



Evaluation of Scholarship Output Resulting From a Research Capstone Requirement

Margarita DiVall, PharmD; Elizabeth Yimam, BS; MEd; Jennifer Kirwin, PharmD
Northeastern University School of Pharmacy, Boston, MA



Background

- Capstone, has been a long-standing required component of the PharmD program and historically students had to complete a pharmacoeconomic evaluation project.
- In 2012, the School of Pharmacy curriculum committee changed the capstone requirement to allow for increased flexibility for students to complete a project in the areas of their interest.
- Students work with a faculty mentor to integrate competencies and skills learned through didactic and experiential coursework to engage in a scholarly project.
- A common syllabus for all capstone courses identifies learning outcomes, project expectations, deliverables (abstract, platform or poster presentation, and a paper) and grading structure.

Objective

- To evaluate scholarly productivity of the capstone experiences for both students and faculty;
- To evaluate faculty perceptions regarding student preparation for capstone.

Methods

- Instructors of all capstone sections during AY2016-17 were asked to complete a web-based Qualtrics® survey in November of 2017. Several reminders were sent and survey was closed in January of 2018.
- The survey asked questions about various aspects of the capstone process including characteristics of the project (number of students, type of research), scholarly output, as well as faculty perception of how well the students conducted their research.

- 50 total capstone projects were analyzed
- 44% of faculty said they came up with project idea, 6% of students had an original idea, and 50% said it was a combination of both
- Capstone makeup:
 - 25% 1 student
 - 56% 2-3 students
 - 18% 4-5 students

- 98% of faculty agreed students were organized and on task
- 92% agreed students were well prepared to conduct an independent research project
- 68% agreed students took the capstone above and beyond its requirements
- 94% agreed that the effort spent was worth it

Results

Figure 1: Capstone Types



Figure 2: Faculty Perceptions

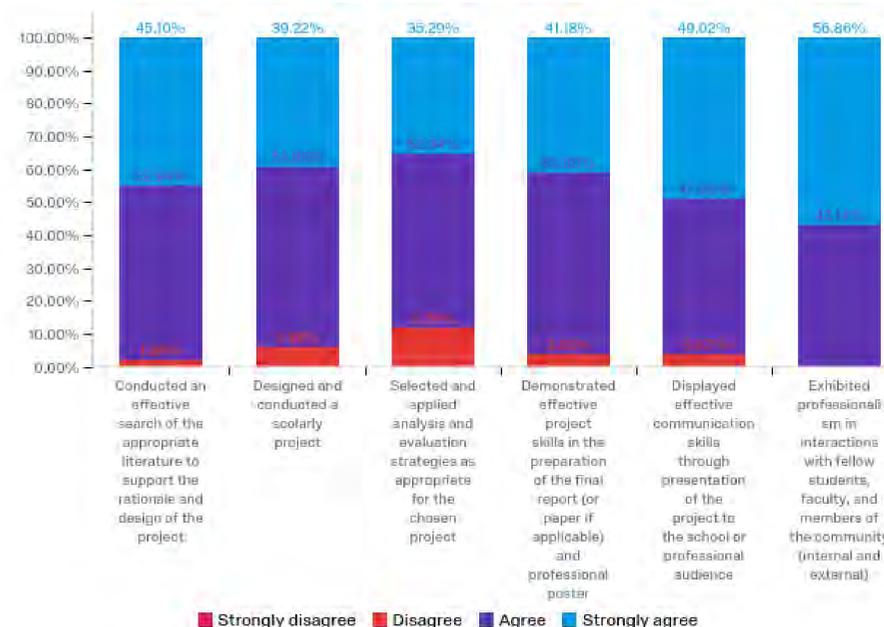


Figure 3: Poster Presentations

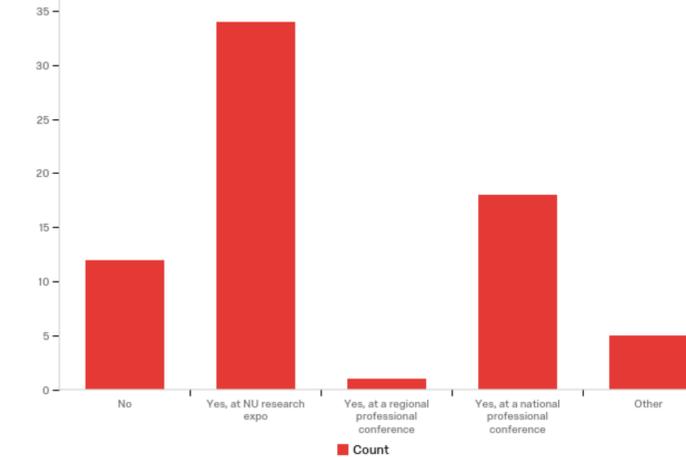
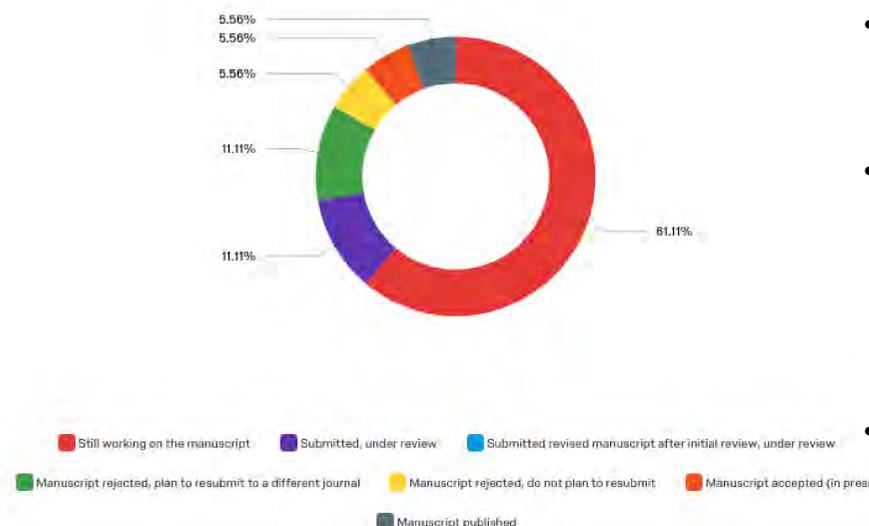


Figure 4: Manuscript Plans



- 19 projects (38%) have plans or have submitted the paper for publication

- 18 projects (36%) presented at national/regional conferences
- 12 did not submit a poster
 - 2 of these submitted a manuscript
 - Need to follow up to investigate if/ why capstone guidelines were not followed
- 5 "other"
 - 2 are planning to present in 2018
 - Presented at clinical site

Discussion/ Implications

- Study is limited by a relatively short window of follow up since course completion.
- Findings suggest that faculty and students' scholarly output is substantial.
- Most faculty believe that students are well prepared to complete capstone projects and that their efforts are worth the results.
- These data have been shared with faculty to encourage greater participation by all faculty in delivering capstone experience.
 - Registration data from AY17-18 demonstrated greater engagement from Pharm Sci faculty.
- A small number of projects did not result in poster presentations. Follow up is needed to determine if projects resulted in other deliverables.

Disclosures

- No conflicts of interest are reported by the study authors.