Learning Bridge: An Integrative Tool that Bridges Didactic and Experiential Curricula to Positively Affect Student Learning, Preceptor Training, and Faculty Teamwork. Reza Karimi; Pauline Cawley; and Cassandra Arendt, Pacific University School of Pharmacy. A Learning Bridge (LB) has been developed to assist the School of Pharmacy's first professional year (P1) students in integrating P1 didactic learning with introductory pharmacy practice experiences (IPPE). Thirteen LB assignments were designed based on biomedical, pharmaceutical, and social/behavioral/administrative sciences during the 2008-2009 academic year. These assignments were pharmacy related and designed to be completed at a pharmacy site, requiring students to be self-directed and use site-accessible tools to answer questions relating to the didactic materials covered concurrently within the P1 year. Each assignment was shared with students and preceptors prior to biweekly IPPE days. At the conclusion of fall and spring semesters we conducted five surveys to collect students', preceptors', and faculty's feedback to measure the effectiveness of the LB process. Our results provided compelling evidence that the LB process played an instrumental role in promoting students' interaction with their preceptors, active learning, self-directed learning and critical-thinking skills. In addition, preceptors believed that the LB process familiarized them with our P1 curriculum and assisted them in invigorating their knowledge of the curricular topics. Furthermore, faculty believed the dynamic of their teamwork was increased by generating LB assignments. Our results indicate that the LB process integrates didactic and experiential realms, and the results were sufficiently encouraging to incorporate the LB process into our PharmD curriculum.