



A Drop in the Ocean: A Scoping Review of Metaphor Use in Pharmacy Education Literature

Auburn University Harrison College of Pharmacy

Lindsey E. Moseley, PharmD, PhD, MEd • Adelia Grabowsky, MLIS, MS • Kimberly B. Garza, PharmD, MBA, PhD • Channing R. Ford, PhD, MPA, MA²



OBJECTIVE

To conduct a **scoping review** of pharmacy literature for the use of metaphors in scholarly writing and/or educational settings.

METHODS

- The concepts of “metaphor” and “pharmacy students” were searched with no date limitations in Medline, APA PsycINFO, CINAHL, Education Research Complete, and ERIC. In addition, 4 pharmacy education journals were searched with variations of the word metaphor.
- After removing duplicates, 88 articles were screened using Covidence software and pre-established eligibility criteria.
- Twenty-seven articles remained after screening. Data extracted from each study included journal name, type of source, and information about metaphor(s) used. The authors categorized each metaphor independently, then met to discuss until consensus.

RESULTS

Examples of Categories based on **literal** meaning of metaphor

Games, water, outdoors, cooking, building, acting

Examples of Categories based on **intent** of metaphor

Student success, simplifying a complex concept, team building, student experience, learning process, navigating changes

Metaphors were most commonly...

Journal	Type of Source	Extent	Country
Published in AJPE (78%)	Published in a commentary/opinion piece (48%)	Written to frame the entire article (59%)	Published in a US-based setting (67%)

DISCUSSION/CONCLUSION

- Metaphors were challenging to categorize because of the variability in how they were used and described in the literature.
- The use of metaphors in pharmacy teaching and scholarship is scant, **only a drop in an ocean of possibility.**

REFERENCES



Contact Lindsey Moseley
lre0001@auburn.edu

