

Developing Competent Residents with Scholarly Writing Skills: Does Past Writing Experience Matter?

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INTRODUCTION

- Pharmacy residents completing American Society of Health-System Pharmacists (ASHP)-accredited postgraduate year 1 (PGY1) and postgraduate year 2 (PGY2) programs are required to complete research^{1,2}
- Scholarly writing is inconsistently taught at graduate level, effecting quality of writing³
- Abstracts are a concise summary of scholarly work and are required for presenting at conferences³

OBJECTIVE

- To evaluate the quality of scientific writing from research presented at ASHP Midyear and determine any differences when residents had previous experience

METHODS

- Retrospective cohort study
- 3,289 abstracts from 15 pharmacy residency conference regions during 2018
- Experienced writers - residents who presented posters as 4th-year professional student or early resident trainee
- Non-experienced writers - those without previous presentation at Midyear
- Primary outcome to categorize scientific abstract writing with a score of <50% as developing or a score of ≥50% deemed competent using scoring rubric
- Data was analyzed using the STATA program

RESULTS

Figure 1. Abstract Flowchart

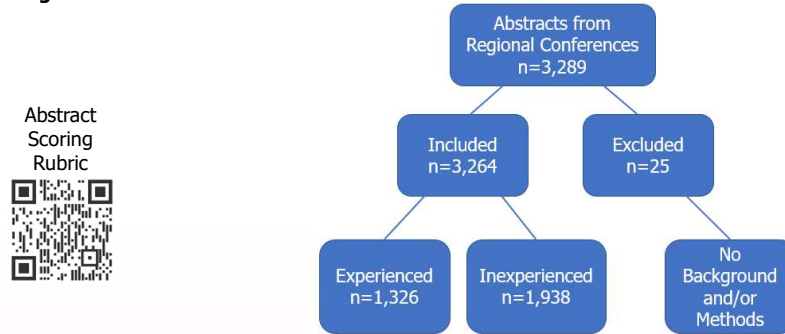


Figure 2. Presentation by Region and Year

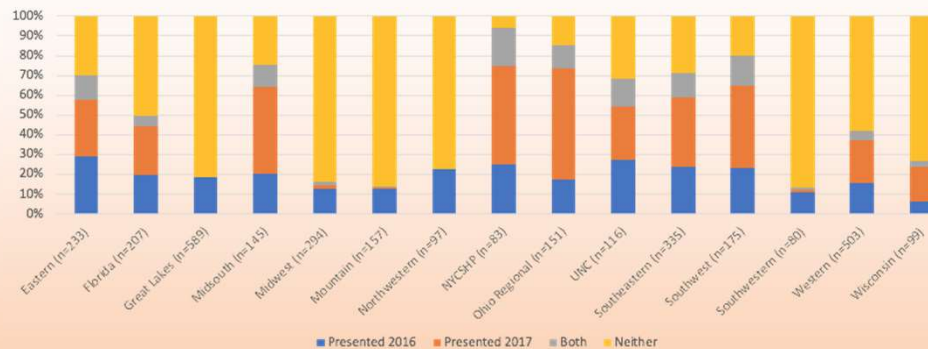
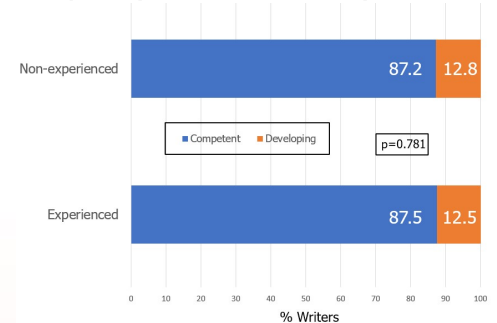


Table 1. Median Score using Scoring Rubric

	Overall median score; IQR	Experienced median score; IQR	Non-experienced median score; IQR	P-value
Background	6; IQR 3,6	6; IQR 3,6	6; IQR 3,6	0.55
Methods	6; IQR 1,8	6; IQR 1,8	6; IQR 2,8	0.056
Results	5; IQR 3,6	5; IQR 4,6	5; IQR 3,6	<0.001
Conclusions	3; IQR 3,5	3; IQR 3,5	3; IQR 3,5	<0.001

Figure 3. Competency of Writers for Primary Outcome



Contents of Abstract

- Only 773 (23.7%) abstracts included results and conclusions
 - 50.5% experienced and 45.6% non-experienced writers had competent abstracts (p=0.007)

CONCLUSIONS

- Although a diverse population of pharmacy residents were included, not all submitted a completed abstract.
- Experienced residents were more likely to have comprehensive results/conclusions.
- A 50% cutoff value may not accurately reflect competency.
- This standardized scoring rubric can be utilized to provide guidance on writing.

REFERENCES

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