Re-thinking and re-shaping the pharmacy curriculum

Ángelo JESUS*, Ana Isabel OLIVEIRA, Cláudia PINHO, Marlene, SANTOS, Patrícia CORREIA, Rita FERRAZ OLIVEIRA, Agostinho CRUZ
Instituto Politécnico do Porto, Escola Superior de Saúde. acj@ess.ippt.pt

Introduction: Following the recent development of quality assurance systems, namely those in the European Higher Education Area, the Portuguese state a policy of periodical re-accréditation of study cycles in Higher education. With the approach of the 2016/2017 evaluation period, the School of Health Sciences saw an opportunity to re-think and re-shape the pharmacy curriculum.

Results: A new curriculum was proposed, to respond to the gaps, redundancies and opportunities identified. This new curriculum involved the change from quarter to semester, changes in designation of the modules/disciplines and the strengthening of “Simulated Practices / Práticas Simuladas”, which were highly valued by the SWOT analysis, and reflect the identity of the degree. Changes in instructional methods and evaluation were also addressed (Figure 2). The proposal was then validated by two internal committees regarding pedagogical and scientific issues.

Methods: Following the Model for Curriculum Development (Figure 1), the preliminary data was obtained from SWOT analysis, interviews with students and faculty and quality assessment surveys submitted by the students. Furthermore, an analysis of the attributes of the “ideal graduate” and the foundational content relationship with professional practice was conducted, according to current legislation, national and international guidelines on Pharmacy Education.

Discussion/Conclusion: The new curriculum was assessed by an external advisory committee of national and international experts. Some changes were proposed by the external committee and the new curricula was finally validated and will be fully implemented in the academic year 2018/2019. The curriculum revision of the Pharmacy Degree aimed to guarantee the readiness of the future pharmacy professional to respond to the legal profile requirements, to follow the technological, legal and research innovations associated with pharmacy and the drug related issues; contribute to the new challenges in management and allow preferential access to post graduate education in Health and Life Sciences.

Figure 1: Simplified model for Curriculum Development

Figure 2: Pedagogical strategies planned for the new curriculum

Bibliography