LETTERS

In Response to “Evolution of Preprofessional Pharmacy Curricula”

To the Editor. The cross-sectional study performed by Gleason and colleagues, “Evolution of Preprofessional Pharmacy Curricula,” finds an increase in the prerequisite courses required by doctor of pharmacy (PharmD) programs.¹ The implications of increasing prerequisites included a perceived increase in preprofessional applicant maturity and quality.

As the role of pharmacists continues to evolve, pharmacy curriculum has also reflected a more clinically based approach in their teaching methods and focus. Unfortunately, this has pushed much of the bioscience didactics into required undergraduate classes, lengthening prepharmacy prerequisites.

However, there is little evidence that the amount of undergraduate work completed prior to beginning the

PharmD program correlates with success throughout and beyond pharmacy school. As a new graduate from pharmacy school, I’m skeptical that these changes truly produce a more competent and motivated pharmacist at commencement.

Based on my own experience and observations, the amount of prerequisite coursework is not a true indicator of a student’s success or leadership accomplishments in a PharmD program. Before pharmacy schools increase prerequisites, they should weigh all the evidence and actively seek feedback from their graduates.

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REFERENCES

1. Gleason BL, Siracuse MV, Moniri NH, Birnie CR, Okamoto CT, Crouch MA. Evolution of preprofessional pharmacy curricula. *Am J Pharm Educ.* 2013;77(5):Article 95.