



PhASEd

PHASED SEMINAR SERIES

Public Program Guide

FINAL VERSION 0.2 | PUBLISHED

A public-facing explanation of how PhASEd chapters may organize student learning in dermatological sciences. This guide presents options and a URI example; it does not establish professional competency, certification, or a mandatory national curriculum.

Purpose

The PhASEd Seminar Series (PSS) helps pharmacy students connect foundational science, product interpretation, evidence, regulation, patient context, and educational translation within dermatological sciences. A chapter may adapt the scope, pace, delivery format, and teaching model to its learners, school curriculum, faculty support, and available time.

PUBLIC BOUNDARY

The public guide explains the model. Original PowerPoints, speaker notes, recordings, transcripts, source files, and internal approval records remain in the chapter's approved Microsoft Teams environment.

Contents

Section	Purpose
1. Program architecture	How PLN, PSS, and TOP relate.
2. Teaching-model options	A glossary chapters can use when selecting a structure.
3. Instructional methods	Ways modules may be delivered and applied.
4. Building a semester	A practical sequence for designing a local program.
5. URI implementation example	Fall foundations and provisional spring applications.
6. Review and support	Evidence, annual review, records, and chapter assistance.

1. Program architecture

System	Primary function	Typical contents
PLN — PhASEd Learning Network	The shared educational repository and infrastructure.	PSS outlines, TOP entries, collaboration/event outlines, resource and textbook records, source banks, objectives, and review history.
PSS — PhASEd Seminar Series	The curriculum-outline system within PLN.	Semester sequences, module outlines, objectives, instructional methods, application points, guest sessions, cases, workshops, and annual-review notes.
TOP — Topic of PhASEd	The current-topic stream within PLN.	Short sourced updates on emerging news, regulation, research, products, professional developments, or conversations.

PSS does not require one national teaching model

A chapter should name the model it is using and define what that model means locally. The purpose is clarity and continuity, not forcing every school into URI's structure.

2. Teaching-model options

These terms may overlap. A chapter may combine approaches as long as the resulting design is explained clearly and can be reviewed.

Approach	How PhASEd may use it
Spiral	Revisit important concepts over time, with each encounter building on prior learning and increasing in complexity or application.
Concentric (PhASEd local definition)	Organize learning outward from a central foundation. At URI, barrier science remains a recurring center while later modules expand into scalp, hair, nails, systems, products, regulation, cases, and outreach.
Modular	Use self-contained topic units that may be rearranged or delivered independently.
Sequential	Teach prerequisite concepts in a deliberate linear order before later material.
Integrated	Connect scientific, clinical, regulatory, formulation, communication, and professional perspectives around shared themes or problems.
Competency-based	Organize progression around demonstrated outcomes or abilities rather than time or topic coverage alone.

WHY URI USES BOTH TERMS

Spiral describes the deliberate return to concepts at greater depth. Concentric describes URI's local organization outward from central barrier foundations. The same module can therefore be both an outward expansion and a deeper revisit.

3. Instructional methods

Method	Role in the program
Short instruction	Focused teaching block that establishes or revisits a concept.
SDP guest instruction	Professional insight or specialty instruction from an approved Society network contributor.
Case study	A contextual scenario used to apply concepts, recognize limitations, and practice communication.
Workshop	Guided participation such as label review, claim analysis, product comparison, evidence appraisal, or message development.
Collaboration week	A scheduled point where members adapt reviewed learning into a partner-facing or community-facing educational outline.
TOP connection	A timely emerging topic that links current news, regulation, research, or professional developments to the curriculum.

Delivery may vary

- A chapter may meet weekly, biweekly, in short blocks during organization meetings, in workshops, or through approved asynchronous material.
- A module can be taught by a student lead, E-Board member, faculty member, or approved guest within an appropriate scope.
- Not every module needs a lecture. A case, workshop, panel, discussion, or collaboration can satisfy the objective when it is deliberately designed and reviewed.
- Guest instruction from the Society of Dermatology Pharmacists should extend professional insight without turning the student program into continuing education or certification.

4. Building a semester

1. Define the intended learners, schedule, available faculty or professional support, and relationship to the school's existing curriculum.
2. Select and define a teaching model. Combining models is acceptable when the local meaning is clear.
3. Choose a small number of semester-level outcomes and identify the prerequisite foundations.
4. Arrange modules so concepts build, recur, and move into application without unnecessary repetition.
5. Choose the best instructional method for each module: instruction, guest session, case, workshop, TOP connection, or collaboration.
6. Identify the evidence and source expectations, safety boundaries, and population/context considerations that naturally apply.
7. Review the sequence for feasibility, duplication, missing foundations, and finals-period burden.
8. Record the approved outline in PLN and review it at least annually or when important evidence, regulation, or organizational scope changes.

CONTINUOUS APPLICATION RAILS

Product selection, formulation, regulatory interpretation, evidence, population and patient context, medication safety and referral, and educational translation may recur across the semester. Not every rail needs equal attention every week.

5. URI implementation example

EXAMPLE ONLY

URI's chapter uses a concentric and spiralized design. Other chapters may use a different structure. The sequence below remains a working curriculum and is not a national requirement.

Fall: foundations and interpretation

Sequence	Working topic
Week 1	PhASEd Orientation and Why Dermatological and Cosmetic Sciences Matter
Week 2	Advanced Skin and Barrier Foundations
Week 3	Advanced Scalp Biology and Scalp-Health Foundations
Week 4	Advanced Hair Biology and Hair-Fiber Science
Week 5	Advanced Nail Biology and Nail-Care Foundations
Week 6	Integrative Dermatology: Skin as a Connected System
Week 7	Fall-to-Winter Skin Preparation and Barrier Support
Week 8	Photobiology, Sunscreen, Photoaging, and Preventive Skin Health
Week 9	Cosmetic Science and Product Architecture
Week 10	Regulatory Interpretation, Labeling, and Product Claims
Week 11	Evidence Navigation, Claim Substantiation, and Misinformation
Week 12	Lifestyle, Environment, and Skin Health
Week 13	Educational Translation and Outreach Design
Week 14	Guided Journal Club and Evidence-Appraisal Workshop
Week 15	Integrated Product, Claim, and Patient Workshop
Week 16	Rotating Spotlight or Collaboration

Spring: provisional applications

Spring planning shifts toward condition-, population-, product-, and practice-specific applications. The final sequence, leads, objectives, and materials have not yet been adopted.

- Spring orientation and foundation review
- Skin tone, pigmentation, and inclusive dermatologic recognition
- Hyperpigmentation, melasma, and pigment-targeting products
- Pediatric and adolescent skin health
- Women's and men's skin health with aging and ethnic considerations
- Geriatric skin health
- Psychiatric and neurodermatologic integrations
- Acne, exfoliation, exacerbations, and misinformation
- Rosacea, sensitive skin, and persistent redness
- Psoriasis and systemic inflammatory disease
- Oncodermatology
- Hair loss, scalp disorders, and descriptive product selection
- Med spas, aesthetic procedures, and professional scope
- Product claims and evidence workshop
- Interdisciplinary collaboration or rotating specialty topic
- Integrated application and member showcase

6. Review, records, and chapter support

Minimum public expectations

- Identify the chapter, module owner, intended audience, purpose, and learning objectives.
- Use sources appropriate to the claim and identify uncertainty or limitations.
- Distinguish student education from professional credentialing, diagnosis, individualized treatment, or expanded scope.
- Complete the chapter's approval and audit process before public release or collaboration delivery.
- Store original instructional and review materials in the approved internal environment and publish only the reviewed outline or resource intended for public access.

Requesting the internal planning materials

Approved chapter leaders and instructional contributors may request the Master Curriculum Outline and Reusable Module Development Template through the PhASEd website's Contact Us and chapter-development pathway. Access does not authorize republication of another chapter's proprietary or licensed materials.

Selected curriculum-design references

- Harden, R. M., & Stamper, N. (1999). What is a spiral curriculum? *Medical Teacher*, 21(2), 141–143. <https://doi.org/10.1080/01421599979752>
- Allouch, S. R., et al. (2024). Tools for measuring curriculum integration in health professions' education: a systematic review. *BMC Medical Education*, 24, 635. <https://doi.org/10.1186/s12909-024-05618-5>
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.



PhASEd

URI EXAMPLE PSS CURRICULUM OUTLINE

Fall Foundations and Provisional Spring Applications

FINAL VERSION 0.2 | PUBLISHED

A public-facing example of how the University of Rhode Island founding chapter is organizing the PhASEd Seminar Series. This sequence is not a required national curriculum and may be adapted by other schools.

How to read this outline

- Fall builds foundational language across anatomy, physiology, formulation, regulation, evidence, product interpretation, and educational translation.
- Spring is intended to revisit those foundations through condition-, population-, product-, procedure-, and practice-specific applications.
- The week-by-week order reflects URI's working example. Chapters may reorder, combine, shorten, expand, record, or replace modules to fit their learners and school curriculum.
- Available outline does not mean the full presentation, speaker notes, transcript, or source record is publicly posted.

EXAMPLE, NOT REQUIREMENT

The purpose of publishing this outline is to give student leaders a starting point. It shows one possible sequence and level of organization without requiring another chapter to copy URI's schedule, slides, or teaching model.

Fall: foundational sequence

The fall term establishes shared foundations before students move into more condition-specific and practice-oriented applications. Status labels are intentionally visible so planned work is not mistaken for completed material.

URI example	Topic	Public outline status
Week 1	PhASEd orientation and why dermatological and cosmetic sciences matter	Program opening; outline in development
Week 2	Advanced skin and barrier foundations	Quick outline available
Week 3	Advanced scalp biology and scalp-health foundations	Quick outline available
Week 4	Advanced hair biology and hair-fiber science	Quick outline available
Week 5	Advanced acral and nail foundations	Quick outline available
Week 6	Integrative dermatology: a systems-based approach	Quick outline available
Week 7	Fall-to-winter skin preparation and barrier support	Quick outline available; placement under review
Week 8	Photobiology, sunscreen, photoaging, and preventive skin health	Coming soon
Week 9	Cosmetic science and product architecture	Coming soon
Week 10	Regulatory interpretation, labeling, and product claims	Coming soon
Week 11	Evidence navigation, claim substantiation, and misinformation	Coming soon
Week 12	Lifestyle, environment, and skin health	Coming soon
Week 13	Educational translation and outreach design	Coming soon
Week 14	Guided journal club and evidence-appraisal workshop	Planned rotating format
Week 15	Integrated product, claim, and patient workshop	Planned application format
Week 16	Rotating spotlight, guest session, collaboration, or showcase	Flexible closing slot

Available fall topic outlines

On the website, each available title may open its own one-page PDF. Topics still in development should remain visibly labeled Coming Soon rather than linking to incomplete instructional material.

Topic	Status	Public file
Advanced skin and barrier foundations	Available	One-page topic outline
Advanced scalp biology and scalp-health foundations	Available	One-page topic outline
Advanced hair biology and hair-fiber science	Available	One-page topic outline
Advanced acral and nail foundations	Available	One-page topic outline
Integrative dermatology: a systems-based approach	Available	One-page topic outline
Fall-to-winter skin preparation and barrier support	Available draft	Placement and evidence plan require confirmation
WHAT AN OUTLINE CONTAINS Each public topic outline is intentionally brief: title, purpose, objectives, scope, suggested instructional approach, URI example placement, and an adaptation note. It is not a full lesson or source bank.		

Contributors and development

The URI example is being developed by PhASEd student leaders Jean Edouard and Keira, with additional speakers, reviewers, collaborators, and Society of Dermatology Pharmacists contributors documented as modules develop. Contributor roles and review history should be updated before public release.

Spring: provisional application direction

Spring planning is intentionally provisional. It moves from broad foundations toward recurring application across conditions, populations, medications, products, procedures, communication, and professional scope. Final topics, order, leads, and materials will be posted only after adoption.

Application area	Potential scope
Recognition and inclusive context	Skin tone and pigmentation; inclusive dermatologic recognition; pediatric, adolescent, women's, men's, aging, and ethnic considerations.
Condition-focused application	Hyperpigmentation and melasma; acne; rosacea and sensitive skin; psoriasis and systemic inflammatory disease; scalp disorders; hair loss; nail implications.
Special populations and intersections	Geriatric skin health; psychiatric and neurodermatologic integration; oncodermatology; medication and disease considerations.
Products, procedures, and evidence	Product selection; claims and evidence workshops; misinformation; med spas and aesthetic procedures; professional scope.
Collaboration and demonstration	Interdisciplinary collaboration, rotating specialty topics, integrated application, member teaching, and showcase activities.
COMING SPRING The website may show these application areas as Upcoming rather than presenting them as a finalized semester sequence. Individual outlines can be added as they are completed and approved.	

Building from available resources

- Start with the resources already available through the student's college or university library, including anatomy, physiology, pharmacology, therapeutics, pharmaceuticals, dermatology, and cosmetic-science texts and databases.
- Use public and authoritative resources appropriate to the topic, such as FDA regulatory and labeling materials, PubMed, NIH resources, and American Academy of Dermatology educational or clinical materials.
- Use institutional subscriptions and course materials lawfully. Copyrighted textbooks, licensed databases, proprietary presentations, and restricted source files should not be uploaded publicly without permission.
- Record the source foundation internally and complete the chapter's review process before teaching, collaborating, or publishing an outline.

RESOURCE ACCESS IN DEVELOPMENT

URI student leaders maintain an expanding internal collection of textbooks, source banks, outlines, and educational materials. PhASEd and the Society of Dermatology Pharmacists are developing a responsible way to support approved student and chapter access while respecting copyright, licensing, institutional access rules, and contributor permissions.