

Identifying the core concepts of pharmacology education: a global initiative

Paul White¹, Clare Guilding², Tom Angelo³, John Kelly⁴, Laurel Gorman⁵, Steve Tucker⁶, Ashleigh Fun¹, Jae Han¹, Guanliang Chen¹, Yassmin Samak¹, Anna-Marie Babey⁷, Fabiana Caetano⁸, Sudhir Sarangi⁹, Jennifer Keonig¹⁰, Haiping Hao¹¹, Joseph Goldfarb¹², Kelly Karpa¹³, Luciene Vieira¹⁴, Carolina Restini¹⁵, Margaret Cunningham¹⁶, Patrik Aronsson¹⁷, Roisin Kelly-Laubscher¹⁸, Mark Hernandez¹⁹, PK Rangachari²⁰, Janet Mifsud²¹, Fatima Mraiche²², Ramzi Sabra²³, Octavio Piñeros²⁴, Xuechu Zhen²⁵, Helen Kwanashie²⁶, Betty Exintaris¹, Nilushi Karunaratne¹, and Kuniaki Ishii²⁷

¹Monash University

²University of Newcastle upon Tyne

³The University of North Carolina at Chapel Hill

⁴NUI, Galway

⁵University of Central Florida

⁶University of Aberdeen

⁷University of New England

⁸Western University

⁹All India Institute of Medical Sciences

¹⁰University of Nottingham

¹¹China Pharmaceutical University

¹²Icahn School of Medicine at Mount Sinai

¹³East Tennessee State University

¹⁴Universidade Federal de Minas Gerais

¹⁵Michigan State University

¹⁶University of Strathclyde

¹⁷University of Gothenburg

¹⁸University College Cork

¹⁹Alabama College of Osteopathic Medicine

²⁰McMaster University Faculty of Health Sciences

²¹University of Malta

²²Qatar University

²³American University of Beirut

²⁴Universidad del Valle

²⁵Soochow University

²⁶National Open University of Nigeria

²⁷Yamagata University

August 27, 2022

Abstract

Background and Purpose: In recent decades, a focus on the most critical and fundamental concepts has proven highly advantageous to students and educators in many science disciplines. Pharmacology, unlike microbiology, biochemistry or physiology, lacks a consensus list of such core concepts. **Experimental approach:** We sought to develop a research-based, globally relevant list of core concepts that all students completing a foundational pharmacology course should master. This two-part project consisted of exploratory and refinement phases. The exploratory phase involved empirical data mining of the introductory sections of five key textbooks, in parallel with an online survey of over 200 pharmacology educators from 17 countries across six continents. The refinement phase involved three Delphi rounds involving 24 experts from 15 countries across six continents. **Key Results:** The exploratory phase resulted in a consolidated list of 74 candidate core concepts. In the refinement phase, the expert group produced a consensus list of 25 core concepts of pharmacology. **Conclusion and Implications:** This list will allow pharmacology educators everywhere to focus their efforts on the conceptual knowledge perceived to matter most by experts within the discipline. Next steps for this project include defining and unpacking each core concept and developing resources to help pharmacology educators globally teach and assess these concepts within their educational contexts.

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Research article

Running title: Core Concepts of Pharmacology Education

Word Count: 6668

Authors

Paul J. White¹, Clare Guilding², Tom Angelo³, John Kelly⁴, Laurel Gorman⁵, Steve Tucker⁶, Ashleigh Fun¹, Jae Han¹, Guanliang Chen⁷, Yassmin Samak¹, Anna Marie Babey⁸, Fabiana A. Caetano⁹, Sudhir Chandra Sarangi¹⁰, Jennifer Koenig¹¹, Haiping Hao¹², Joseph Goldfarb¹³, Kelly Karpa¹⁴, Luciene Vieira¹⁵, Carolina Restini¹⁶, Margaret Cunningham¹⁷, Patrik Aronsson¹⁸, Roisin Kelly-Laubscher¹⁹, Mark Hernandez²⁰, P.K. Rangachari²¹, Janet Mifsud²², Fatima Mraiche²³, Ramzi Sabra²⁴, Octavio Piñeros²⁵, Xuechu Zhen²⁶, Helen Kwanashie²⁷, Betty Exintaris¹, Nilushi Karunaratne¹ and Kuniaki Ishii²⁸

Author affiliations

¹Faculty of Pharmacy and Pharmaceutical Sciences, Monash University, Parkville, Victoria, 3052, Australia

²School of Medical Education, Faculty of Medical Sciences, Newcastle Upon Tyne, NE1 7RU, UK

³ UNC Eshelman School of Pharmacy, University of North Carolina, Chapel Hill, North Carolina 27599, USA

⁴ Pharmacology & Therapeutics, School of Medicine, National University of Ireland Galway, Galway, H91 TK33, Ireland

⁵Dept. Medical Education, University of Central Florida College of Medicine, Orlando, FL, 32827, USA

⁶School of Medicine, Medical Science and Nutrition, University of Aberdeen, Aberdeen, AB24 3FX, UK

⁷Centre for Learning Analytics at Monash, Faculty of Information Technology, Monash University, Clayton, VIC, 3168, Australia

⁸Faculty of Medicine and Health, University of New England, Armidale, NSW 2351, Australia

⁹Department of Physiology and Pharmacology, Western University, London, Ontario, N6A 5C1, Canada

¹⁰Department of Pharmacology, All India Institute of Medical Sciences, New Delhi, India

¹¹Division of Medical Sciences & Graduate Entry Medicine, School of Medicine, University of Nottingham, Nottingham, NG7 2UH, UK

¹²Department of Medicinal Chemistry, School of Pharmacy, China Pharmaceutical University, Nanjing, 210009, China

¹³Department of Pharmacological Sciences and Institute for Systems Biomedicine, Icahn School of Medicine at Mount Sinai, New York, NY 10029, USA

¹⁴Department of Medical Education & Family Medicine, East Tennessee State University, Johnson City, TN, 37614, USA

¹⁵Departamento de Farmacologia, Universidade Federal de Minas Gerais, Belo Horizonte, MG CEP 31270-901, Brazil

¹⁶ Pharmacology and Toxicology Department, College of Osteopathic Medicine, Michigan State University, Clinton Township, MI 48038, USA

¹⁷ Strathclyde Institute for Pharmacy and Biomedical Sciences (SIPBS), University of Strathclyde, Glasgow, G4 ONG, UK

¹⁸Department of Pharmacology, Institute of Neuroscience and Physiology, Sahlgrenska Academy, University of Gothenburg, Gothenburg, Sweden

¹⁹ Department of Pharmacology & Therapeutics, College of Medicine and Health, University College Cork, T12 E138, Ireland

²⁰Division of Anatomy and Molecular Medicine, Alabama College of Osteopathic Medicine, Dothan, AL, 36303, USA ²¹Department of Medicine, Faculty of Health Sciences, McMaster University, Hamilton, Ontario, L8N 3Z5, Canada

²²Department of Clinical Pharmacology and Therapeutics, Faculty of Medicine and Surgery, University of Malta, Msida, MSD2080, Malta

²³College of Pharmacy, QU-Health, Qatar University, Doha, 2713, Qatar

²⁴Faculty of Medicine, American University of Beirut, Beirut, 1107, Lebanon

²⁵Department of Family Medicine, School of Medicine, Faculty of Health, Universidad del Valle, 760043, Cali, Colombia.

²⁶Jiangsu Key Laboratory of Neuropsychiatric Diseases Research and College of Pharmaceutical Sciences, Soochow University, Jiangsu 215021, China

²⁷Dept of Nursing Science, Faculty of Health Sciences, National Open University of Nigeria, Abuja, 900286, Nigeria

²⁸Department of Pharmacology, Faculty of Medicine, Yamagata University, Iida-Nishi, 990-9585, Japan

Key Words

Core concepts, pharmacology education, undergraduate, postgraduate, Delphi method, text mining, global education, discipline-based educational research

Ethics statements:

The authors have no conflicts to declare, and no funding was obtained to conduct this work

Acknowledgements

The authors acknowledge the contribution of the survey participants and expert group members who contributed their expertise to the study

Corresponding author:

Professor Paul J. White, Faculty of Pharmacy and Pharmaceutical Sciences, Monash University, Parkville Australia 3052

Email: paul.white@monash.edu; Ph: +613 99039074

ORCID ID: 0000-0002-7524-1808

What is already known

Identification of the core concepts of a range of disciplines have helped transform teaching and assessing student understanding of the discipline

What does this study add

This study identifies 25 core concepts of pharmacology that can be applied within all pharmacology education contexts.

What is the clinical significance

Pharmacology education of health professionals and scientists can now focus on ensuring that graduates develop and apply the critical concepts of our discipline

Abstract

Background and Purpose: In recent decades, a focus on the most critical and fundamental concepts has proven highly advantageous to students and educators in many science disciplines. Pharmacology, unlike microbiology, biochemistry or physiology, lacks a consensus list of such *core concepts* .

Experimental approach: We sought to develop a research-based, globally relevant list of core concepts that all students completing a foundational pharmacology course should master. This two-part project consisted of exploratory and refinement phases. The exploratory phase involved empirical data mining of the introductory sections of five key textbooks, in parallel with an online survey of over 200 pharmacology educators from 17 countries across six continents. The refinement phase involved three Delphi rounds involving 24 experts from 15 countries across six continents.

Key Results: The exploratory phase resulted in a consolidated list of 74 candidate core concepts. In the refinement phase, the expert group produced a consensus list of 25 core concepts of pharmacology.

Conclusion and Implications: This list will allow pharmacology educators everywhere to focus their efforts on the conceptual knowledge perceived to matter most by experts within the discipline. Next steps for this project include defining and unpacking each core concept and developing resources to help pharmacology educators globally teach and assess these concepts within their educational contexts.

Introduction

What are core concepts?

Core concepts are big, important, fundamental ideas, which experts agree are critical for all students in their discipline to learn, remember, understand, and apply – in other words, to learn deeply. Core concepts in other disciplines include ideas such as *gravity* in physics (Hestenes, Wells, & Swackhamer, 1992) and *homeostasis* in physiology (Michael, Cliff, McFarland, Modell, & Wright, 2017) – these concepts must be learnt and successfully applied by anyone claiming to understand these disciplines. Over the past 30 years, disciplines such as physics (Hestenes et al., 1992), statistics (Allen, Stone, Rhoads, & Murphy, 2004), information technology (Porter et al., 2019), psychology (Landrum, 1993; Zechmeister & Zechmeister, 2000), physiology (McFarland et al., 2017; Michael et al., 2017), and microbiology (Marbach-Ad et al., 2009; Merkel, 2012) have developed research-based lists of core concepts and related assessments of concept attainment.

In biology, for example, a large, coordinated approach led to the development of a set of core concepts in the early 2000s. The US National Science Foundation and American Association of Advancement in Science brought together many educators to produce five core concepts of biology within a *Vision and*

Change Manifesto (Brewer & Smith, 2011). Subsequent work led to the development of resources for biology educators to incorporate the teaching and assessment of these core concepts into their curricula (Brownell, Freeman, Wenderoth, & Crowe, 2014). Sub-disciplines within biology, including physiology and microbiology (Hott et al., 2002; Marbach-Ad et al., 2009; Merkel, 2012) have since identified further, more specific core concepts.

Why identify core concepts in pharmacology?

Pharmacology, defined as the science of drugs or medicines and their interactions with biological systems, integrates knowledge from a number of disciplines, including but not limited to physiology, pathology, chemistry, biochemistry, structural biology, and mathematics. Pharmacology is taught across the breadth of health professional, biomedical and basic science contexts, at both the undergraduate and graduate levels and via a range of instructional modes (Rubaiy, 2021). In these various programs, the enormous volume of pharmacology content is often afforded limited time within curricula. In recent years, the creation of integrated courses and the merging of physiology and pharmacology departments has contributed to the decreased time dedicated to teaching pharmacology concepts. No pharmacology program, however well-resourced, has sufficient time to teach students all the knowledge in the discipline. While the sheer volume of the “potential curriculum” increases exponentially each year, available time for teaching continues to decline overall (Lloyd et al., 2013). This is obvious in integrated health professions education, where economic and administrative considerations, medical education reforms shortening the preclinical years, and a focus on competency-based models can all minimise time for teaching foundational sciences, including pharmacology.

Studies of health professional graduates report perceived gaps in pharmacology knowledge (Bullock & Leversha, 2019). Manias and Bullock (2002) conducted six focus groups with clinical nurses in Australia and found that “*all nurses experienced difficulties in understanding and demonstrating pharmacological concepts in the clinical practice setting.*”

The authors of the well-cited investigation into prescriber error for the General Medical Council (London), known as the EQUIP study, argued “*More could have been done during undergraduate education to link theory with practice*” (Dornan et al., 2009). In order to ensure educational effectiveness and patient safety, we contend that it is essential to first identify the foundational concepts of pharmacology students require in order to provide them with the ability to link theory to practice.

The Covid-19 pandemic has highlighted the need for a skilled workforce across a range of industries to meet the healthcare requirements of our global communities. From the discovery of new medicines to safe and effective prescribing, our scientists and health professionals require the ability to apply these enduring ideas years after graduation.

In addition to providing consensus on the critical knowledge all students studying pharmacology need, core concepts provide a range of other benefits. Assessments that test their attainment, known as concept inventories, provide students and educators with the tools to measure their progress on the ‘knowledge that matters’. With such tools, educators can compare the effectiveness of innovative pedagogical methods, and administrators can rigorously and reproducibly compare program learning (Sands et al., 2018).

How have core concepts been identified in other disciplines?

Over the past 30 years, a range of approaches have been developed to identify core concepts, mostly employing groups of disciplinary experts to identify the critical ideas that all students need to master. Most disciplines have used a Delphi method, involving a group of experts completing cycles of surveying and refinement until consensus is reached (Boneau, 1990; Brownell et al., 2014; Landrum, 1993; Merkel, 2012; Parekh et al., 2017; Wright & Hamilton, 2008). Core concepts have also been extracted from textbooks, either via page-by-page expert analysis (Zechmeister & Zechmeister, 2000) or via data-mining techniques (Foster et al., 2012).

Pilot project to identify pharmacology core concepts in Australasia

Beginning in 2019, pharmacology educators based in Australia and New Zealand engaged in research that

identified 20 core concepts of pharmacology education (White et al., 2021). This group, including some authors of the present article, initially surveyed 41 Australasian educators, of whom 23 engaged in follow-up workshop activities. Subsequently, an expert group of 12 academics extracted a set of core concepts, which were then refined and confirmed by a survey of an additional 30 academics. The resulting core concepts were then defined and unpacked (Santiago et al., 2021). This project provided proof-of-concept that core concepts could be identified in pharmacology, suggesting that such an approach might work at a broader international level. Building on the experience and findings of this Australasian approach, the authors were confident a more international approach would have the potential to be impactful at global scale.

Overview of a multi-step, international approach to identify the most important concepts within a discipline

In late 2021, an international group of pharmacology education leaders committed to identifying the core concepts of pharmacology education, and to developing resources to help educators around the world teach and assess those concepts. That initiative, described in detail below, set out to answer the following research questions.

- Which ideas do pharmacology educators across many countries believe to be the core concepts of our discipline?
- What are the most common conceptual terms used in pharmacology texts?
- Which of the most common terms from pharmacology texts do educators believe to be core concepts?
- To what extent do lists of potential core concepts derived from surveying educators agree with those produced via text mining?

Methods

A two-phase approach was used to identify the core concepts of pharmacology education (Figure 1). We used multiple approaches to ensure coverage of the entire field of pharmacology, and a variety of sources of information to mitigate personal biases. The first, exploratory phase included an empirical approach, specifically data mining of five key textbook introductory sections. In parallel, an online survey of pharmacology educators was used to complement the text mining, and the terms identified using these two methods were merged to develop a list of 74 candidate terms.

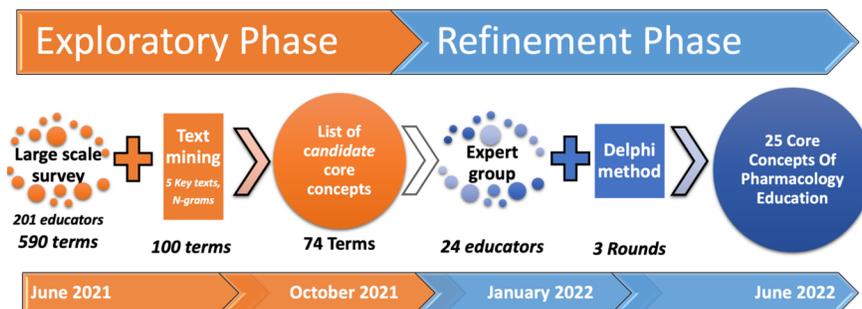


Figure 1: summary of the two-phase approach used to identify the core concepts of pharmacology education

The second, refinement phase involved the expert group of 24 in three rounds of a Delphi Method through which they analysed the candidate terms and produced a consensus list of 25 core concepts of pharmacology education.

Survey of pharmacology educators from 17 countries

Ethics

The survey was conducted under approved protocol #22727 of the Monash University Ethics in Human Research Committee. .

Survey Development

The research team developed an online survey to gather potential core concepts from a wide range of international pharmacology educators. The survey was based on that used for the pilot study (White et al., 2021; see survey in Supplementary Resources). The survey consisted of three parts: (i) theoretical information about core concepts; (ii) a series of demographic questions; and (iii) the key prompt and question to elicit potential core concepts, shown below.

“Imagine your current/recent pharmacology students 3 to 5 years after their graduation: What few essential core concepts would you expect them to remember, understand deeply, and apply effectively in their professional work? Please list a few—ideally between 3 and 7—core concepts that are foundational for pharmacology students in the text box below. Feel free to write as much or as little as you wish about your core concepts. Your draft concepts should be big ideas that are useful to solve problems and enduring, and they should not be topics or facts.”

Demographics

The survey was distributed online via national pharmacology societies and networks of pharmacology educators. A total of 201 pharmacology educators voluntarily responded to the survey, resulting in 163 complete responses (81 % response rate). Respondents were from a total of 17 countries across six continents (Table 1). Almost two-thirds of the respondents identified as female (66%) and 32% identified as male, with 1% preferring not to respond. The majority (73%) of respondents had been teaching pharmacology for more than 10 years, while 18% had 3-10 years’ experience and 9% had less than 3 years’ experience. Eighty two percent recorded an earned PhD as their highest academic qualification, with 11% reporting a Masters qualification and 6% a combined MD/PhD or PharmD. The respondents taught a range of health professional and science students, and the disciplines taught similarly encompassed the range of basic and clinical sciences (Table 1). Most respondents taught students from more than one disciplinary or professional cohort.

[Insert table 1 here]

Text mining of key pharmacology textbooks

The introductory sections of each of five key textbooks, selected by the research team as the most commonly used texts in their local context, were mined to extract the pharmacology terms that were most commonly used. The relevant texts and sections were:

1. Rang & Dale’s Pharmacology, 8e Section I: General Principles ISBN 978-0702053627
2. Goodman and Gilman’s Manual of Pharmacology and Therapeutics, 13e Section I: General Principles ISBN 978-0071624428
3. Katzung’s Basic and Clinical Pharmacology, 14e Section I: Basic Principles ISBN 978-1259641152
4. Golan’s Principles of Pharmacology, 4e Section I: Fundamental Principles ISBN 978-1451191004
5. Bryant and Knights’ Pharmacology for Health Professionals, 4e Unit II: Principles of Pharmacology ISBN 978-0729541701

Contents of the introductory chapters were converted to raw text files using PyPDF2 as the source texts were in PDF format. Pre-processing was conducted using Natural Language Tool Kit (NLTK). To begin, stop words (e.g. “the”, “an”), punctuations, numbers, tags and special characters were removed, and uppercase letters were converted to lowercases. Words shorter than two characters were also removed. Next, additional user-defined keywords such as “chapter” and “section” were excluded from the corpii. Artefacts arising from encoding (e.g. “\u02da”, “\n”) and ligatures (e.g. “ff” appearing as “©”) were also addressed. Subsequently, since the majority of the keywords were nouns, words with noun tags were extracted using parts-of-speech tagging. Finally, all of the extracted words were normalised using stemming, which removes suffixes and prefixes from word roots, such that keywords “drugs” and “drug” would all be considered equal

under the word root "drug". Key terms were extracted using scikit-learn's Term Frequency-Inverse Document Frequency (TF-IDF) Vectorizer with N-gram range between 2 and 3. The top 100 terms sorted by TF-IDF score were then selected for further analysis.

Delphi method

The expert group used a criterion-based Delphi Method to identify core concepts of pharmacology education. The following six best-practice elements of the Delphi method (see (Bhandari & Hallowell)) were incorporated into our study. First, an expert group technique was used to answer the question "What are the core concepts of pharmacology education?". Indirect interaction between participants was maintained for Rounds One and Two. A predefined threshold was set at 80% agreement for any candidate term to be adopted as a core concept. The anonymity of voting was maintained for the expert group throughout the process. Controlled feedback was provided in the form of a summary of voting after Round Two and Three. Three iterative rounds of analysis were conducted.

Research team and expert group composition

The research team (PW, TA, CG, JK, LG) was formed at the beginning of the process, and oversaw the Delphi process. The research team aimed to recruit a minimum of 20 expert group members based on best practice guidelines for "15 to 30 participants from the same discipline" in health sciences education research (De Villiers, De Villiers, & Kent, 2005). In order to remove any conflict of interest, members of the research team led discussions regarding potential core concepts but were not voting members of the expert group. To select the expert group, the roles and experience needed were first identified. Each member of the research team was asked to invite experienced pharmacology educators to participate. All expert group members selected *met at least two* of the inclusion criteria shown in supplementary materials, Table 1.

Consequently, twenty-four pharmacology educators were recruited by direct invitation from the research team to be members of the expert group, comprising 14 women and 10 men, from a total of 15 countries across six continents: Australia, Brazil, Canada, China, Colombia, India, Ireland, Japan, Lebanon, Malta, Nigeria, Qatar, Sweden, the USA and the UK. Twenty of the expert group members reported their highest qualification as PhD, two MBBS / MD, and one Pharm D. Fourteen members reported a teaching qualification at Graduate Certificate or higher level. Expert group members pharmacology teaching experience ranged from 2-60 years, with a median of 15 years.

The expert group used the Delphi method to identify core concepts of pharmacology education, conducted under the approved protocol #31379 of the Monash University Ethics in Human Research Committee. A multi-faceted approach was used, in which the expert group were provided with a range of resources to achieve the aim of ensuring coverage of the entire field; deriving terms from a variety of sources to mitigate personal biases, and including empirical data (text mining) and expert opinion (educator survey).

Training of the expert group

Expert group members attended an initial online workshop in which they received information about the project, core concepts, and the Delphi method. Five criteria were presented to the group as a means by which to evaluate candidate core concepts for inclusion: fundamental, useful, enduring, complex and challenging. These criteria were refined from those used in the Australasian study (White et al., 2021).

Three Rounds of Delphi method

In Round One, expert group members were given the consolidated list of 74 candidate terms, which was produced by merging the outcomes of text mining of five key textbooks with the survey responses from 163 pharmacology educators. Individually and without consultation, expert group members analysed each term using the five core concepts criteria and then voted as to whether they perceived each term in the list to be a core concept of pharmacology education or not. Members were also asked to identify any potential core concepts of pharmacology absent from the list of 74 terms. The terms that achieved a minimum threshold of 80% agreement by the expert group members were accepted as core concepts and not discussed further.

Terms that were agreed to be core concepts by less than 50% of expert group members in Round One were rejected and not discussed further. In Round Two, the terms deemed missing from the candidate list within Round One were analysed and voted on using the same criteria.

Additional online workshops were held between Rounds Two and Three. The intention of these workshops was to refine the list of core concepts, by clarifying areas of duplication, overlap, and hierarchical disconnect. Expert group members attended one of two online sessions into which they self-selected, depending on their area of expertise: i) pharmacokinetic (PK, led by CG and ST) core concepts; or ii) pharmacodynamic (PD, led by JK and LG) core concepts. In the workshops, the co-leads facilitated a discussion on the small groups of related terms, which we called clusters (for example, *margin of safety* and *therapeutic index*) that had emerged during Rounds One and Two. The research team recommended a single term from each cluster to be included in Round Three voting, and these recommendations were voted on by the experts prior to the workshop. Discussions within the workshop focused on recommendations for which there was less than 80% agreement.

In Round Three, expert group members analysed the terms that received between 50-79% agreement in Rounds One and Two. The co-leads for the two sub-groups (pharmacokinetics; CG and ST, and pharmacodynamics; JK and LG) separated the terms into PK and PD groupings.

[Insert table 2 here]

Results

The exploratory phase of the project was designed to provide the expert group with a comprehensive list of proposed core concepts, comprised of both the terms most frequently found in the five key textbook chapters and those identified through the survey of 163 international educators.

Survey free-text responses: development and refinement of a list of terms

Five hundred and ninety individual terms were submitted as core concepts of pharmacology education by 163 respondents who addressed this survey question. A term was defined as one or more words that capture a single idea. Duplicates were removed by two raters (YS and PW), and clusters of words judged to have equivalent or similar meanings were grouped under the term that best reflected the central meaning (see Table 3 for an example). The final list of 48 individual terms is shown in Table 4.

[Insert table 3 here]

Text mining: generation of a list of terms

The 100 most frequent terms specific to the discipline were mined from the corpus produced by combining the five texts. Research team members (CG, JK, LG, ST, and PW) performed the same consolidation process as that used in the previous Exploratory Phase to yield a list of 38 terms from the text mining (Table 4).

Consolidation of survey and text mining terms into a single list of terms.

The 48 terms produced by refinement of the survey responses and the 38 terms produced by refinement of the text mining terms were further refined by the research team, resulting in a final list of 74 proposed core concepts.

[Insert table 4 here]

Refinement phase

Delphi Rounds One and Two

Of the 74 terms considered by the expert group members in Round One, seven were automatically adopted as core concepts, having reached the voting threshold (80% agreement), 35 terms were flagged for further discussion (50-79%), and 32 terms were automatically rejected (<50%). Note that two of the seven terms accepted during Round One were later merged – *concentration-response relationships* and *dose-response*

curve - to form *Dose / concentration response relationships* . During Round One, expert group members collectively proposed an additional 97 terms that they felt were missing from the Round One list of terms. In Round Two, 23 terms were flagged for further discussion and the remaining 74 terms were rejected. As the total number of responses for the Delphi Rounds varied from 20-23, the 80% threshold for acceptance varied from 16 to 18 respondents.

Consolidation of “clusters” of related terms prior to Round Three.

Prior to Round Three, the research team worked with the expert group to consolidate a subset of some closely related terms that had reached the threshold for further discussion during Rounds One and Two. For example, *structure-activity relationship* and *structure-function relationship* had both reached the threshold for discussion, and a single term to represent them was required to avoid the inclusion of close synonyms in the final round of the Delphi method.

Thirteen such “clusters” were identified, and the research team came to agreement on a single term that met the criteria to be a core concept and best represented each cluster. Seven of the 13 recommendations were endorsed by 80% of the Expert group. In the two workshops held between Round Two and Round Three, single terms were identified to represent each of the remaining six clusters in the final round.

Delphi Round Three

In Round Three, expert group members voted online on each of the 25 terms that had reached the threshold for further consideration in Rounds One and Two, and that had been chosen to be included during the consolidation of clusters. Eighteen terms were accepted as core concepts: fourteen outright from Round Three voting; and the remaining four by consensus of the research team on the basis that they reached 70-79% agreement in Round Three and filled an essential gap. A total of 25 terms were therefore accepted as international core concepts of pharmacology education (Table 5).

[Insert Table 5 here]

Comparison of final list of core concepts with initial survey and text mining results.

Given that this is the first time that a combination of text mining and survey have been used to elicit candidate core concepts, it is of interest to analyse the source of the final list of 25 terms. Nineteen of the 25 core concepts (76%) were exact matches to terms in either the text mining refined list or the survey refined list, and eight were present in both. A further eight core concepts were present in the survey list but not the text mining list and three core concepts were present in the text mining list but not the survey list (Supplementary Table 2). Six terms had no exact match in either text mining or survey list, and were derived from the merging of synonyms during the workshops between Rounds Two and Three.

Discussion

Our project has significance for the international pharmacology community, in that a consensus list of concepts central to the teaching and learning of our discipline was produced. This is the first time to our knowledge that a truly international initiative has produced a consensus list of discipline-focused core concepts. Over 200 pharmacology educators from 22 countries across six continents contributed to the effort: 201 responded anonymously to the survey, and there were 24 expert group members and 6 research team members. Given the range and complexity of content and context, we employed a phased approach to the identification of core concepts, building on the lessons from other disciplines (Hott et al., 2002; Merkel, 2012; Michael et al., 2017; Parekh et al., 2017; Tweedie et al., 2020; Zechmeister & Zechmeister, 2000) and our own pilot studies in Australia and New Zealand (Santiago et al., 2021; White et al., 2021). The exploratory phase ensured that we covered the full scope of concepts in pharmacology, by identifying 100 terms used frequently in pharmacology texts and 590 terms from large scale survey. The research team then analysed and refined these large lists to create a manageable 74 potential core concepts for the expert group to resolve. To ensure genuine accord within the Delphi method, we set a high (80%) acceptance threshold, providing confidence

in the final list of 25 core concepts. For comparison, a median acceptance threshold of 75% was reported in a review of nursing Delphi studies (Foth et al., 2016).

The Delphi method ensured early contributions were made without the influence of other group members

The three rounds of Delphi method were critical to the development of the final list. In particular, the comments from the experts in Round Two and associated workshops were invaluable in dealing with the challenge of choosing a single core concept from a cluster of related terms. For example, numerous expert comments were received regarding the related terms *margin of safety*, *therapeutic window*, and *therapeutic index*. These comments informed the final decision to propose *therapeutic index* in Round Three and subsequent 90% endorsement of this concept. This is consistent with earlier findings supporting the use of three rounds of expert analysis (Hallowell & Gambatese, 2010). An innovative part of our Delphi method was the use of workshops between Rounds Two and Three, with workshop discussions useful in shaping the clustering of terms around a central concept. The workshops also permitted discussion and input from a wider team outside of the core research team. That said, the workshops may have affected the independent nature of the expert ratings on the final Delphi round, so only the expert group ratings in the first two rounds were truly independent.

Comparison to ASCEPT list

As the current study builds upon the foundation initiated by the Australasian pilot (White et al., 2021), it is of interest to compare and contrast the two lists of core concepts. The pilot study was conducted by a group of educators from Australian and New Zealand, only one of whom participated in the expert group in the current study. The present final list includes 15 of the 19 core concepts from the pilot study, namely: *drug absorption*, *concentration response relationships*, *drug distribution*, *drug target*, *drug metabolism*, *mechanism of drug action*, *drug efficacy*, *drug selectivity*, *drug affinity*, *drug tolerance*, *bioavailability*, *drug potency*, *therapeutic window*, *drug elimination*, *individual variation*.

Our current list does not include pilot study core concepts *drugs and homeostasis*, *drug excretion*, *drug safety*, and *drugs and complex systems*. Our current list does however include 10 core concepts that were not included in the pilot study: *drug half-life*; *volume of distribution*; *steady state concentration*; *agonists and antagonists*; *drug clearance*; *drug interaction*; *zero and first order kinetics*; *drug-receptor interaction*; *structure-activity relationship*; *adverse drug reaction*. The observed differences in the lists may be linked to the different methodological approaches taken, or the differences between Australasian and international expert views. Interestingly, the terms *volume of distribution* and *drug-receptor interactions* were both derived in our study from the text mining process, and reached the consensus threshold in our study. The Australasian study did not involve text mining.

Comparison to other international resources

Many disciplines have identified core concepts and developed concept inventories over the past 30 years, with physics and biology notable for the scope and depth of work. Hestenes and colleagues' seminal work to develop the force concept inventory (Halloun & Hestenes, 1985; Hestenes et al., 1992) heralded a transformation of learning across the discipline, with the rigour and reproducibility of the inventory enabling the identification of effective, evidence-based teaching practices (Deslauriers & Wieman, 2011; Hake, 1998). In the United States, in biology, '*Vision and Change*' was a National Science Association funded endeavour to develop core concepts and related tools for educators (Brewer & Smith, 2011; Brownell et al., 2014). The current project aimed to follow in the footsteps of these seminal initiatives, with the goal of providing educators with truly global pharmacology core concepts, concept inventories, and related resources.

Of note, there are already a number of valuable resources for educators. The *Pharmacology Education Project* (Faccenda, Maxwell, & Szarek, 2019), an initiative of the International Union of Basic and Clinical Pharmacology, is a web-based resource with a wide range of information, teaching, learning, and assessment tools. The "Knowledge Objectives in Medical Pharmacology" initiative sponsored by the Association of Medical

School Pharmacology Chairs (AMSPC) has provided medical educators with extensive guidance on their pharmacology curricula since 1985. The British Pharmacological Society has several very extensive and pedagogically advanced *core curricula*, and has published work on clinical pharmacology for medical students (Ross & Maxwell, 2012) and undergraduate pharmacology (Wallace et al., 2021) . These invaluable resources complement our work in that they provide a breadth of material, allowing educators to ensure adequate coverage in their programs and courses, whereas our core concepts work aims to provide focus for educators and program directors/chairs to assure both students and stakeholders that graduates have acquired the fundamental knowledge necessary to be successful in their careers.

Limitations

The total number of pharmacology educators around the world has not been rigorously determined, but is likely to be many thousands. Our study involved educators from every continent, but we would need a far larger, more representative sample size to claim international consensus on our list of core concepts. Additionally, volunteer bias could have contributed to the outcomes of this study. These concerns are offset by the high degree of similarity between the list of core concepts identified by rigorous, multi-stage methodology in this study with that of the pilot work in Australia and New Zealand. Additionally, the participants in this study were educators; different views on the core concepts may be held by health practitioners or pharmacologists in industry or research. Finally, the poor response rate to the survey from some countries and the overrepresentation of others has the potential to bias the results towards the views of educators in those over-represented countries. Nevertheless, the use of the text mining approach and the high degree of similarity between the pilot study and the present work both provide confidence that the list of core concepts we have developed are broadly representative of the views of experts in the discipline.

Future Work

The list of core concepts that we have produced in this study is a new, evidence-based resource that will be of interest and use to pharmacology educators globally. Realising the full potential of this initiative will require resources to help educators around the world develop concept-based curricula, including definitions of each core concept, identification of underpinning sub-concepts, development of teaching methods and learning resources to link the concepts to each other and integrate attainment of these concepts into courses, and finally a concept inventory that will test learner attainment of each concept.

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