

Authors: Ettie Rosenberg, PharmD, JD, Hoai-An Truong, PharmD, MPH, FNAP, Audrey Hsu, PhD, RPh, Reza Taheri, PharmD, MBA

School: West Coast University School of Pharmacy

Title: Development, Implementation, and Lessons Learned from a Mock Trial as a Teaching and Assessment Activity in a Required Evidence-Based Practice Course

Background: A mock trial as a teaching-learning and assessment strategy in an evidence-based practice course is not previously reported in the literature. This innovative self-directed learning strategy reinforced evidence-based practice skills and affective domain competencies adopted by pharmacy educators in CAPE 2013 Outcomes and ACPE Standards 2016.

Objective. To describe development, implementation, and lessons learned from use of a mock trial as a teaching-learning and assessment activity in a required course.

Methods. Student assigned controversial topics to research, debate those in a courtroom style format. The mock trial, a self-directed group project, requires application of knowledge, skills, and attitudes derived from this and prior courses. As a final exam, mock trial offers teaching-learning and assessment of literature critique/evaluation, critical thinking, communication, teamwork, and professionalism.

Results. Data presented from two cohorts (97 students) and four debated issues are discussed here. Faculty-judges and student-jurors rated content/knowledge, critical thinking, application/discussion of federal/state law, citations/references, visual aids, delivery/style, and active listening. Statistical analysis, including inter-rater reliability, compared faculty-judge and student-juror evaluation of performance.

Conclusion. Results from faculty-judges and student-jurors evaluations indicate students performed well, and were able to apply their knowledge, skills, and attitudes gained from previous required courses, as suggested by judges/faculty and jurors/student peer evaluations.