

Title: Achieving synergy between teaching and research:
evidence-based practice in the classroom

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Abstract:

Background Faculty are charged with responsibilities in teaching, scholarship and service, often alongside clinical activities. Designing courses that develop critical thinking and research skills has the potential to assist in faculty scholarship within a teacher-scholar model. Methods A graduate research methods course was offered to Pharm.D. students, which included work on an externally-funded, faculty-led, systematic literature review. The instructional design incorporated evidence-based training through the use of learning tasks and provision of supportive/procedural information. Perceptions of baseline knowledge/experience and comfort/confidence in execution of the review as a result of course activities and application to career were assessed using 5-point Likert-type items. Content analysis was performed for open-ended questions regarding student opinions. Results Over two course offerings, a total of 11 students provided feedback and expressed career interests in consulting, industry, academia and managed care. Students rated their baseline knowledge/experience with systematic reviews as low, but indicated that the course increased comfort (4.73 +/- 0.47) and confidence (4.82 +/- 0.40). They expressed the value of systematic reviews to pharmacists in general (4.82 +/- 0.40) and for their future career interests (4.50 +/- 0.53). Content analysis revealed 'hands-on application' of the project as a commonly cited course success. Conclusion The integration of evidence-based practice within teaching resulted in positive student learning outcomes and successful completion of scholarship for faculty.