

# A description of toolkits and resources used to inform curricular changes among US pharmacy programs

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## BACKGROUND



### Limited Coverage Guidance

- Curricular and accreditation documents, such as the ACPE Standards and COEPA 2023, only discuss content
- No information on the depth and breadth for topic coverage
- American College of Clinical Pharmacy (ACCP) Pharmacotherapy Toolkit uses a tiered priority system for inclusion of pharmacotherapy topics



### Curricular Overload

- Curricular overload includes: curriculum expansion, content overload, perceived overload, and curriculum imbalance
- Programs may be unsure how to determine what content to prioritize
- Recent calls for curriculum simplification
- It is important to determine what programs are doing to evaluate and manage their curriculum

There is limited information on what tools and resources pharmacy programs are using to help evaluate curricular contents and how these resources are used to inform curricular change.

## OBJECTIVE

To describe the tools and resources pharmacy programs use to help evaluate curricular content and inform curricular change.

## METHODS

Step 1. Literature Review

- Examined toolkits
- Identified research objectives

Step 2. Instrument Development and Piloting

- Met biweekly to iterate on survey items until consensus
- Piloted survey among research team in Qualtrics
- Iterated until consensus
- Sent to colleagues for pilot-testing for ease of completion, clarity of questions, and completeness of items
- Iterated until finalized

Step 3. Distribution

- Qualtrics
- Sent to academic affairs/assessment leads at accredited pharmacy programs
- Reminders at one, two, and four weeks, with personal follow-ups

### Instrument

- 17-items
- Gathered tools utilized for pharmacotherapy, pharmaceutical sciences, social and administrative sciences (SAS), and top 200/300 medications
- Use of tools in informing time allocation, topic prioritization, and repetition
- Perception of tools in addressing curricular overload
- Unmet needs
- Continuous quality improvement measures in relation to tools

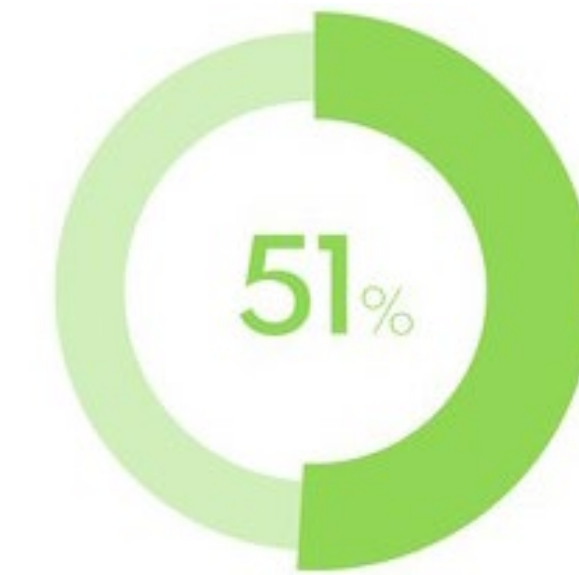
### Data Analysis

- SPSS v 28
- Descriptive statistics

## REFERENCES



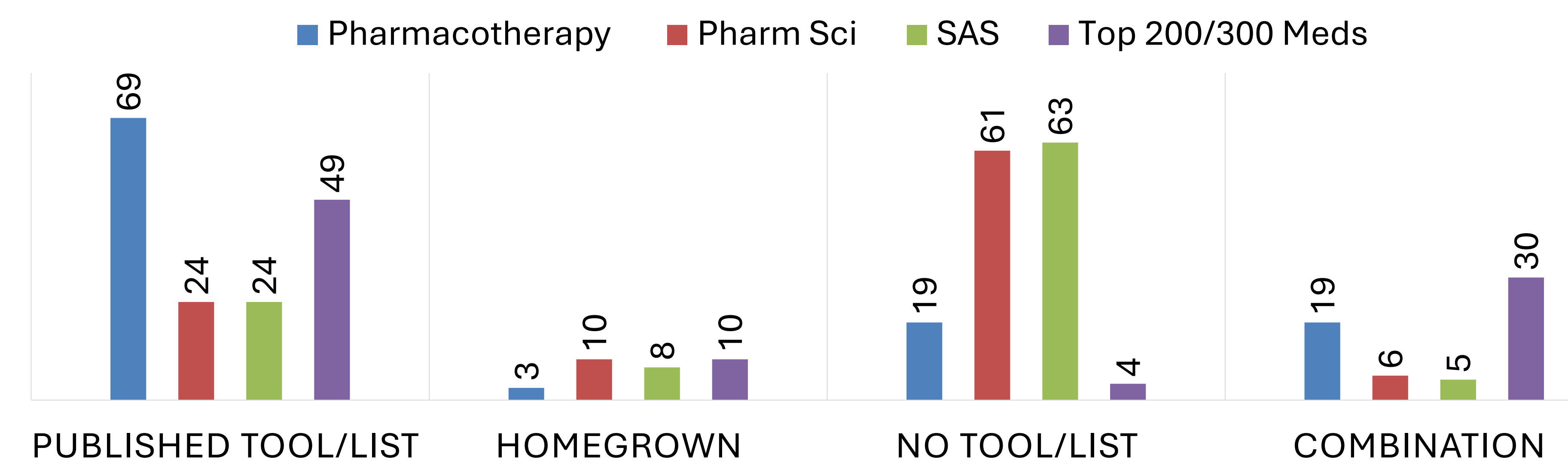
## RESULTS



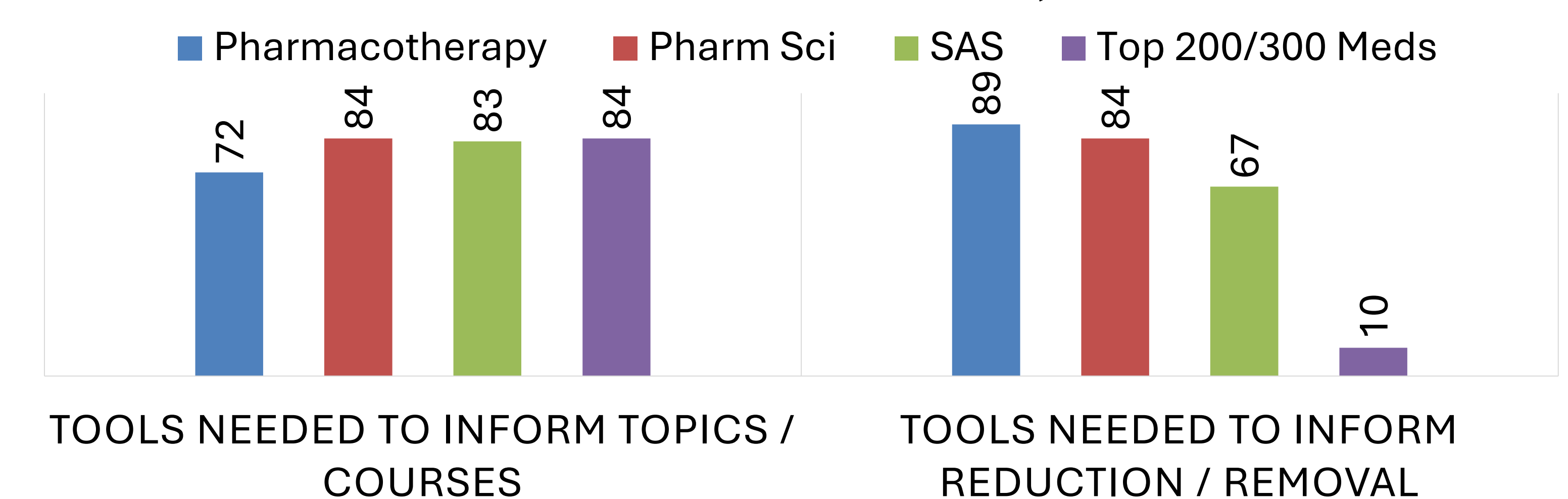
Responded  
N=72 (out of 141)

Respondents N=72 (% of total)	
<b>Region</b>	
Northeast	10 (14%)
South	25 (35%)
Midwest	20 (28%)
West	17 (23%)
<b>Status</b>	
Public	41 (57%)
Private	31 (43%)
<b>Curriculum length</b>	
4 year	63 (87%)
3 year accelerated	7 (10%)
0-6 year	2 (3%)

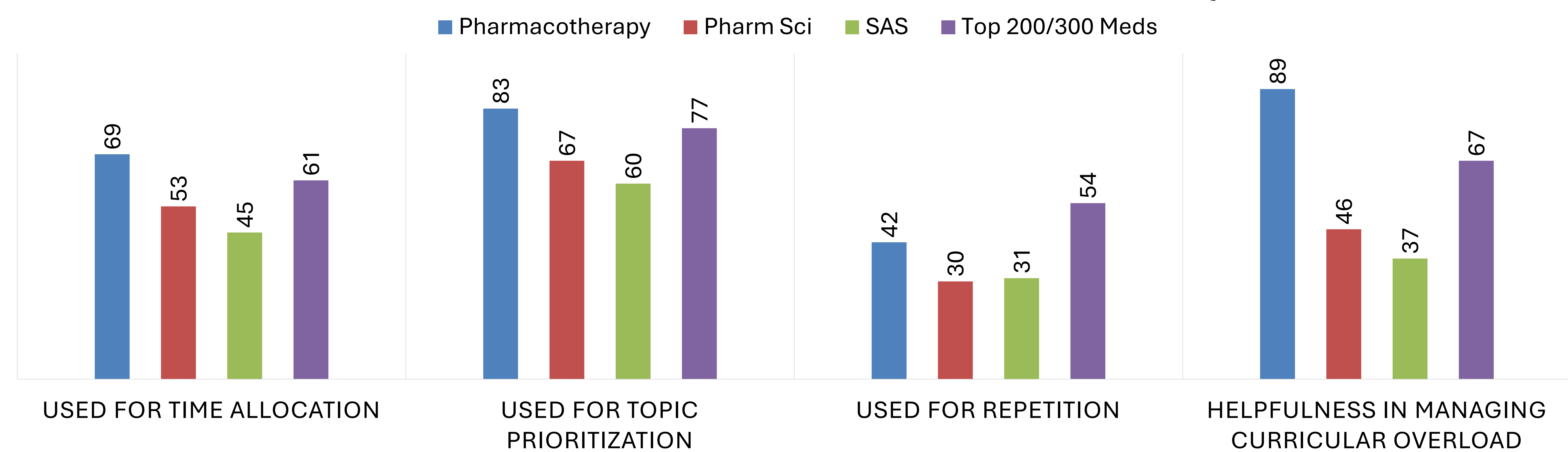
### FREQUENCY OF TOOLS USED BY PROGRAMS, %



### ADDITIONAL RESOURCES TO AID IN CURRICULAR DESIGN, %



### UTILITY OF TOOLS USED IN CURRICULAR DESIGN. % ALWAYS/FREQUENTLY



## DISCUSSION AND CONCLUSION

- Schools most commonly utilize a published tool for pharmacotherapy content of which the ACCP Pharmacotherapy didactic curriculum toolkit was most commonly used.
- Programs indicated they did not have comparable resources commonly used for determining curricular content related to foundational sciences, social and administrative sciences, and top 200/300 medications.

- Schools desire additional published tools to guide them in determining curricular content for allocation, prioritization, and managing overload.

### FUTURE DIRECTIONS

- Several AACCP Section and SIG workgroups are finalizing curricular toolkits for their disciplines. These findings should be reassessed once those are complete.