



# Oncology Educational Exposure in the Top 20 U.S. Pharmacy Schools

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## Background

- Many pharmacy students do not get exposure to oncology until their last didactic professional year of pharmacy school. NCODA sees a need for oncology educational exposure earlier on.
- Oncology dispensing has become more prevalent and many are dispensing within medically integrated pharmacies.
- The North American Pharmacist Licensure Examination® for pharmacist candidates have included an increasing amount of oncology related questions.
- Increased exposure to oncology earlier in pharmacy education may be beneficial for career growth and development

## Objective

- The purpose of the study was to determine when pharmacy schools teach oncology in their curriculum and the breadth of oncology education exposure in the field.

## Study Design

- Data has been collected from the top 20 pharmacy schools in the United States. University of North Carolina (Chapel Hill), University of Minnesota, University of California (San Francisco), University of Michigan (Ann Arbor), University of Texas (Austin), Ohio State University, University of Illinois (Chicago), University of Kentucky, Purdue University, University of Florida, University of Maryland (Baltimore), University of Pittsburgh, University of Southern California, University of Washington, University of Wisconsin (Madison), University of Arizona, University of Iowa, University of Tennessee Health Science Center, University of Utah, and Virginia Commonwealth University.

### Primary Outcome Measure

- Determining time frame of oncology education exposure in pharmacy schools.

## Methods

### Data Collection:

- The Top 20 pharmacy schools in the United States from U.S. News, ranked in 2016.
- Pharmacy curriculum and oncology focused faculty were identified using school specific websites.

### Data Analysis

- Colleges were tabulated based on oncology in the curriculum in P1 (professional year 1), P2 and P3 year.
- Faculty in each specific college were tabulated based on their education, PhD, PharmD, and PhD/PharmD.

Figure 1

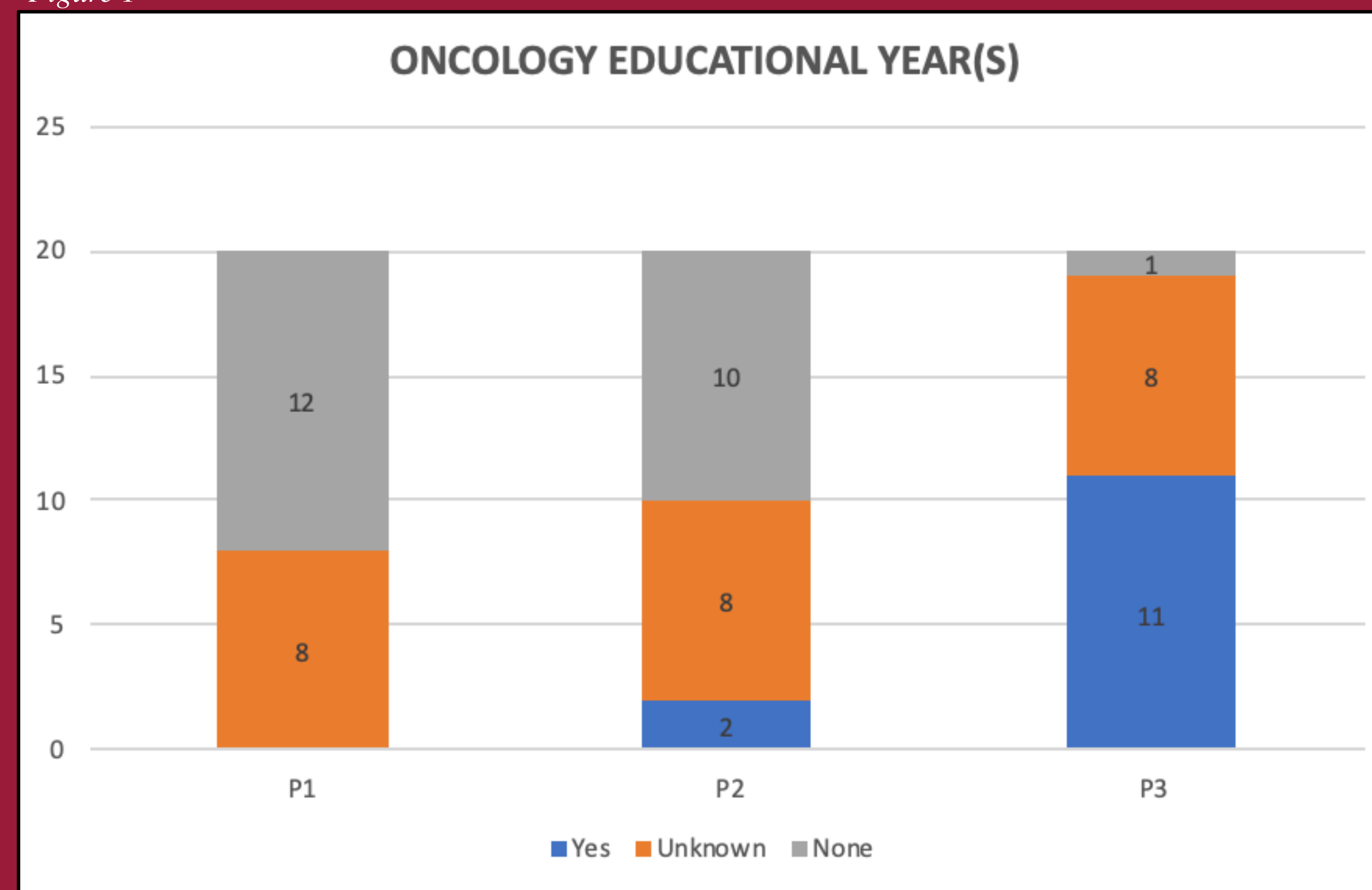


Figure 2

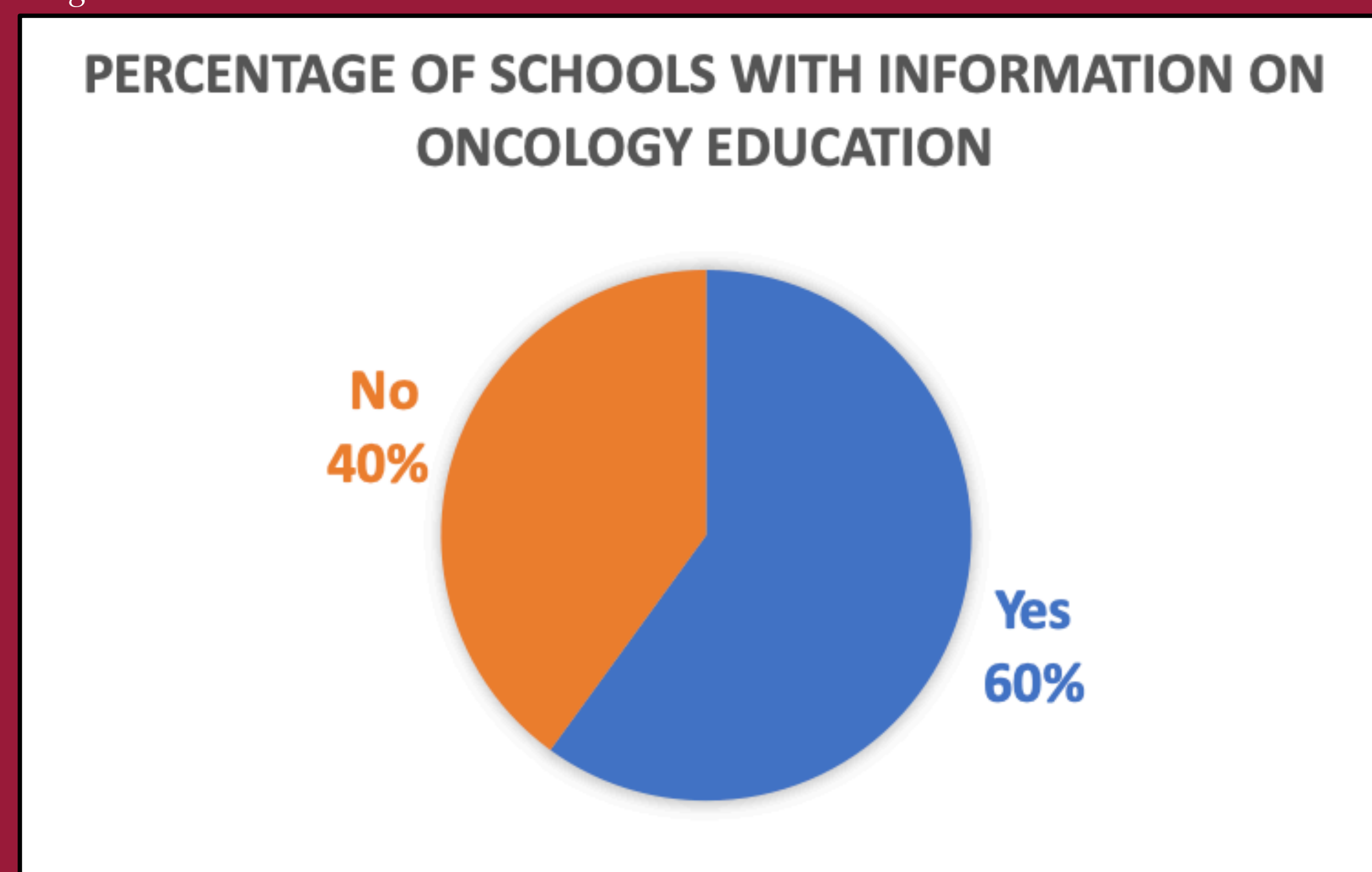
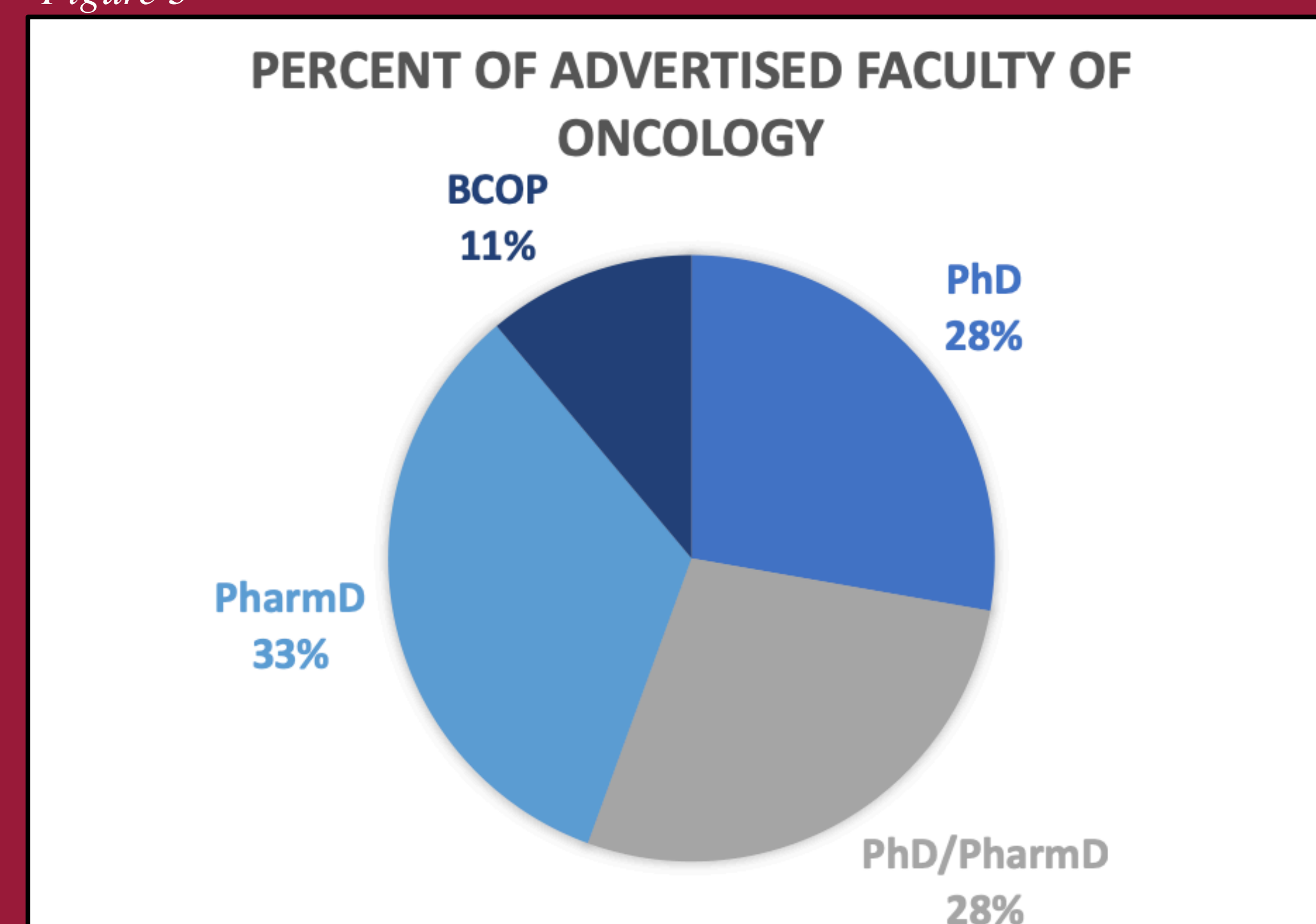


Figure 3



## Discussion

- The majority of oncology education was found to occur in the P3 year for schools who published their curriculum. (Figure 1)
- Out of the top 20 schools, only 60% had detailed information on curriculum and faculty regarding oncology education/interest. (Figure 2)
- Out of the 60% of schools who had detailed information on faculty education/focus, faculty was found to have BCOP, PharmD, PhD and PharmD with PhD in 11%, 33%, 28%, and 28% respectively. (Figure 3)

## Conclusion

- Limitations of this study include unaccounted data of faculty offering independent research in the oncology field. There was also limited information given and updated on each school website.
- There is a growing need for increased oncology education to respond to the growing field of oncology pharmacy practice. NCODA is one avenue for students to be exposed early to education surrounding oncology pharmacy

## References

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