

Current Status of Infectious Diseases Education at United States Colleges of Pharmacy

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BACKGROUND

The Accreditation Council for Pharmacy Education (ACPE) requires infectious diseases (ID) pharmacotherapy be integrated in Doctor of Pharmacy (PharmD) curricula. However, guidance on the specific topics and extent of coverage that should be provided are lacking. Understanding best practices in relation to ID education can aid faculty to design curricula that will better prepare pharmacists to optimize patients' antimicrobial needs.

OBJECTIVES

To describe content and pedagogical strategies employed for didactic ID education at United States colleges of pharmacy.

METHODS

A 23-question cross-sectional electronic survey was distributed via e-mail to ID course coordinators at 137 pharmacy schools. The survey was created using investigators' input and the 2016 American College of Clinical Pharmacy (ACCP) Pharmacotherapy Didactic Curriculum Toolkit, and pilot tested among steering committee members of the Infectious Diseases Educator Network (ID-EN). Survey responses were collected through Qualtrics (Qualtrics, Inc. Provo, UT) and analyzed using SPSS Statistics, version 24 (IBM, Armonk, NY, USA). Free text responses were reviewed and characterized by the authors.

RESULTS

Table 1. Pharmacy School Demographics.

Demographics	N=106 (%)
Accredited by ACPE	97 (91.5)
Private	56 (52.8)
Age of school	
≤ 10 years	32 (30.2)
> 10 years	74 (69.8)
Class size	
≤100 students	54 (50.9)
101-200 students	41 (38.7)
> 200 students	11 (10.4)
Length of curriculum	
3 years	11 (10.4)
4 years	95 (89.6)
Curricular format	
Semesters	69 (65.1)
Blocks	24 (22.6)
Quarters	13 (12.3)
Curriculum years ID is taught	
First	20 (18.8)
Second	57 (53.8)
Third	75 (70.8)

Figure 1. Percent Dedicated Fundamentals vs. Diseases States in ID Curriculum.

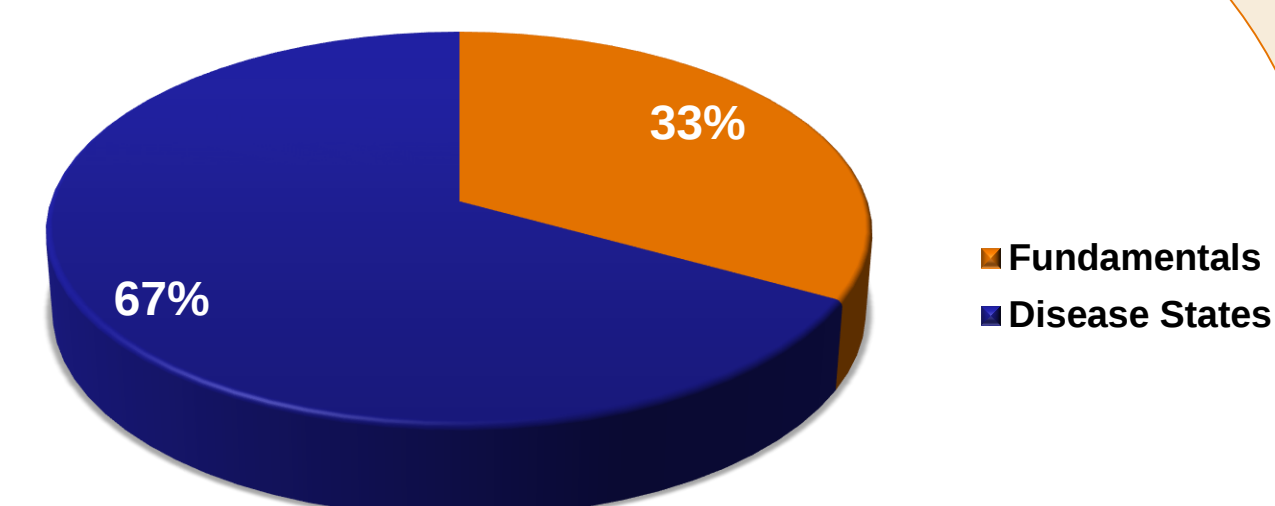


Figure 2. Percentage of Lecture vs. Active Learning Used in ID Curriculum.

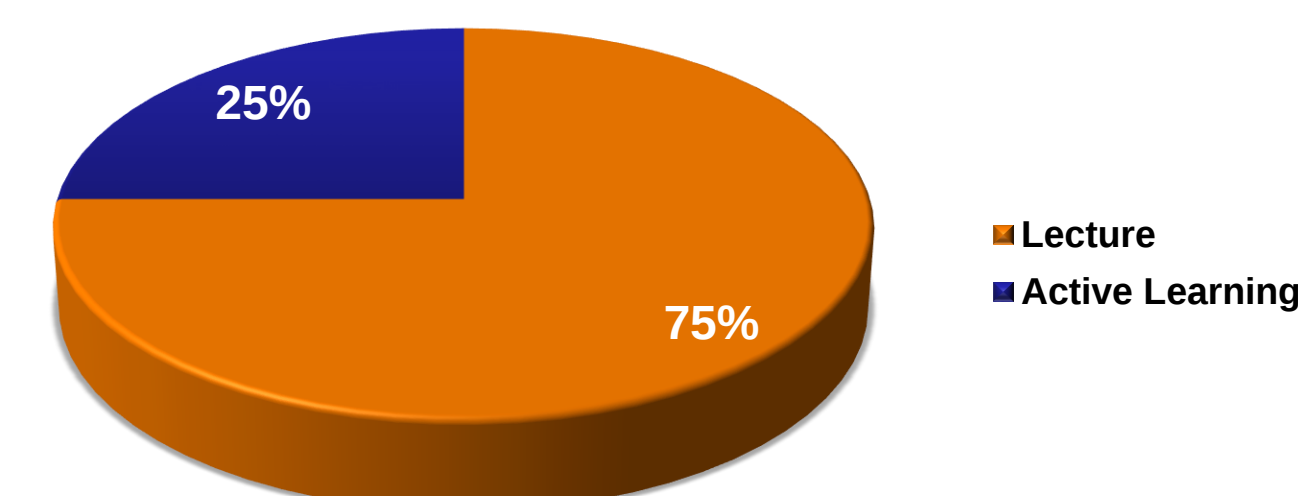
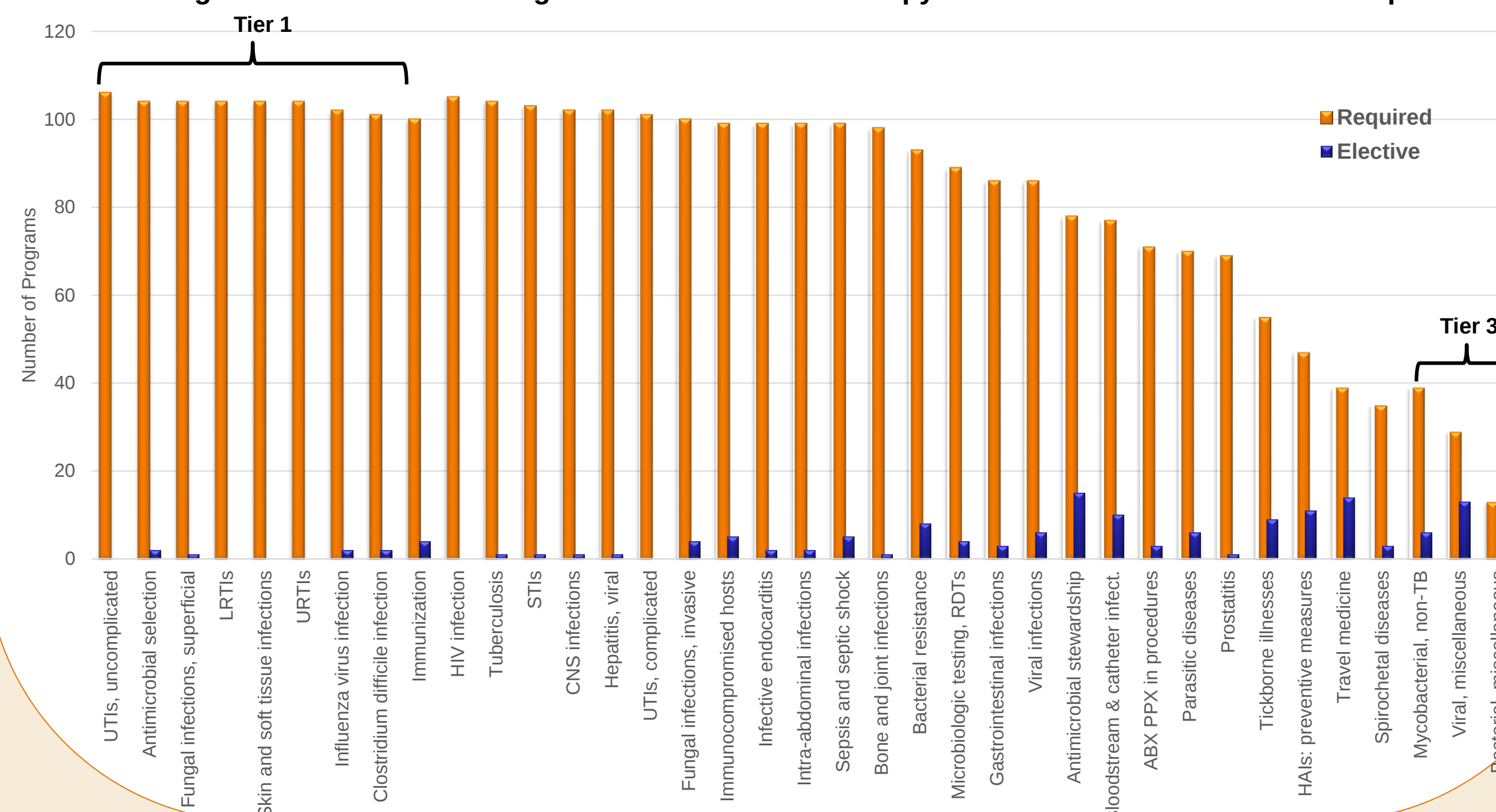


Figure 3. Curricular Coverage of ACCP Pharmacotherapy Didactic Curriculum Toolkit ID Topics.



DISCUSSION

One-hundred and six (77%) faculty responded to the survey. Most pharmacy schools dedicated 40-80 hours to their ID curriculum, teaching primarily through traditional lecture formats. All toolkit tier one topics were covered in greater than 94% of schools but the percentage of schools teaching tiers two and three topics varied greatly.

CONCLUSION

Although pharmacy schools taught most tier one ID topics, increased use of active learning modalities may enhance ID education. Additionally, allocation of curricular time dedicated to fundamentals and disease states should be evaluated.

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DISCLOSURES

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