

# Iterative Process of Curriculum Mapping for Commonly Used Drugs

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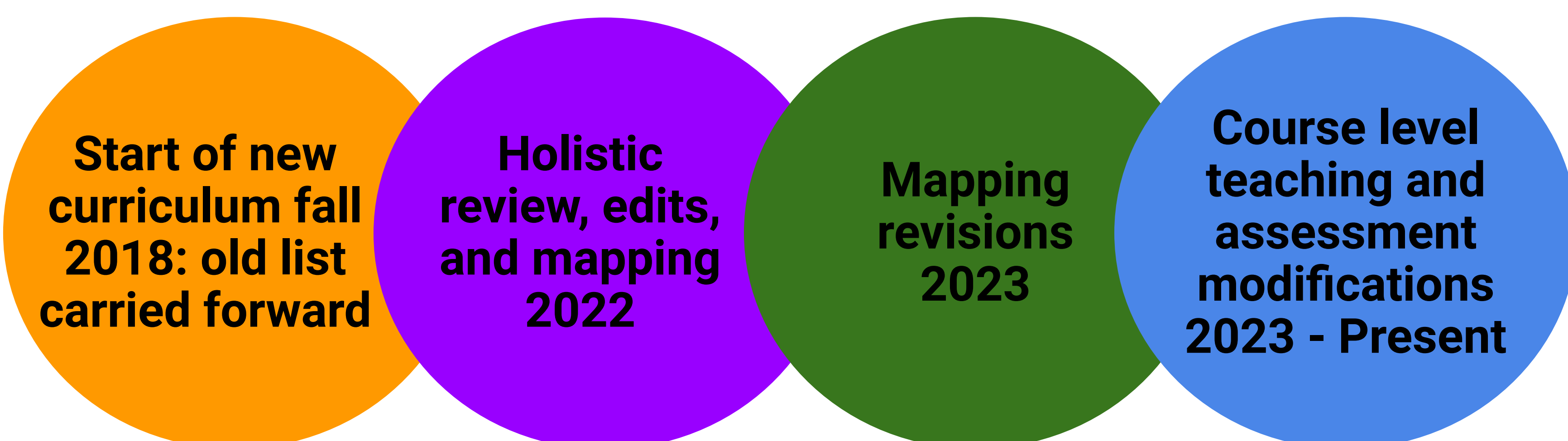
## BACKGROUND

- Commonly used drug (CUD) information is taught and assessed longitudinally in the Philadelphia College of Pharmacy (PCP) competency driven curriculum.
- The Accreditation Council for Pharmacy Education (ACPE)<sup>1</sup> provides examples of performance competencies that can be used to demonstrate student knowledge of information about CUDs.
- Since no universally accepted CUD list exists, programs take different approaches to creating one (e.g. commercially available drug cards, top sales data).
  - Limitations: CUD lists that are too long to be useful or shorter lists with inadequate coverage of clinically relevant information.
  - Differing opinions on the CUD list can result in lack of buy-in from faculty ultimately creating inconsistency in teaching, assessment, and curricular mapping.

## PURPOSE

- To describe an iterative process of mapping commonly used CUDs across the curriculum and the impact on continuous quality improvement initiatives

Figure 1: Process Steps and Timeline



## METHODS

- Figure 1 shows the process steps and timeline
- 2018 (start of new curriculum): CUD list from the sunseting curriculum was carried forward. This initial CUD list had been maintained by the practice lab course coordinator.
- 2022 faculty review, edits, and mapping:
  - Review and edit: initial CUD list was compared to lists in a NAPLEX preparatory reference and the most recent drug sales data. Faculty decided if medications should be kept on the list, deleted, or if discussion was needed.
  - Mapping: medications in final edited CUD list were mapped to courses.
- 2023 faculty mapping revisions
- 2023 - Present: course level CUD teaching and assessment modifications

## RESULTS

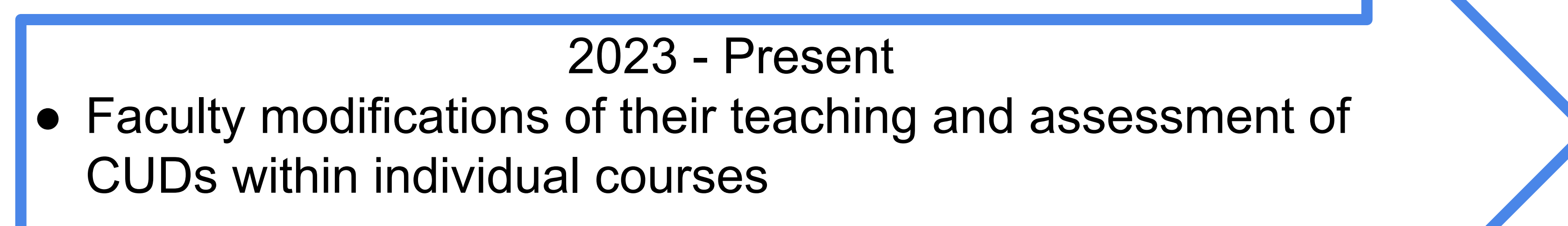
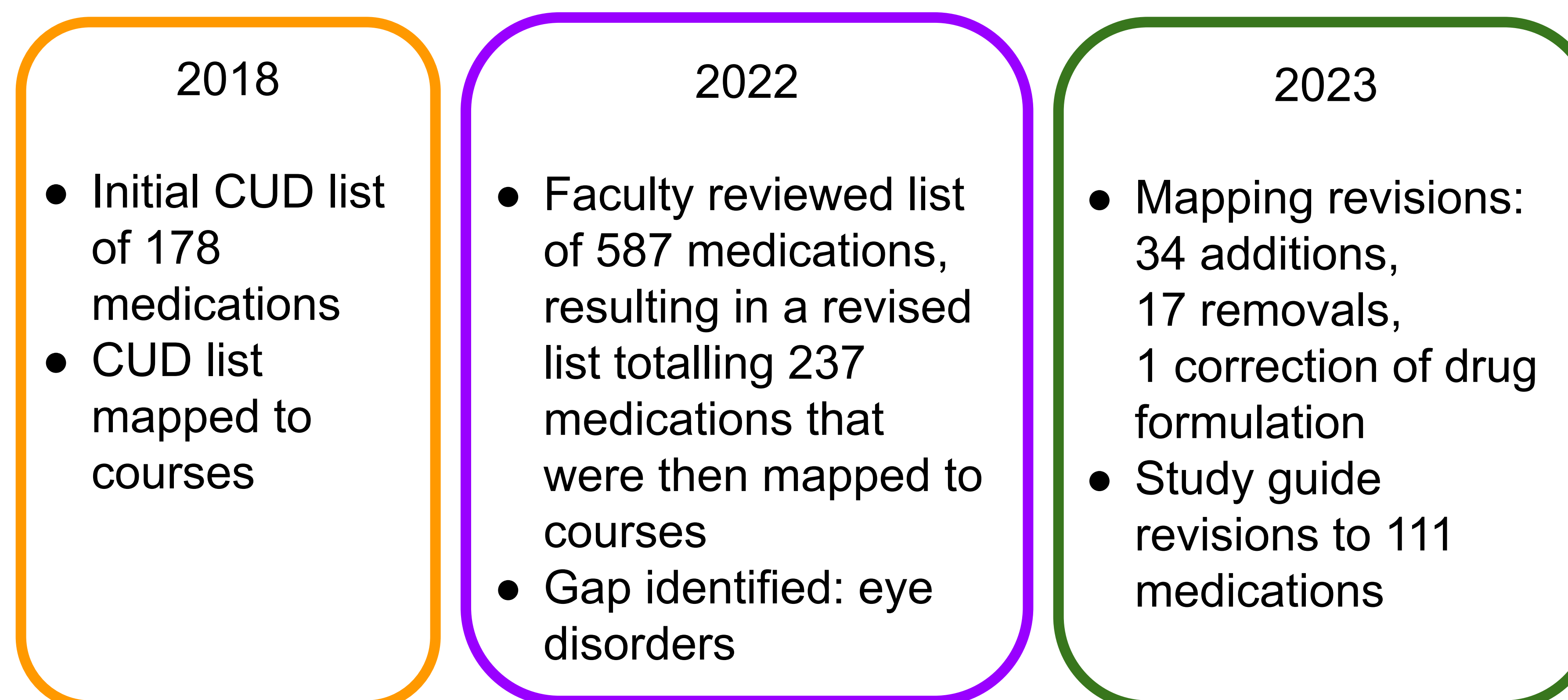


Figure 2: Screenshot of CUDs to Course Partial Map

Generic	Brand Name	RX 316 - Pract Skill/Prof Behavior 1	RX 330 - Fndn of Biomedical Sciences	RX 340 - Fndn of Pharmaceut Sci 1	RX 350 - IP/SDT: Dlx Fndn of Pharm & Self-Care	RX 305 - Fndn of Clinical Immunology	RX 325 - Medication Use Systems 1	RX 345 - Fndn of Pharmaceut Sci 2	RX 355 - IP/SDT: CV	RX 365 - IP/SDT: Pulmonary	RX 420 - Pract Skill/Prof Behavior 2	RX 425 - Medication Use Systems 2	RX 452 - IP/SDT: CV	RX 415 - Fnd Healthcare Policy/Law	RX 430 - Health Info Retrieval & Eval	RX 435 - Eval & Civl Based Med	RX 454 - IP/SDT: 5: Renal Hepato
Abacavir	Zenpep																
Acetaminophen	Tylenol and OTC																
Acetaminophen/Codeine	Tylenol #2, #3, #4																
Acyclovir	Zovirax																
Adalimumab	Humira																
Abiraterone	Proscar, Zytrel, Viatello																
Abiraterone	Fosamix																
Abiraterone	Zolmitriptan (oral), Altoprin																
Albuterol	(Injection)																
Albuterol	Relvar																
Amirgeline	Exalt																
Alteplase	Activase																
Amiodarone	Psycorone (oral), Neosone																
Amiodarone	(Injection)																
Amoxicillin	Moxeza																
Amoxicillin	Amoxil																
Amoxicillin/Clavulanate	Augmentin																
Amphetamine	Adiprol																
Dextroamphetamine	Adiprol																
Albuterol	Relvar																
Albuterol	Exalt																
Aspirin	Bayer, Ecotrin, Aspirin																
Atorvastatin	Torsemide																
Atorvastatin	Lipitor																

## CONCLUSIONS

- Implementing a holistic CUD revision and mapping approach involving all faculty supports continuous quality improvement at both the course and curriculum level.
- While involving the entire faculty is time intensive, it promotes buy-in and supports a longitudinal approach to students learning CUD knowledge across the curriculum.

## CONTACT INFORMATION

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## REFERENCE

- Accreditation Council for Pharmacy Education. Guidance for the accreditation standards and key elements for the professional program in pharmacy leading to the Doctor of Pharmacy Degree. (Standards 2016). <https://www.acpe-accredit.org/pdf/GuidanceforStandards2016FIN.AL.pdf>. Published February 2015. Accessed November 20, 2023.