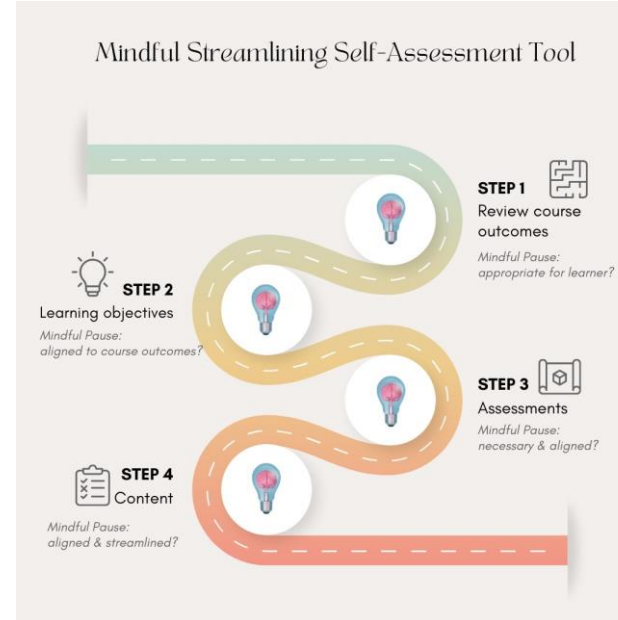# Use of the Modified Delphi Method to Develop the Mindful Streamlining Self-Assessment Tool

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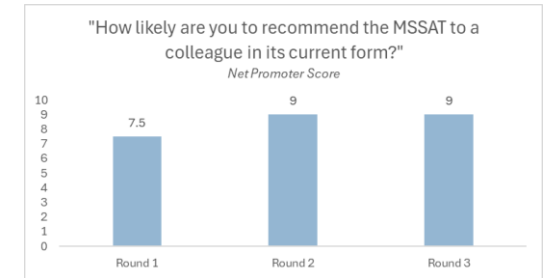
Background

- The Pharmacy curriculum can get overloaded due to evolving pharmacist roles, new drug approvals, updated accreditation standards, etc. This influx of content often necessitates the removal of outdated or less relevant material.
- Content overload within teaching sessions and courses makes it difficult for students to learn and retain key concepts and may add stress on both students and faculty to teach and learn excessive content in a limited span of time.
- The Mindful Streamlining Self-Assessment Tool (MSSAT) was developed by four faculty members in the Pharmacy Practice Department and one representative from the Center for Teaching and Learning.
- The MSSAT was developed using principles of backward design and mindfulness, and is intended to be used when revising any individual teaching session (eg, one lecture, discussion, or lab session)
- The MSSAT is a self-reflection tool aimed address content overload while maintaining educators' autonomy and personalization in their teaching.
- A modified Delphi method (as described by Frenzel et al) was used to gain consensus on the MSSAT from experts selected from schools/colleges of pharmacy across the nation.

Objective

To describe the process used to develop and optimize the MSSAT, a content streamlining tool designed to assist faculty members in streamlining content within individual teaching sessions

References

1. Romanelli F. Curricular Hoarding. Am J Pharm Educ. 2020;84(1):847714. doi:10.5688/ajpe847714
2. Accreditation Council for Pharmacy Education. PharmD Program Accreditation. https://www.acpe-accredit.org/pharmd-program-accreditation/. Accessed 15 April 2024.
3. Frenzel JE, Nuziale BT, Bradley CL, Ballou JM, Begley K, Donohoe KL, Riley BL. A Modified Delphi Involving Laboratory Faculty to Define Essential Skills for Pharmacy Graduates. Am J Pharm Educ. 2021 Feb;85(2):848114. doi:10.5688/ajpe848114. Epub 2020 Nov 13. PMID: 34283746; PMC7926273.

After 3 rounds of consensus-building using the modified Delphi method, expert reviewers indicated strong support for the MSSAT

Mindful Streamlining Self-Assessment Tool

STEP 1 — Review course outcomes — *Mindful Pause: appropriate for learner?*

STEP 2 — Learning objectives — *Mindful Pause: aligned to course outcomes?*

STEP 3 — Assessments — *Mindful Pause: necessary & aligned?*

STEP 4 — Content — *Mindful Pause: aligned & streamlined?*

Methods

Defining Expertise
- Inclusion Criteria (Sufficient Academic Experience, SoTL Credibility)
- Exclusion Criteria (Limited Academic Experience)

Establishing a Panel of Experts
- Recruitment Methods
- Recruitment Prioritization

Optimization
- Insight Generation
- Revision
- Recycle

Results

- 22 experts were identified; twenty-one had >3 years of teaching experience, 13 had received a teaching award, 19 had published at least one scholarship of teaching and learning article and 16 had been on a national committee advancing pharmacy education
- Survey completion rate was 63.6% (14 out of 22) in Round 1, and 36.4% in Round 2, and 22.7% in Round 3
- Feedback received led to edits in all sections of the MSSAT
- The mean Net Promoter Score increased from 7.5 in Round 1 to 9 in Rounds 2 and 3.

"How likely are you to recommend the MSSAT to a colleague in its current form?"
Net Promoter Score

Round 1	Round 2	Round 3
7.5	9	9

Discussion

- The development of the MSSAT, incorporating expert feedback from 22 faculty members and utilizing established educational principles, is a step towards addressing the critical issue of curricular overload in pharmacy education.
- The mean NPS increased from 7.5 to 9, indicating strong support from experts for the use of the MSSAT
- Future research should include longitudinal studies assessing the impact of MSSAT implementation on student learning outcomes and attitudes, performance on licensing examinations and faculty workload, teaching pedagogies and overall curriculum efficiency.
- Underlying principles of the tool may have broader applicability and effectiveness should be explored across various disciplines facing similar content overload challenges.