Engaging Postgraduate-year-2 Pharmacy Residents in Formal Evaluation of Platform Presentations at a Regional Residency Conference

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Background

The Eastern States Conference for Pharmacy Residents and Preceptors (ESCRPR) is a regional pharmacy resident-focused conference for pharmacy residents and preceptors residing in CT, DE, DC, ME, MA, PA, NH, NJ, NY, RI, VT, VA, and WV. The ESCRPR provides postgraduate-year-1 (PGY1) and postgraduate-year-2 (PGY2) pharmacy residents with the opportunity to formally present their research projects. Historically, PGY2 residents, although given the option to present platforms, are encouraged to present their project as a poster because of time/physical space constraints. Although PGY2 residents attending the ESCRPR traditionally attend platform presentations of interest, they have not been actively engaged in the formal evaluation process.

In 2014, the ESCRPR advisory committee discussed ways to better involve PGY2 residents in the conference so as to increase the value of the conference in this subset of attendees.

Objectives

Primary objective: To implement and assess the perceived impact of a program designed to engage PGY2 pharmacy residents in formal co-evaluation of platform presentations.

Methods

Pre-conference activities:

- PGY2 residents who were registered for the conference were scheduled to serve as a formal co-evaluator for a platform presentation session.
- The resident was paired with a preceptor from another residency program scheduled to serve in the role of formal evaluator. The following was considered, in order of importance, when scheduling: (1) the resident’s platform presentation schedule, and (2) alignment of the session topic and preceptor’s area of practice with the PGY2 resident’s specialty area of practice.
- PGY2 residents and preceptors were sent a link to a 6-minute online training module designed to provide an overview of the co-evaluator program, the roles and responsibilities of the formal evaluator, and tips for effectively evaluating a platform presentation and providing constructive feedback.

Conference activities: The conference consisted of 8 sessions, each session having 10-11 rooms with 5-6 presentations per room.

Co-evaluator program:

- Platform presentations 1-2: Preceptor ‘modeled’ how to critically assess a platform presentation and how to provide constructive feedback.
- Platform presentations 3-4: Preceptor ‘coached’ the PGY2 resident on how to effectively serve in the role of formal evaluator.
- Platform presentations 5-6: Preceptor ‘facilitated’ the PGY2 resident during formal evaluation.
- Post-session: Preceptor provided feedback to the PGY2 resident at the conclusion of session.

Time/Cost: The development and implementation of this educational program required approximately 16 hours of ESCRPR committee member’s time prior to the conference and dedicated time from 1-2 committee members during the conference for program coordination. Monetary costs of the program were negligible.

Survey instrument: 2-question pre-session survey instrument and an 11-question post-session survey instrument (7-point Likert scale) plus open-ended comments were used to assess residents’ perceived usefulness of this program and how effectively the preceptor modeled, coached, and facilitated the resident on formal evaluation and provision of constructive feedback.

Data was analyzed using Excel® 2013 (Microsoft®, Redmond, WA) and MYSTAT® 12 (SYSTAT Software Inc., Version 12.02.00, San Jose, CA).

Statistical analysis: Frequency and descriptive statistics were used to characterize responses. The Wilcoxon signed-rank test was used to compare paired, ordinal data collected on both the pre- and post-survey instruments. A two-tailed significance level was 0.05.

Perceived value of a program designed to engage PGY2 pharmacy residents in formal co-evaluation of platform presentations at a residency conference

### Results

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<tr>
<th>Type of Survey</th>
<th>Platform Presentations</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>Post-Survey</td>
<td></td>
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<tr>
<td>Total</td>
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Perceived ability to critically evaluate a platform presentation

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<th>PGY2</th>
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<td></td>
<td></td>
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<tr>
<td>2015</td>
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Perceived ability to provide constructive feedback to a pharmacy resident

<table>
<thead>
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<th>PGY2</th>
<th>Total</th>
</tr>
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### Discussion

As PGY2 residents graduate and transition into the role of preceptor, they may be asked to serve the role of formal evaluator for platform presentations at a local/regional residency conference. Integrating training in critically evaluating a platform presentation and providing constructive feedback to a pharmacy resident, during their PGY2 residency, may promote higher quality evaluation and feedback as these residents assume the role of formal evaluator in the future.

The overarching goal of the PGY2 formal evaluator program described herein was to provide residents with the opportunity to expand their understanding of how to critically evaluate a residency project, and how to provide constructive feedback to the presenting pharmacy resident. Prior to the session, 95% and 67% of residents self-rated themselves as skilled in critically evaluating a platform presentation and providing constructive feedback to a pharmacy resident, respectively. After participating in this program, more than 95% of residents reported being skilled in both activities, indicating the program’s primary goal was realized.

Overall, the PGY2 formal evaluator program described herein was deemed useful for training PGY2 residents to serve in the role of formal evaluator. Residents indicated that their confidence in serving in this role increased. More than 95% felt the program should be continued.

Study limitations:

- Because these data are derived from a single residency conference, the project described herein may not be well suited for regional residency conferences having a different structural format.
- Second, we did not collect demographic data and were therefore unable to comment on participants’ platform presentation experience or on their prior didactic and clinical teaching experience.
- Third, the data indicates that this program positively impacted perceived abilities of PGY2 residents; however, we did not evaluate whether or not there was an actual improvement in the ability of the resident to critically evaluate a platform presentation or to provide constructive feedback to a pharmacy resident.

### Conclusion

This novel program, which was designed to actively engage PGY2 pharmacy residents in formal platform presentation evaluation using the concept of modeling, coaching, and facilitating, was well received and improved resident self-reported skills in formal co-evaluation of platform presentations. The ESCRPR plans to continue this program in future years. Future research should evaluate preceptors’ perspectives of this program, and, the impact of a similarly designed program engaging PGY1 pharmacy residents in formal co-evaluation of platform presentations. Other regional residency conferences across the U.S. should consider implementing a similarly designed program for mentoring PGY2 pharmacy residents, if resources are available.

PGY1 pharmacy residents.

### References