Finding our North Star: Key Competencies for Drug Information and Evidence-Based Practice in Curricula

Jason W Guy[1], Heather Kehr[2], Juanita A Draime[3], Christopher S Wisniewski[4]

[1]University of Findlay College of Pharmacy, [2]Wingate School of Pharmacy, [3]Cedarville University School of Pharmacy, [4]Medical University of South Carolina College of Pharmacy

INTRODUCTION

- The Accreditation Council for Pharmacy Education (ACPE) along with the American Association of Colleges of Pharmacy (AACP) Curriculum Outcomes and Entrustable Professional Activities (COEPA) have developed standards that Colleges/Schools of Pharmacy must fulfill[1,2]

- Portions of Drug Information and Library Sciences (DILS) content are included in these standards; however details are limited in these areas.

- To address this gap the *Competencies and Standards Task Force* was developed by the DILS section of AACP to develop suggested guidelines for Colleges and Schools of Pharmacy.

OBJECTIVE

Develop a draft of recommended competencies for drug information and evidence-based practice in pharmacy curricula and for practicing pharmacists

METHODS

1. A search was conducted to identify literature on previously documented competencies and standards in drug information and library sciences.

2. Information from the review was analyzed and major themes were identified.

3. A survey was developed based on the identified themes and evaluated assessment strategies, teaching barriers, and content needed at the reactive supervision competency level.

4. This survey was shared with members of the DILS section in AACP as well as the American College of Clinical Pharmacy, Medical Library Association, and Deans of the Colleges/Schools that did not originally respond.

5. Themes that were reported as taught at ≥ 75% of the responding institutions were determined to be core domains.

6. These core domains were used to develop a list of competencies and standards.

RESULTS

- 59 institutions completed the survey (42% of institutions nationwide) with 78% having a member in the DILS section

- Competencies
  - See Table 1
  - Did not meet 75% threshold:
    - Quality Improvement
    - Managing Drug Shortages

- Assessment
  - Exams and quizzes were the most frequent method of assessment
  - Various application-based projects, such as journal clubs, DI response questions, etc., were the 2nd most common assessments

- Barriers
  - Time was the most common
  - Others included lack of faculty specialist and higher priorities

Table 1. Competencies meeting the 75% threshold

Competencies	Respondents Teaching (%) (n = 59)
Literature Evaluation	59 (100)
ADRS, Medication Errors, Drug Toxicity	59 (100)
Retrieving Drug Information	59 (100)
Research Design / Methodology	58 (98)
Biostatistics	57 (97)
Evidence Based Medicine	57 (97)
Drug Development Approval Process	53 (90)
Medical Information / Communication	51 (86)
Formulary Management	49 (83)
Informatics	45 (76)

DISCUSSION

- This information from the DILS Competencies and Standards Task Force provides a necessary overview of current content taught at Colleges/Schools of Pharmacy across the nation.

- This serves as a resource for institutions to better prioritize their DILS content and provides more details on standards and competencies that should be taught at Colleges/Schools of pharmacy that is in alignment with ACPE standards and COEPA guidance.

Limitations

- Results are from <50% of AACP institutions. However, the survey was completed by a mix of public and private universities.

- It is possible that some competencies failing to meet the 75% threshold may be important components of DILS-related education. A tiered system is being developed to help address this potential issue.

CONCLUSIONS

- This poster provides key DILS competencies that should be met by graduates of Colleges/Schools of Pharmacy that are in alignment with COEPA and ACPE standards.

APPENDIX - GLOSSARY

REFERENCES

1. Accreditation Council for Pharmacy Education. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree ("Standards 2016"). Published February 2015. https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf. Accessed June, 5, 2024.

2. American Association of Colleges of Pharmacy. Curriculum Outcomes and Entrustable Professional Activities (COEPA) 2022. Published 2022. https://www.aacp.org/resource/educational-outcomes-and-epas. Accessed June, 5, 2024.