Survey of Curricular Hoarding Throughout United States Schools and Colleges of Pharmacy

Elina Delgado[1], PharmD; Snehal Bhatt[2], PharmD, BCPS, FASHP, AACC; Angela Brownfield[3], PharmD; Timothy Fincher[1], PhD, RPh; Amanda Eades[4], PharmD, BCACP; Mary Stamatakis[5], PharmD

[1]William Carey University School of Pharmacy, Biloxi, Mississippi; [2]Massachusetts College of Pharmacy and Health Sciences – Boston; [3]University of Missouri – Kansas City School of Pharmacy; [4]University of Illinois Chicago College of Pharmacy; [5]West Virginia University School Of Pharmacy

BACKGROUND

Curricular hoarding is defined as collecting and holding onto content within the curriculum. It may be random or unconscious, usually without evaluating its relevance, timeliness, or necessity. Potential causes include: (1) increasing accreditation requirements; (2) lack of review of "nice to know" versus "need to know" content; (3) addition of new content without review of existing content; and (4) an emotional attachment to content.

Solutions to curricular hoarding are not without complexity and must be addressed at the personal level, institutional level, and academy level.

OBJECTIVES

As part of the 2022-2023 AACP COF – Curriculum Committee Chair Learning Committee that explored curricular solutions for hoarding, information was elicited from pharmacy programs to determine (1) the extent to which programs are addressing hoarding and (2) techniques that are being used to combat it.

METHODS

- **Survey**
  - Developed January 2023 in Qualtrics
  - IRB approval February 2023
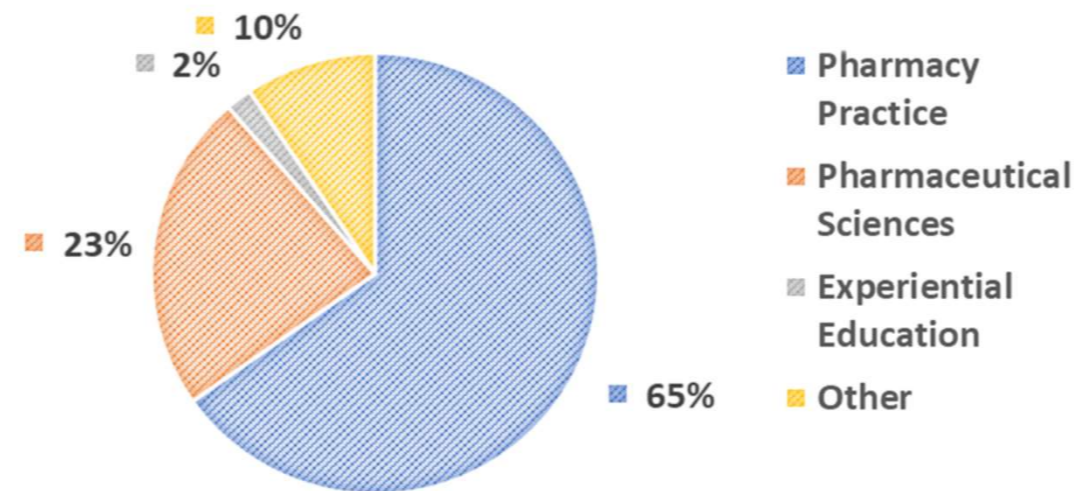- **Dissemination**
  - March 2023 to AACP list of Deans and Department Chairs
  - Responses collected until mid-April 2023

➢ AACP Deans, Associate Deans, and Assistant Deans (n=480) and Department Chairs (n=258)
  o Discretion to further disseminate was given to the above email recipients.
➢ Survey contained 18 questions

RESULTS

159 respondents completed the survey
  o Representative of 92 PharmD programs

- Pharmacy Practice — 65%
- Pharmaceutical Sciences — 23%
- Experiential Education — 2%
- Other — 10%

  o 69% of institutions are discussing curricular hoarding
  o 23% of institutions have a dedicated task force assigned to strategize against curricular hoarding.

Student vs Faculty Perceptions

➢ 39% of respondents reported faculty experience curricular hoarding in their lectures/courses.
➢ 79% of respondents reported faculty have concerns about insufficient time to cover material.
➢ 83% of respondents reported students have concerns about the amount of material covered in courses.

Strategies for Combating Curricular Hoarding

➢ Utilization of ACCP Toolkit with a focus on Tier 1 and Tier 2 topics
➢ Curricular mapping; removal of redundancies
➢ Systematic evaluation of course content by curricular review committee or equivalent
➢ Focus on foundational drug knowledge
➢ Ensuring all course additions are credit neutral (i.e. a credit is removed elsewhere)
➢ Utilization of backward design to prioritize content
➢ Non-expert course reviews
➢ Utilization of recommendations by the COF Curricular Hoarding Taskforce/Ebel framework

2023 AACP SESSION SURVEY

➢ To capture the pulse on several curricular hoarding concepts at our 2023 Annual session, we distributed a short survey to attendees which captured insight from 52 respondents representing ~30 PharmD programs from across the country.
➢ Most respondents (80%) first encountered the concept of "curricular hoarding" between the last one to five years.
➢ Ninety-six percent of respondents felt that curricular hoarding is present on both a personal and institutional level vs. either one alone.
➢ Over their academic career, 39% of respondents reported the lectures they have taught have seen a consistent increase in content vs. a decrease or no change at all.
➢ Finally, when asked about curricular content review (level and amount) at home institutions, the following responses regarding occurrence of scheduled analysis were provided:
  o Once a year (44%)
  o Every other year (12%)
  o Every five years (17%)
  o Has not been evaluated to date (27%)

CONCLUSION

Survey results indicate that many pharmacy programs would like more guidance on how to best address curricular hoarding/inefficiency. Results of the survey helped guide the charges of the 2023-2024 AACP COF Curriculum Committee Chair Learning Community. Charges include methods to address curricular hoarding/inefficiency, the development of toolkits for the foundational science sections similar to the ACCP Toolkit, and the development of critical thinking skills within pharmacy programs.

References available upon request.