	111		65
2006W2	499	186	60	8	111		65
2006W2	399	61	6	1	60		
2005W1	302	39	141	38			
2004W1/2	300	60	150			60	
2004W1/2	399	60	6		60		
2004W2	241	1	150	1			

- Pharmacy 499 (CAPS 4) Course Coordinator – June 2006 – present
- CHIUS – Preceptor to 3rd year IPE students participating in CHIUS clinic on DTES – June 6 and 20, 2015
- Phar 450 (Directed Studies) – Clinical Pharmacist Services Initiative - Innovative Collaboration Model – Role of Pharmacist in Evidence-based Community Practice – January 2012 – April 2012
- PharmD Oral Examiner – February 2012
- Phar 450 (Directed Studies) – Clinic Development – January 2010 – December 2011
- Phar 498 Oral examiner – 3-6 hours per term – 2009 – present
- Phar 369, 498, 478 and 479 remediation – 2008 – present
- Phar 450 Tutor-training Course Co-Coordinator – September 2009 – April 2010
- Phar 450 Case-writing Course Coordinator – September 2009 - December 2009
- Interprofessional Education Course, Faculty of Medicine, UBC – September 2008
- Phar 399 (CAPS 2) Tutorial Facilitator and Case Writer – January - April 2006
- Phar 302 (Pharmaceutical Care) Coordinator– September - December 2005
- Phar 399 (CAPS 2) Tutorial Facilitator and Case Writer – September 2004 - March 2005 and January – April 2006
- Phar 300 Lab Assistant – September 2004 – April 2005

(c) *Students Supervised*
n/a

(d) A summary of student evaluations

Evidence of success of my teaching has been demonstrated through student achievement of the learning outcomes for CAPS 4 and also through students reporting appreciation of how the course is administered via their course- and teacher-evaluations. This course has resulted in my receiving **seven teaching awards in the last six years**; the Bristol Myers Squibb Teaching Award of Excellence in Teaching in Pharmaceutical Sciences (2008/2009), the Fourth Year Teaching Award (2009/2010, 2010/2011, 2011/2012, 2012/13, and 2013/14) and the UBC Killam Teaching Prize (2013) (See Appendix 2).

I am also proud that my teaching evaluations “Overall Effectiveness” scores have averaged from 4.4/5 – 5.0/5 over this time period.

Session	Course & Section(s)	“Overall Effectiveness” Score from Teaching Evaluations	“Overall I learned a great deal” Score from Course Evaluations
2006W1	PHAR 499 L01	4.6	4.6
2007W1	PHAR 499 L01	N/A	4.6
2007W2	PHAR 499 L02	4.4	4.1
2008W1	PHAR 499 L01	4.6	4.6
2008W2	PHAR 499 L02	4.6	N/A
2009W1	PHAR 499 L01	5.0	N/A
2009W2	PHAR 499 L02	4.6	4.6
2010W1	PHAR 499 L01	4.7	4.6
2010W2	PHAR 499 L02	4.5	4.7
2011W1	PHAR 499 L01	4.4	4.5
2011W2	PAR 499 L02	4.4	4.5
2012W1	PHAR 499 L01	4.4	N/A
2012W2	PHAR 499 L02	4.6	4.5
2013W1	PHAR 499 L01	4.5	4.4
2014W1/2	PHAR 499	N/A	N/A

(e) Continuing Education Activities

- AFPC Annual Meeting and Canadian Pharmacy Education and Research Conference (CPERC) – June 11-13, 2013, Niagara on the Lake, Ontario.
- Continuing Education CE (15 hours) yearly to maintain College of Pharmacists License
- CHES Celebration of Scholarship – October 2, 2012, Vancouver, BC.
- AFPC Annual Meeting and Canadian Pharmacy Education and Research Conference – June 5-8, 2012, Quebec City, Quebec.
- AFPC Annual Mid-year Meeting – February 9-10, 2012, University of Toronto, Ontario
- AFPC Annual Meeting and Canadian Pharmacy Education and Research Conference – June 5-8, 2011, Winnipeg, Manitoba
- Annual Interprofessional Clinical Educators Workshop (Professionalism) - full day – May 17, 2011, Richmond, BC

- AFPC Annual Mid-year Meeting – February 4-6, 2011, University of Toronto, Ontario
- AFPC Annual Meeting and Canadian Pharmacy Education and Research Conference – June 5-8, 2010, Richmond, BC
- Active Learning and the Pedagogical Change – 2010 AACP Institute – May 24-26, 2010, Lansdowne, Virginia
- Interprofessional Education PBL Facilitators Workshop – 2 evenings - October, 2009, College of Health Disciplines, UBC
- AACP/ AFPC (American Association of Colleges of Pharmacy and Association of the Faculties of Pharmacy of Canada) Annual Pharmacy Education Conference – July, 2009, Chicago, Illinois
- Therapeutics Update – March 2008, Vancouver, BC

9. **EDUCATIONAL LEADERSHIP**

(a) *Areas of special interest and accomplishments in educational leadership*

The Blueprint for Pharmacy, which has outlined the need to move our profession from a product to a patient focus, has inspired me to become extremely involved with committees and working groups that look at teaching strategies and curricular changes that will support students to graduate with the skills, abilities and attitudes to be part of the change; to be able to provide patient-centred care in a collaborative manner.

I have developed and implemented Pharmacy 499 – Cases in Pharmaceutical Sciences Year 4 (CAPS 4), which is the 4th year course in the CAPS stream of problem-based learning (PBL) courses. CAPS 4 is unique as it was developed as a 'tutor-less' PBL course. This model provides a rich learning environment with a cost savings of approximately \$42,00 per term.

The students work through complex weekly cases in small teams, in a large classroom, with only myself as the facilitator. This unique model provides me with opportunities to react to what is happening within the small groups in a large class setting. This model offers ample opportunity for 'teachable moments'. With the use of technology, in the form of PollEverywhere, I have further promoted those 'in the moment' large classroom discussions.

Description and evidence of success of this model of teaching small groups in a large classroom setting can be found in my publication in the American Journal of Pharmaceutical Education in 2012 (see Appendix 1).

The weekly cases are very content rich and complex and have associated weekly team assignments, as well as individual- and team quizzes. Team functioning is supported through twice-per-term Peer Evaluations via iPeer. This ongoing and immediate feedback, or formative assessment, is really important to students to gauge how they, and their team, are doing with their research and learning.

The team assignments provide opportunities for students to practice the application of their content knowledge in practical and 'real-life' ways, such as writing a documentation note in a hospital chart or a letter of recommendations to a physician. These opportunities promote further team discussions and large classroom discussions in case wrap-ups.

Finally, I welcome student feedback with respect to assessments and cases. I encourage discussion of how quiz questions can be improved, and accept written appeals for marks. I also ask for feedback on the weekly cases; whether they promoted good discussion and learning or not, and how they can be improved. This openness to feedback further empowers the students, as they feel that they are being treated as peers with valuable knowledge and opinions worth sharing.

As a form of summative assessment, I have also developed and implemented an end-of term oral exam to individually assess students on their ability to assess patient cases, identify problems, and then, through critical appraisal, use evidence to make clear and rational recommendations.

Over three years, 2009-2012, I worked with two other faculty members and our building architects to develop the process and infrastructure for a new concept and model of practice, **The Pharmacists Clinic**, in our new building. We worked to develop a clinic that addresses the needs of our program, patients and society; where pharmacists, residents and students will be able to conduct drug therapy assessments, educate patients regarding the risks and benefits of drug therapy, identify, prevent and resolve any drug therapy problems (DTPs), while incorporating the philosophy of shared informed decision-making. The concept of the clinic was to provide patient-centred care in an environment that fosters communication between pharmacists and pharmacy trainees with patients, pharmacist colleagues, other healthcare professionals and their primary health-care provider. I presented this work through abstracts and posters at two different CPERC conferences (see Appendix 2 for an example).

(b) Curriculum development

In addition to developing new courses and learning models, I have been actively involved curriculum development via sitting on faculty committees such as co-chairing one of the **Grad of 2020 Working Groups** to start defining goals for instructional skills and assessment. This work continued on the **Program Development Committee**, which has now evolved into the **Program Advisory Committee** which now supports the Entry-to-Practice PharmD working groups.

I have recently finished a term as an Association of Faculties of Pharmacy of Canada (**AFPC**) **Council member** representing UBC. I will continue this work as Co-chair of the **AFPC Communications Committee**. This work has aligned my service activities with teaching, learning and scholarship by increasing the breadth and depth of my knowledge and understanding of curricular development, and innovation and leadership in education through collaboration with our colleagues across the country. For example, I was on council through the development and implementation of the new **AFPC Education Outcomes**; a tool to assist in the standardization of pharmacy education across Canada. This council work has given me more broad-reaching perspective on pharmacy education, the potential that can be achieved, and the excellent work that we are already doing and continue to improve upon at UBC.

In the last few months, I have been working with a small team of faculty to develop the Seminar series in the new curriculum. In the next months, I look forward to embarking on my role as module lead for neuroscience in the second year of the new curriculum, and the continuation of teaching fourth year CAPS in the old curriculum.

(c) Pedagogical innovation

Over the last few years, I have supervised three directed studies students in projects around the development of the model and process for **The Pharmacists Clinic at UBC**. Two of the students have ended their year with me by presenting a refereed abstract and poster at the Annual AFPC Conference (see Appendix 3).

One of my directed studies students was included in the writing of a Teaching and Learning Enhancement Fund (TLEF) grant application. We were successful in receiving full funding of \$119,200 for 2012/13, for our project to develop the Pharmacists Clinic as a an experiential learning environment in our faculty.

With the TLEF support, we developed a new education and practice model; a model and process for providing **Clinical Pharmacist Services** in three Family Physician practice sites, involving 26 physicians. We named this project the **Clinical Pharmacist Services Initiative (CPSI)**. This project was challenging in initiation as we had to bridge the gap in understanding of the role of the pharmacist in the community care setting. Implementation took from June – December 2012. Starting in January 2013, 10 third-year students had the opportunity to participate in this collaborative and interprofessional experiential environment through an elective course entitled, **Innovative Collaboration Model – Role of the Pharmacist in Evidence-based Community Practice**. The feedback from students, physicians and patients was excitingly positive. We are looking at ways to continue and expand the

project to include more physicians, pharmacists and students, in collaboration, and as an extension, of the Pharmacists Clinic at UBC (see Appendix 3).

Through , I have also helped initiate the first Interprofessional case study in our curriculum, where we have invited students from other health care disciplines (Medicine, Nursing, PT, OT, Dentistry, Speech Pathology, Foods and Nutrition) to participate with our students to collaboratively work through a case and come up with an interprofessional care plan.

I am in the process of continuing a scholarly approach to my teaching by developing a study to investigate whether small-group problem-based learning (PBL) teams should be formed based on grouping by ability (aka 'like-learners'), as opposed to be formed randomly. I would like to determine if students perform better on individual assessments, and feel that it is a positive learning experience, when they are grouped by ability compared with when they are grouped randomly.

My teaching has also included teaching a case-writing elective and co-teaching in an elective to develop peer problem-based learning facilitators. I also participate in Phar 498 oral exams and the year-end remediation of Phar 369, 478, 479 and 498 students who require additional help to meet learning outcomes.

(d) Applications of and contributions to the scholarship of teaching and learning

In addition to the publication of my teaching in AJPE (Appendix 1), I have also shared my teaching strategies, via abstract and poster, at the CHES Celebration of Scholarship in 2012, at AFPC/CPERC conferences 2010/11/12/13, and our Faculty's Celebrate Learning event in 2011.

I plan to further develop my pedagogical research skills by taking a scholarly approach to my teaching through collaboration with our Faculty's Office of Educational Support and Development (OESD), further participation as a member of CHES, and by taking advantage of opportunities offered by the Centre for Teaching, Learning and Technology (CTLT) at UBC. My immediate goal is to continue my study of small-group PBL in a large class, by taking a scholarly approach to assessing team formation.

(e) Teaching and Learning Grants

Granting Agency	Subject	COMP	\$ Per Year	Year	Principal Investigator	Co-Investigator(s)
Teaching and Learning Enhancement Fund (TLEF)	The Development and Implementation of the UBC Pharmacy Student Journal - A student-led initiative to promote learning around research and publishing among pharmacy students	C	\$8,095/12 months	2012/13	Tessa Nicholl	Kelvin Liu, Sandy Mok
TLEF	Developing a patient-centred Pharmacists Clinic (PC) to provide an enriched experiential learning program for pharmacy students	C	\$119,200/12 months	2012/13	Tessa Nicholl	Ingrid Price, Alan Low, James McCormack, Robson Liu
TLEF	Preparing Student for Patient-centred Practice in a Type II Diabetes Clinic	C	\$27,450/12 months	2012/13	Lynda Eccott	Lesley Bainbridge, Karol Traviss, Tessa Nicholl, Stella Yeung

(f) Formal educational leadership responsibilities

- UBC PSSJ – Pharmaceutical Sciences Student Journal UBC – June 2012 – April 2014 – *mentor to students to develop, implement and sustain the UBC PSSJ*
- Pharmacists Clinic at UBC - Development and Implementation Team member, and Advisory Committee Group member – September 2009 – present – *planning the concept and physical space of a Pharmacists Clinic in our new building, developing the protocols and ideas, involving students in the development of ideas and concepts, presentations of the concepts to stakeholders such as BCPhA, the College of Pharmacists, community pharmacists and physicians, sitting on advisory group for the implementation of the Pharmacists Clinic*
- Year 4 Program Coordinator, Faculty of Pharmaceutical Sciences – March 2010 – present – *vertical and horizontal coordination of the program at the 4th year level*

(g) Innovation in the use of learning technology

Along with my colleagues, we are working toward teaching our courses without the use of paper. This has us relying heavily on the learning platform, Connect, to develop and implement electronic cases and assessments. I have also implemented iPeer for performing peer evaluations. I developed an iPeer manual for TA's to use. In this last teaching year, I have successfully transitioned to a completely paper-less course.

As a means of creating an interactive and collaborative learning environment in a large class, I employ PollEverywhere. This allows students to project their questions and answers to the rest of the class via their smart phones, iPads, or computers.

I have worked with colleagues to develop new forms for documentation of Pharmaceutical Care activities. We are working to develop forms which stream-line documentation; are electronic and on-line, and focus on an informed shared decision-making approach. We hope to incorporate these new documentation forms into the entry to practice curriculum, experiential rotations, and The Pharmacists Clinic. I worked with colleagues at McMaster University Faculty of Medicine to develop open-source documentation software, OSCAR, which will be tailored for us by Pharmacists providing patient care.

As a council member representing our faculty on the AFPC council, I have contributed to the development of a proposal to Canada Health Infoway for funding to develop a pharmacy information technology competency framework. We received that funding and our council created an action plan to meet the objectives of the proposal.

I have also been Co-chair of the Communications Committee for the AFPC council. We worked on creating a strategy to improve the communications of the AFPC to the individual Faculties of Pharmacy across Canada. This involved the development of a new website, new communication streams, and has resulted in the translation of existing competency documents into the French language. Following picking a website development company via the RFP process, we then worked with our committee to develop a new website, which is not live.

(h) Other educational leadership contributions

With TLEF grant support of \$119,200 for 2012/13, we developed a new education model; a model and process for providing **Clinical Pharmacist Services** in three Family Physician practice sites, involving 26 physicians. We named this project the **Clinical Pharmacist Services Initiative (CPSI)**. Third-year students had the opportunity to participate in this collaborative and interprofessional experiential environment through an elective course entitled, **Innovative Collaboration Model – Role of the Pharmacist in Evidence-based Community Practice** (see Appendix 3). The success of this project has assisted in the referral of patients to the Pharmacists Clinic at UBC, as there is now an understanding of the role of a Clinical Pharmacist in a primary care setting.

Following the hire of a Director of The Pharmacists Clinic, I continue to be involved by being a member of the Implementation Advisory Group and the Education Sub-Group. I plan to continue being involved in the ongoing success of the Pharmacists Clinic as an education model and model of advanced practice. This is an environment that is rich with opportunities for clinical-, practice-change- and education-research.

I have also worked with students to develop an student electronic journal, named the Pharmaceutical Sciences Student Journal (**UBC PSSJ**), to promote student publications within the faculty of pharmacy. I was successful in obtaining a Teaching and Learning Enhancement Fund (**TLEF**) grant of **\$8,095**, in order to assist with the development of the UBC PSSJ. The students honored me with a **Visionary Award** and **dedicated the first journal in my name** at the opening of the UBC PSSJ in January 2013.

10. SCHOLARLY AND PROFESSIONAL ACTIVITIES

(a) *Areas of special interest and accomplishments*

(b) *Invited Presentations*

- Delivered “**Antibiotics, Handle With Care**” outreach program – 2000-2001
- Delivered talks on **Natural Health Products** and **Osteoporosis** to Osteoporosis Society, Arthritis Society, Unions, Seniors Groups on Osteoporosis, Natural Health Products and Arthritis – 2000 - 2002

(c) *Other Presentations*

- Interviewed about medications and recreational drugs, including ‘Ecstasy’, with local and national media including press, TV and radio (appeared on **CBC, BCTV, BC CTV, WTN** and many radio stations) – 2001-2002
- Interviewed about Natural Health Products for viral cold prevention on, “**The Shopping Bags**” television series – 2002

(d) *Other*

n/a

(e) *Conference Participation (Organizer, Keynote Speaker, etc.)*

- **Tessa Nicholl**, Charles Park, Marion Pearson. AFPC/CPERC Conference Planning and Organizing Committee Member – Vancouver, BC – June 2016
- **Tessa Nicholl**, Jason Min, Larry Leong. UBC Clinical Pharmacist Services Initiative – Developing an Interdisciplinary Model for Learning, Research and Innovative Practice in Family Physician Clinics. Abstract and poster presented at the Annual AFPC – CPERC Conference, Niagra on the Lake, June 2013.
- **Tessa Nicholl**. Tutor-less Model of Small Group Problem-Based Learning in a Large Class. *CHES Celebration of Scholarship* – Poster presentation – Oct 2, 2012, Vancouver Convention Center.
- Sandy Mok, James McCormack, Alan Low and **Tessa Nicholl** Pharmacists Clinic Abstract and Poster presented at the Annual AFPC – CPERC Conference, Winnipeg, Manitoba June, 2011
- AFPC Pharmacy Research Poster Award Competition Judge – Annual AFPC – CPERC Conference, Winnipeg, Manitoba – June, 2011

- **Tessa Nicholl** Tutor-less Model of Small Group Problem-based Learning in a Large Class Abstract and Poster presented at the Annual AFPC – CPERC Conference, Winnipeg, Manitoba June, 2011
- Organizer: Social Committee for the Annual AFPC CPERC/CSPS Conference – June, 2010
- Polly Kwok, Alan Low, James McCormack, and **Tessa Nicholl** The Pharmaceutical Care Clinic Faculty of Pharmaceutical Sciences, University of British Columbia. Abstract and Poster presented at the Annual AFPC – CPERC/CSPS Conference, Richmond BC, June 2010
- **T.A. Fidgeon (Nicholl)**, G.D. Lopaschuk and J.H. McNeill. Free fatty acid perfusion of the diabetic rat heart. Abstract and poster: presented at the Canadian Federation of Biological Sciences (CFBS) Conference, Calgary, Alberta, June 1989

11. SERVICE TO THE UNIVERSITY

(a) *Memberships on committees, including offices held and dates*

- CHIUS Advisory Committee Member – June 2015 – present
- CHIUS Pilot Project Preceptor and Advisory Committee Member - 3 Bridges Clinic – June 2015 - present
- Faculty Advisor Program Committee Member – June 2015 – present
- Faculty Merit Committee Member – June 2015
- AFPC/CPERC Conference Planning and Organizing Committee – April 2015 - present
- Killam Teaching Prize Selection Committee Member – January – February 2015
- Pharmacists Clinic Advisory Committee Member – September 2013 – April 2015
- Pharmacists Clinic Education Sub-group Member – August 2013 – April 2015
- AFPC Communications Committee Co-Chair – June 2011 – June 2014
- Pharmacists Clinic Implementation Advisory Group Member – April 2013 – September 2013
- Entry to Practice Program Advisory Committee Member (PAC) – October 2011 - present
- Year 4 Program Coordinator, Faculty of Pharmaceutical Sciences – March 2010 – present
- Pharmaceutical Sciences Student Journal (PSSJ) Advisory Member – April 2011 - present
- Association of the Faculties of Pharmacy of Canada (AFPC) Council Member – Faculty of Pharmaceutical Sciences, UBC Representative – June 2010 – June 2013
- Dean's Selection Committee Member – August 2012 – February 2013
- Dean's Selection Committee Member – January 2012 – May 10, 2012
- Alumni Weekend Student Initiative – University Fair – Mentor to Students – March – May 2012
- Accreditation Committee Co-chair – October 2011 – March 2012
- Pharmacists Clinic at UBC - Development and Implementation Team Member – September 2009 – June 2012

- AFPC Education Committee member – June 2010 – June 2011
- Entry to Practice Program Development Committee member – May 2010 – September 2011
- Selection Committee Chair for hiring 12-month Lecturer – May - June 2011
- Selection Committee Chair for recruiting and hiring a Tenure-Track Instructor – May – June 2011
- Co-Chair of Instructional Skills and Assessment Working Group, Faculty of Pharmaceutical Sciences, UBC – January 2010- May 2010
- Graduate of 2020 Liaison Committee Member – January 2010 – May 2010
- Entry to Practice Selection Interviewer – 2007 - 2009
- College of Pharmacists of BC Map Task Force Member – Faculty of Pharmaceutical Sciences representative – January 2009-present
- Interprofessional Education Course Facilitator, Faculty of Medicine, UBC – September 2008
- Interprofessional case-based learning pilot project facilitator - October – November, 2009

(f) *Other service, including dates*

- Alumni Day – Tour guide for new Faculty of Pharmaceutical Sciences building – May 28, 2011

12. **SERVICE TO THE COMMUNITY**

(a) *Memberships on scholarly societies, including offices held and dates*

- BC Pharmacy Association (BCPhA) Member – 1990 – present
- Association of the Faculties of Pharmacy of Canada (AFPC) Member – 2000 – present
- Association of the American Colleges of Pharmacy (AACP) Member – 2009 – present
- Centre For Health Education Scholarship (CHES) Member – 2012 - present

(b) *Memberships on other societies, including offices held and dates*

- Centre for Health Education Scholarship (CHES) member, 2011 – present
- University Women's Club of Vancouver, 1989 – 1995

(c) *Memberships on scholarly committees, including offices held and dates*

- Member of Advisory Board for “PrescriptionWise” – a prescription drug public education initiative in BC – June 2002 - June 2003
- Western Canadian Media Representative “Be MedWise” – July 2002

- BC HealthGuide Endorser – completed BC HealthGuide workshop to become a trainer and endorser of the BC HealthGuide program

(d) *Memberships on other committees, including offices held and dates*

- Parents Advisory Committee (PAC) Executive Committee Member – Ecole Jules Quesnel – 2002 – 2008
- French Immersion Bilingual Exchange Program Chair – Ecole Jules Quesnel – 2004 – 2006

(e) *Editorships (list journal and dates)*

n/a

(f) *Reviewer (journal, agency, etc. including dates)*

- UBC PSSJ – Pharmaceutical Sciences Student Journal UBC - June 2012 – present

(g) *External examiner (indicate universities and dates)*

n/a

(h) *Consultant (indicate organization and dates)*

- Pro-bono tutoring of a Naturopathic Doctor in therapeutic decision-making – September 2012 – May 2012
- Medication Reviews for public - ongoing

(i) *Other service to the community*

- **Sponsorship and volunteer server of meals** to families at Ronald McDonald House
- **Sponsorship and volunteer server of meals** to homeless on the DTES via the United Church
- Providing **financial support** for 4 teens to attend high school in Kenya – tuition, books and uniforms
- Providing **full financial support** for post-secondary education - tuition, books, housing, clothing, food and travel - for a **female student in Kenya** to complete a 4-year Bachelor's of Education. (March 2011 – 2014)

- **Mom-2-Mom** – mentor to a marginalized single-Mom of a child with learning differences – November 2013 – present

13. AWARDS AND DISTINCTIONS

(a) *Awards and nominations for Teaching awards (indicate name of award, awarding organizations, date)*

- 4th Year Teacher of the Year AFPC Award – 2013/2014
- UBC Killam Teaching Prize – 2013
- 4th Year Teacher of the Year AFPC Award – 2012/2013
- 4th Year Teacher of the Year AFPC Award – 2011/2012
- 4th Year Teacher of the Year AFPC Award – 2010/2011
- 4th Year Teacher of the Year AFPC Award – 2009/2010
- Bristol-Myers Squibb Award for Excellence in Pharmaceutical Teaching – 2008/2009
<http://www.pharmacy.ubc.ca/programs/support-offices/support/teaching-related-technology-support>

(b) *Awards for Scholarship (indicate name of award, awarding organizations, date)*

- Organon Canada Ltd Award in Hospital Pharmacy (National) - 1994
- Upjohn Hospital Pharmacy Award in British Columbia - 1993
- BC Heart Foundation Research Traineeship – 1989
- BC Post-Secondary Scholarship - 1987

(c) *Awards for Service (indicate name of award, awarding organizations, date)*

- Pharmaceutical Sciences Student Journal (PSSJ) Visionary Award – January 28, 2013

14. OTHER RELEVANT INFORMATION (Maximum One Page)

THE UNIVERSITY OF BRITISH COLUMBIA**Publications Record****SURNAME:** NICHOLL**FIRST NAME:** Tessa**Initials:** TAN**MIDDLE NAME(S):** Anne**Date:** 20/10/13**1. REFEREED PUBLICATIONS****(a) Journals**

- **Tessa Nicholl**, Kelvin Lou. A Model for Small-Group Problem-based Learning in a Large Class Facilitated by One Instructor. *Am Journal Pharm Edu*. 2012; 76 (6) Article 117.
- **Tessa A. Nicholl**, Cindy Reesor Nimmo, John D. Shepherd, Peter Phillips, and Peter J. Jewesson. Amphotericin B infusion-related toxicity: comparison of two- and four-hour infusions. *The Annals of Pharmacotherapy* 29: 1081-1087, 1995
- **Tessa A. Nicholl**, Peter Phillips, Peter J. Jewesson. Amphotericin B use in a Major Acute Care Hospital. *Clin Ther* 16:28-40,1994.
- **Tessa A. Nicholl**, Gary D. Lopaschuk, and John H. McNeill. Effects of free fatty acids and dichloroacetate on isolated working diabetic rat heart. *Am J. Physiol.* 261 (*Heart Circ. Physiol.* 30): H1053-H1059, 1991

(b) Conference Proceedings

- **Tessa Nicholl**, Jason Min, Larry Leong. UBC Clinical Pharmacist Services Initiative – Developing an Interdisciplinary Model for Learning, Research and Innovative Practice in Family Physician Clinics. Abstract and poster: presented at the CPERC AFPC Annual Conference, Niagra on the Lake, June 2013.
- **Tessa Nicholl**. Tutor-less Model of Small Group Problem-Based Learning in a Large Class. *CHES Celebration of Scholarship* – Poster presentation – Oct 2, 2012, Vancouver Convention Center.
- Sandy Mok, James McCormack, Alan Low and **Tessa Nicholl** Pharmacists Clinic Abstract and Poster presented at the Annual AFPC – CPERC Conference, Winnipeg, Manitoba June, 2011
- **Tessa Nicholl** Tutor-less Model of Small Group Problem-based Learning in a Large Class Abstract and Poster presented at the Annual AFPC – CPERC Conference, Winnipeg, Manitoba June, 2011
- Polly Kwok, Alan Low, James McCormack, and **Tessa Nicholl** The Pharmaceutical Care Clinic Faculty of Pharmaceutical Sciences, University of British Columbia. Abstract and Poster presented at the CPERC/CSPS, AFPC Annual Conference, Richmond BC, June 2010
- **T.A. Fidgeon (Nicholl)**, G.D. Lopaschuk and J.H. McNeill. Free fatty acid perfusion of the diabetic rat heart. Abstract and poster: presented at CFBS Conference, Calgary, Alberta, June 1989

2. NON-REFEREED PUBLICATIONS

(a) *Journals*

- The BC Pharmacy Association (**BCPhA**) **Tablet** – provided many updates and short-articles from Medication Info UBC (formerly BC SMILE)

(b) *Conference Proceedings Speaker:*

- Speaker: Marion Pearson, Colleen Brady and **Tessa Nicholl** Enhancing Learning and Assessment Through Peer Teaching Annual AFPC–CPERC/CSPS Conference, Richmond, BC, June 4, 2010