

Assessment of Previous ImPaCT/Capstone Projects for Innovation

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Background

- The 2016 ACPE (Accreditation Council for Pharmacy Education) Standard 4: Personal and Professional Development lists attributes such as self-awareness, leadership, innovation and entrepreneurship, and professionalism
- Currently Southern Illinois University Edwardsville (SIUE) School of Pharmacy's answer to the requirement is the student-led ImPaCT (Improving Patient Care for Tomorrow) project
- The level of innovation has not yet been evaluated

Objective

The objectives of this project were:

- Create rubric to evaluate innovation of ImPaCT projects
- Understand types of projects being completed

Methods

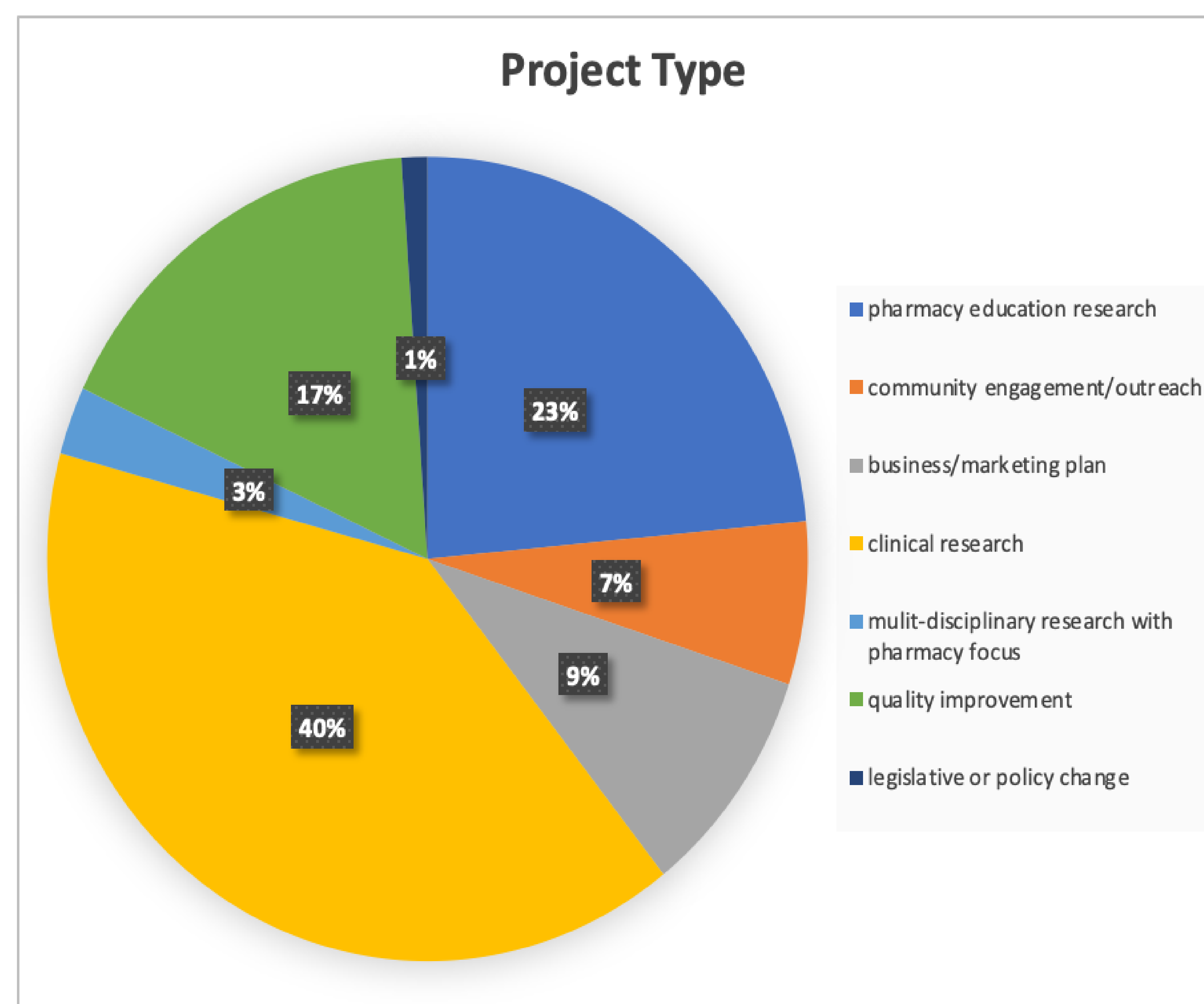
- A rubric to assess innovation in ImPaCT projects was developed with a total possible score of 15.
- Using the rubric, investigators evaluated students' projects from the last three years on novelty, innovation, the impact the project could have, and potential to be disseminated.
- Qualitative analysis was conducted to categorize projects into type, topic, and method of study.

Results

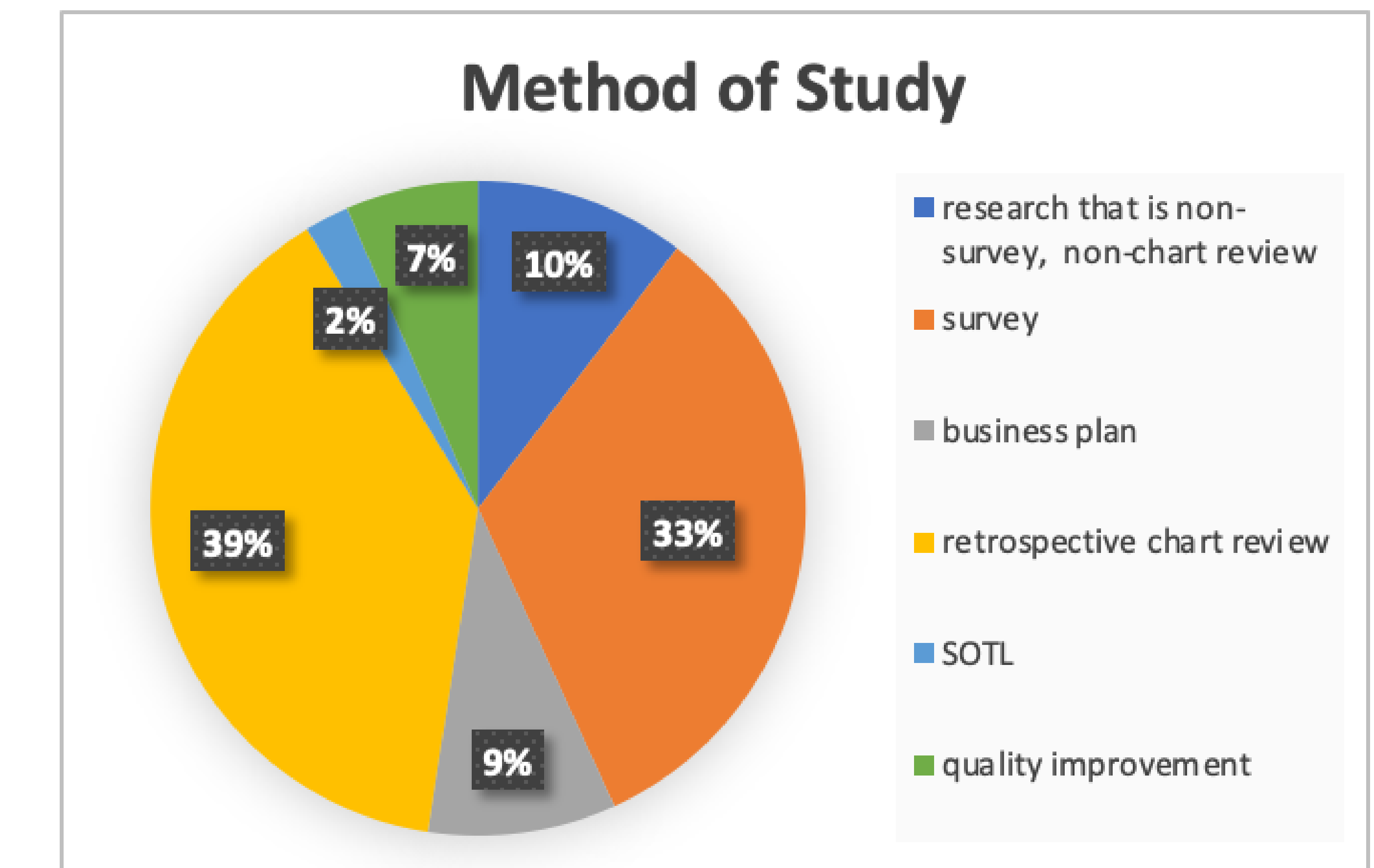
Class	Novelty	Background	Relevance	Impact	Dissemination	Total
2018 mean scores	1.8	1.1	1.8	1.7	1.9	8.3
2019 mean scores	1.8	1.2	1.8	1.6	2.1	8.4
2020 mean scores	1.8	1.4	1.7	1.4	2.1	8.5
All classes mean scores	1.8	1.3	1.8	1.5	2	8.4

Results Continued

Project Topic	# of projects
Research on pharmacy students	22
Cardiovascular	20
Pharmacy operation	18
Opioids	17
Infectious diseases	14
Pediatrics	11
Patient experience	9
Psychology/Neurology	9
Diabetes	8
Others	8
Immunizations	7
SOTL	6
Wellness/Mental Health	6
Oncology	6
Pain	4
E-cigarettes	4
CBD/Marijuana	3
Alternative medicine	3
GI	2
Pharmacogenomics	2
Adherence	2
HIV	2



Results Continued



Discussion

- Categorizing projects may lead to more innovation in the future as students can more easily see what has been done previously
- Evaluating innovation is challenging due to subjectivity
- Differences between classes could be due to the methodology of the study and historical bias
- This rubric may be better used by a mentor, or as a self-evaluation to assess creativity, rather than by a third-party with limited knowledge of the topics.

Limitations

- Papers were used from a single school
- Evaluation was done based only on a student's paper – so writing style could play a role in grade determination
- Only one evaluator for all projects and grade relied on evaluators background knowledge

Conclusion

On average, students did not “meet” expectations for creativity, defined by the rubric as 10/15. However, allowing mentors to assess projects may increase scores as the mentor will have a better idea of the impact that the project might have or the novelty of the project. A future project that attempts to evaluate innovation may take that into account.