

R_xcellence Unveiled: Illuminating the Impact of Continuing Pharmacy Education Activity Planning on Post-graduate Industry Fellows

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Background

Rutgers Health, including the Ernest Mario School of Pharmacy, is a jointly accredited continuing education (CE) provider with commendation

- A guiding principle for joint accreditation is education “for the team and by the team”, in which trainee participation in CE activity development represents a commendation criteria

The Rutgers Institute for Pharmaceutical Industry Fellowships encourages fellows to coordinate CE activities as a method to fulfill a scholarly activity requirement

- Little data exist to evaluate impact of CE or continuing pharmacy education (CPE) activity participation and professional development on trainees, including students or fellows

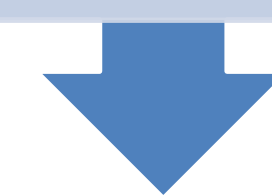
Objective

To evaluate the impact of CE activity development and participation on professional skill development and life-long learning

Methods

A list of all RPIF fellows involved in CE activity development between 2016-2022 was identified

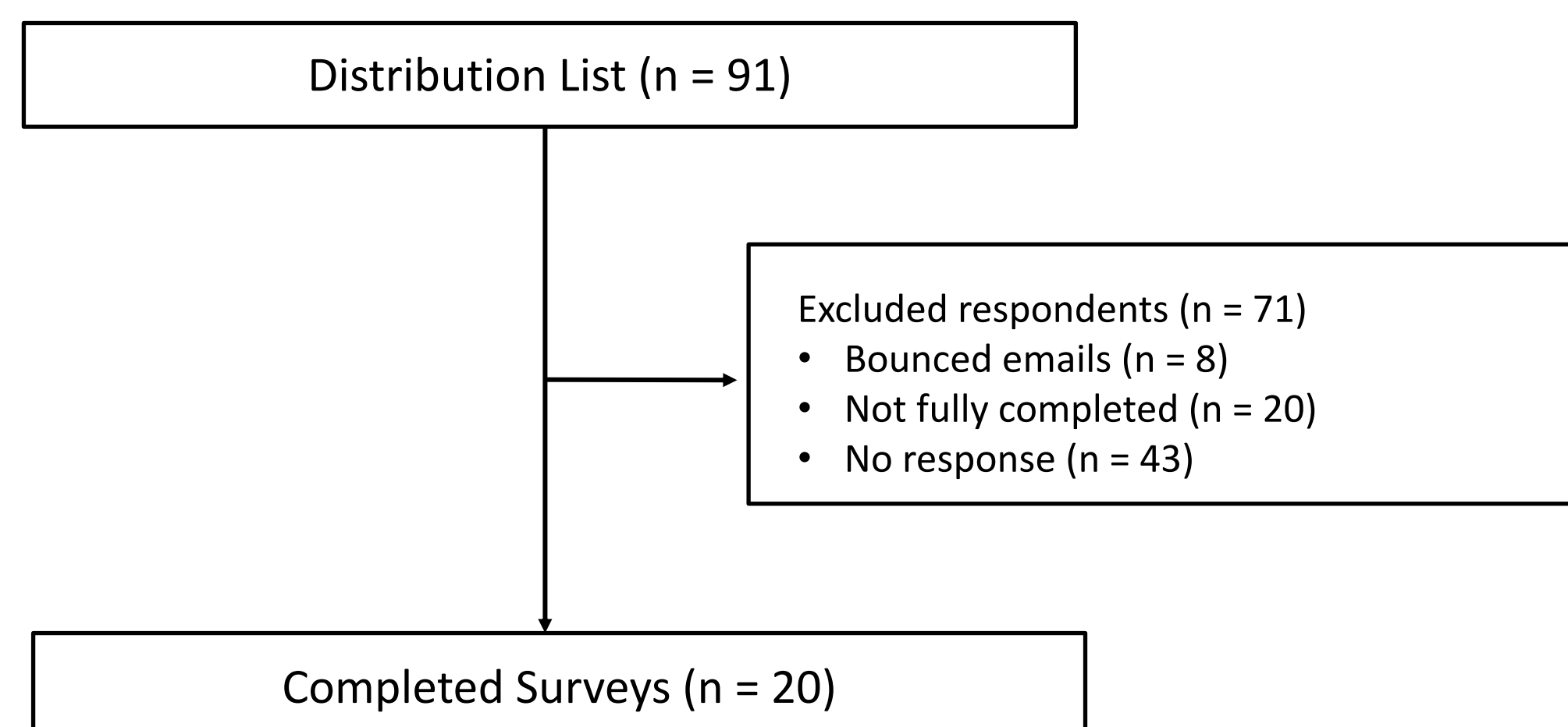
All fellows with available emails were flagged for **inclusion** in this study



A Qualtrics survey was electronically distributed via email to the list of RPIF fellow alumni

The survey was open for three weeks, with three reminder emails sent to all nonrespondents

Figure 1. Enrollment and respondent flowchart



Results

Table 1. Baseline demographics of fellow CE participants

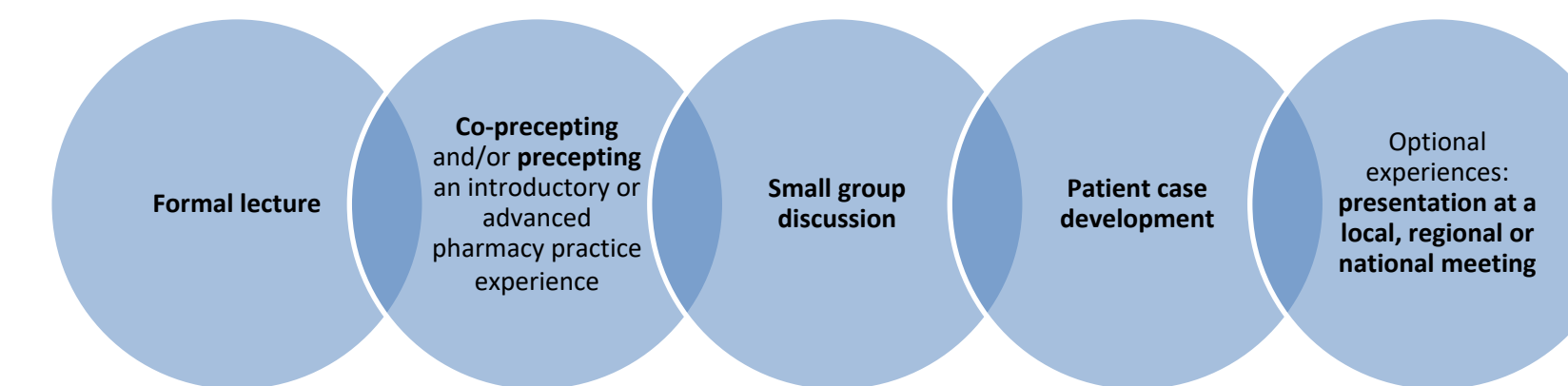
Characteristic, n (%)	Respondents (N=20)
CE Activity Involvement	
One activity	13 (65)
Two activities	6 (30)
Three or more activities	1 (5)
Role in CE Activity Development	
Planner	14 (70)
Speaker	18 (90)
Reviewer	7 (35)
Format of CE Activity	
In-person (live)	12 (60)
Virtual (live)	4 (20)
Both in-person and virtual (hybrid)	4 (20)
Rationale for Participation	
Fulfill scholarship requirement for RPIF	13 (65)
Fulfill requirement for hosting company	4 (20)
Build visibility and professional development	17 (85)
Gain public speaking experience	16 (80)
Gain leadership and project experience	12 (60)
Recommendation from colleague	3 (15)
Make the most out of the fellowship experience	16 (80)

Why Incorporate Trainees into CPE Activity Planning and Development?

Develop post-graduate trainees with a **basic knowledge of teaching to increase confidence**

Provide new practitioners with variety of **adequate teaching experiences**

Recommended Teaching Experiences for Pharmacy Trainees



Havrda DE, et al. Guidelines for resident teaching experiences. *Pharmacotherapy*. 2013;33:e147-e161.

Table 2. Perceived value of CE activity development participation on performance domains

Likert Domain, mean (SD)	Respondents (N=20)
CE activity overall	4.1 (0.89)
Strategic planning process	4.2 (0.81)
Communication skill development with stakeholders	4.4 (0.88)
Presentation skill development	4.3 (0.80)
Working with an independent accredited CE provider	4.0 (1.15)
How likely would you be to recommend that current fellows participate in other similar CE programs for their professional development?	4.1 (1.00)
Nominalized^a, n (%)	
CE activity overall	15 (75)
Strategic planning process	15 (75)
Communication skill development with stakeholders	17 (85)
Presentation skill development	16 (80)
Working with an independent accredited CE provider	14 (70)
How likely would you be to recommend that current fellows participate in other similar CE programs for their professional development?	15 (75)

^a Nominalized variable defined as responses of either “good value” or “acceptable value”, or “likely” and “very likely”

Discussion

Strengths

- Most respondents **agreed** that CPE activity involvement helped develop their skills
- Domains of **strategic planning, communication** with stakeholders, and **presentation skills** were reported improved

Limitations

- Low survey response rate** – may want to survey trainees soon after CE activity completion
- Selection bias** – respondents with positive experiences may have been more motivated to participate

Next Steps

- Convene **focus group** of current and former trainees involved in CPE activity development to identify opportunities for programmatic improvement
- Expand research** to other CE units and other types of trainees

Conclusions

Intentional interaction between pharmacy trainees and practicing professionals in CPE activity development



Perceived as **beneficial** to development of professional skills

Disclosures & Author Contact Information

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