

## Objective

- Assess curricular content in the didactic Pharm.D. curriculum using the 2019 American College of Clinical Pharmacy (ACCP) Toolkit as part of a curricular assessment and revision process.

## Background

- Schools/Colleges of Pharmacy are required to manage their curriculum and meet the required elements set forth by the Accreditation Council for Pharmacy Education (ACPE).
- To manage the curriculum effectively and prevent curricular bloat, programs may choose to utilize the American College of Clinical Pharmacy (ACCP) Pharmacotherapy Didactic Curriculum toolkit. This toolkit categorizes topics as Tier 1, 2, or 3, as defined below:

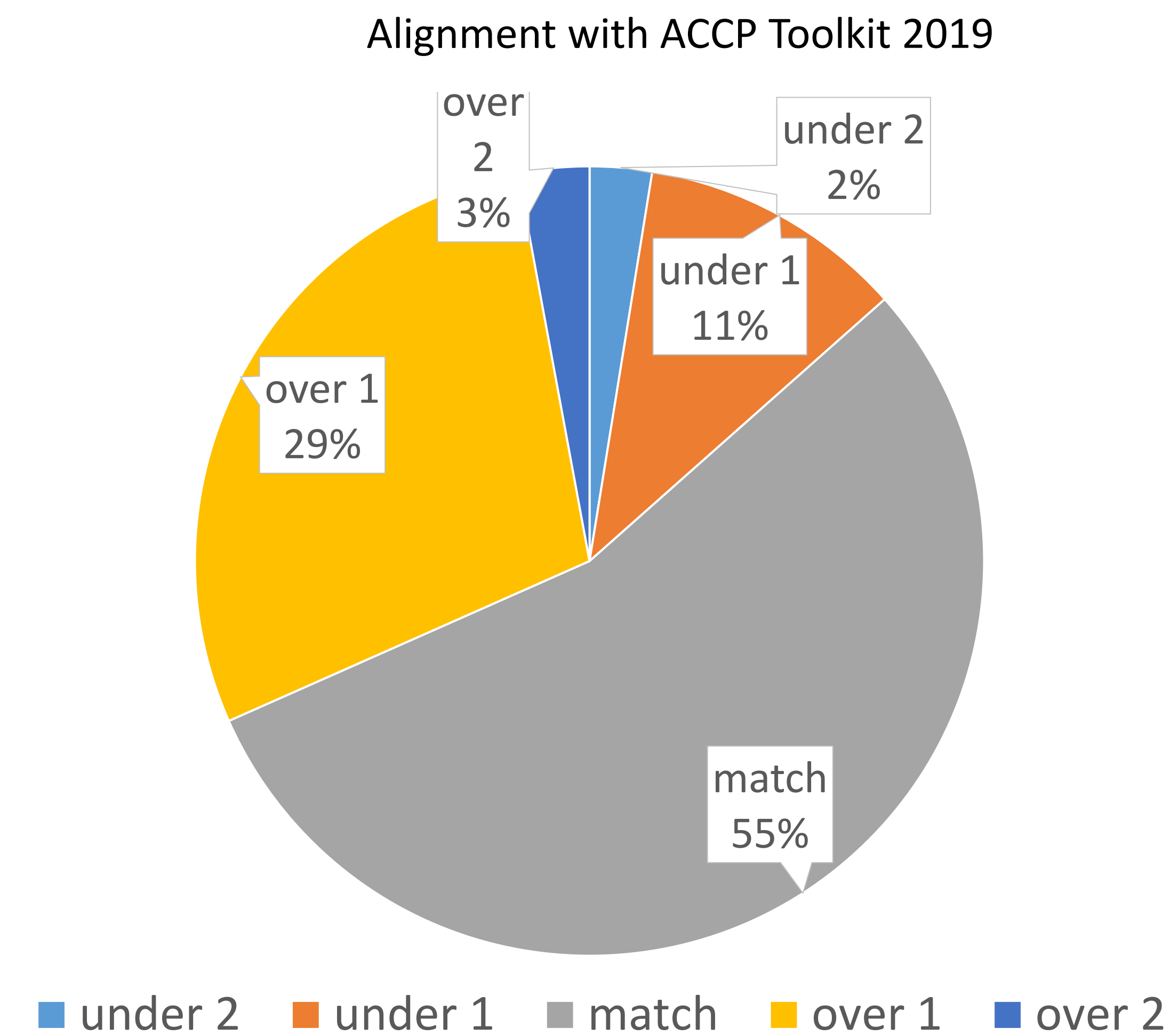
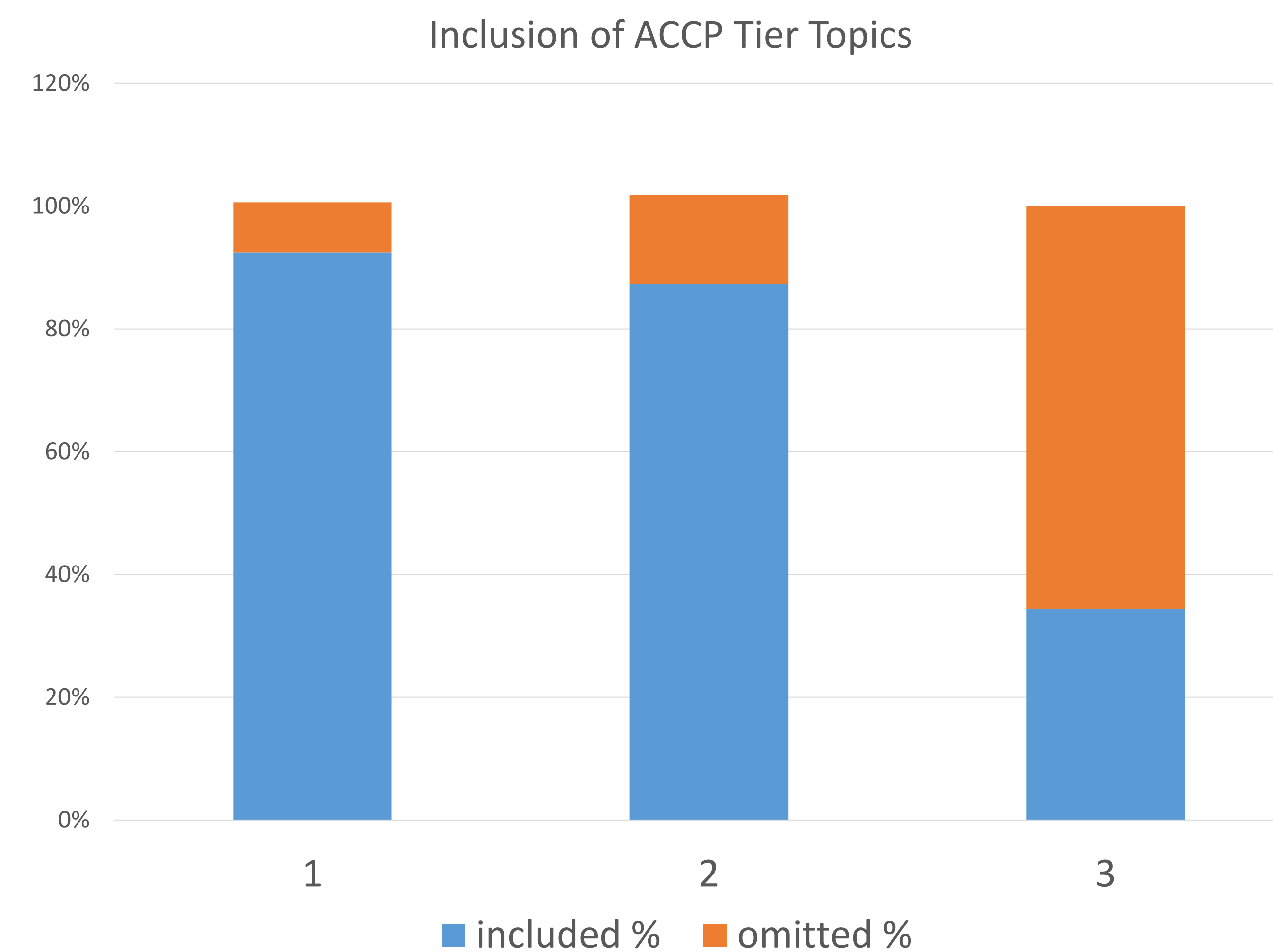
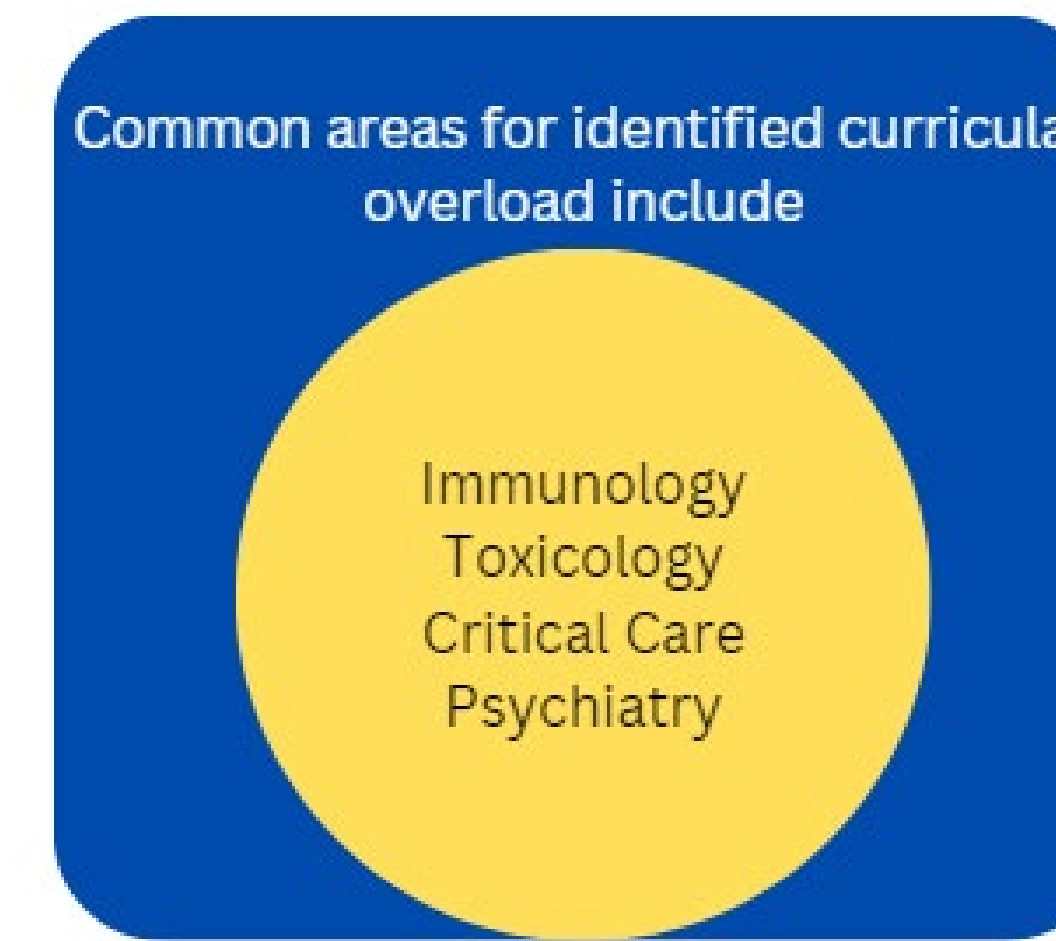
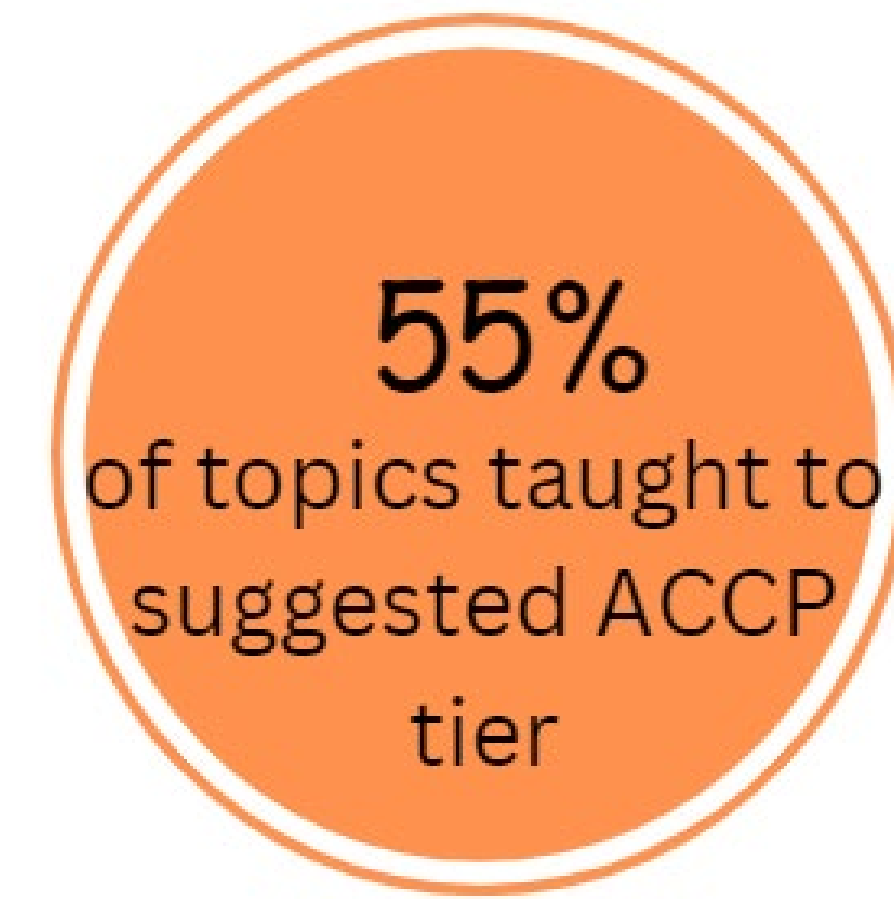
<b>Tier 1</b>	Students receive education and training on this topic to prepare them to provide collaborative, patient-centered care upon graduation and licensure.
<b>Tier 2</b>	Students receive education and training on this topic, but additional knowledge or skills may be required after graduation to prepare them to provide collaborative, direct patient care.
<b>Tier 3</b>	Students and residents may not receive education and training on this topic; rather, they will be expected to obtain their required knowledge and skills on their own to provide collaborative, direct patient care if required in their practice.

## Methods

- In academic year 2022-2023, instructors of pharmacotherapy content rated the topics they teach according to the 3-tier system defined in the 2019 toolkit as part of our curricular assessment process.
- Instructor ratings were compared to the suggested tier in the toolkit to identify areas of incongruity.
- The Curriculum and Curricular Assessment Committee (CCAC) reviewed this data to generate recommendations for improving curricular efficiency, based on the following simplified tier definitions:

<b>Tier 1</b>	<b>Must be included in the didactic curriculum and students should be fully competent in the content</b>
<b>Tier 2</b>	Should be included in the didactic curriculum but students do NOT need to be fully competent in the content
<b>Tier 3</b>	Consider removing from the didactic curriculum as the topic is outside of what an entry level pharmacist needs to know.

## Results



Curricular changes made

Tier 3 topics removed

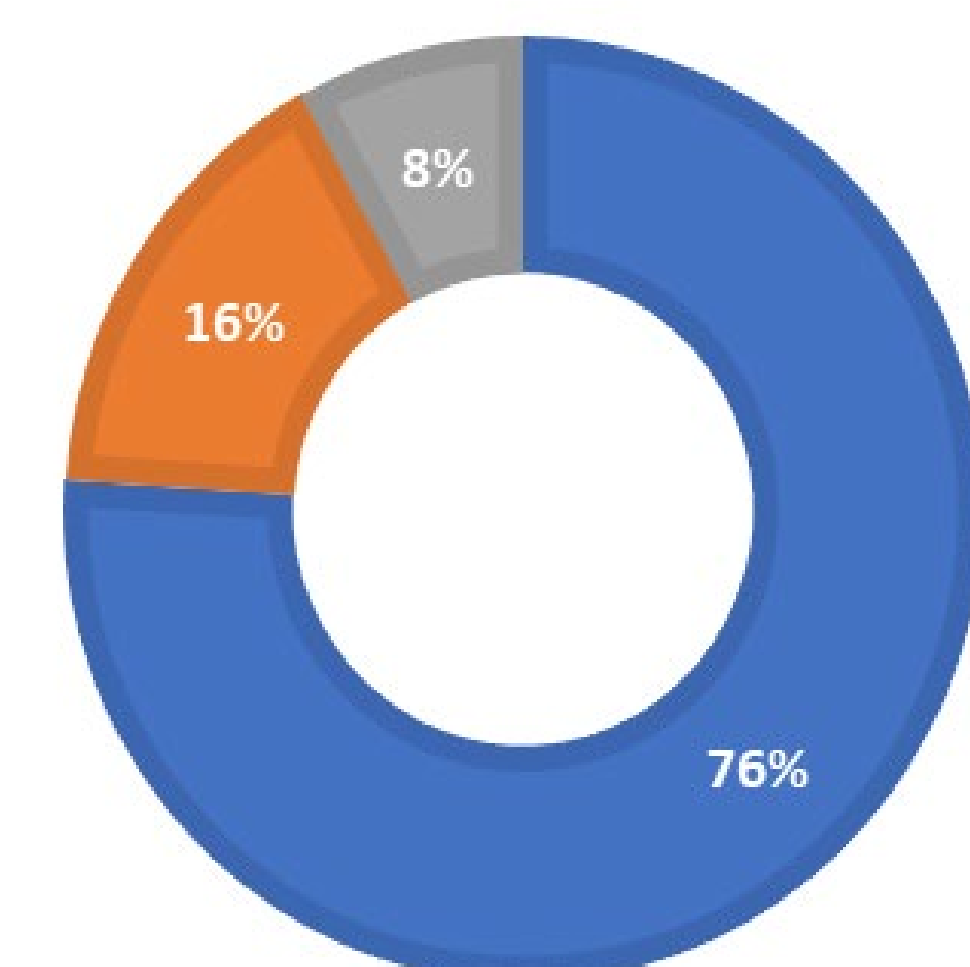
Reduction in course credits with identified overload

Reduction in hours when topics were overtaught

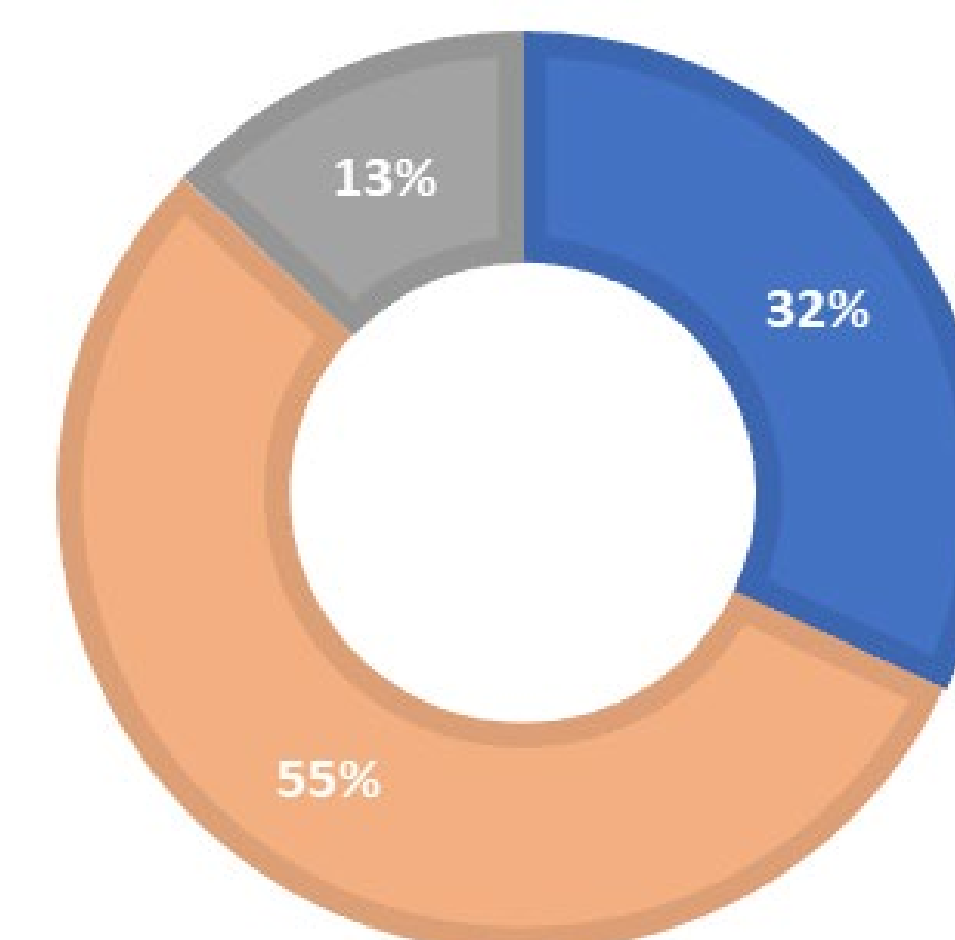
Increase in hours when topics were undertaught

Increased time to practice applying the PPCP process

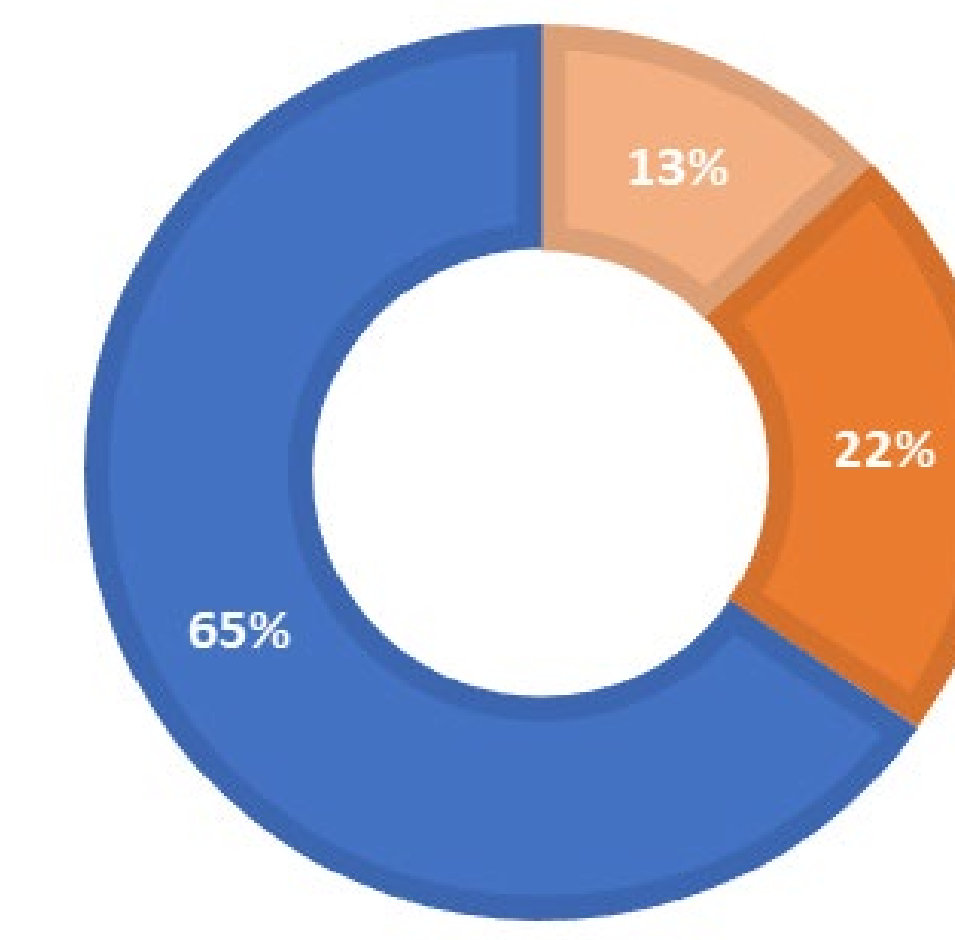
TIER 1 DEPTH



TIER 2 DEPTH



TIER 3 DEPTH



Taught at Suggested Tier

Taught to Tier 2

Taught to Tier 1

Omitted

## Conclusions

- Using the ACCP Toolkit was effective in identifying areas of curricular overload upon which the CCAC made recommendations that informed curricular revision.
- Topic inclusion will continue to be reviewed during the course review process to ensure alignment with future iterations of the AACCP toolkit.

## References

- Flannery AH, Soric MM, Benavides S, et al. 2019 Update to the American College of Clinical Pharmacotherapy Didactic Curriculum Toolkit. *Journal of the American College of Clinical Pharmacy*. 2020; 3(2):455-464.

The authors declare no potential conflicts of interest with respect to the research presented.