



# Repetition of Dual Peer-Graded Professionally Written Drug Information Response in Third-Year Laboratory Course



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## Purpose

- Assess outcomes and perceptions of student pharmacists completing a professionally written drug information response repeated in a third-year laboratory course versus a first-year drug information course
- Provide data for optimal placement of activity within curriculum
- Hypothesis: students will be better equipped with the skills and knowledge necessary to successfully complete the project having been through many additional courses and experiences

## Methods

- In 2022, 76 third-year pharmacy students completed a dual peer-graded, professionally written drug information response in the final semester of their Integrated Laboratory Sequence; repeating an assignment completed during their first-year drug information course.
- A 40-point rubric was used to evaluate the responses following a dual peer review using the same rubric
- An optional survey was provided to students following the activity
- Perceptions and confidence were assessed on a 10-point Likert scale
- Microsoft Excel® was utilized to perform paired t-Tests to analyze P1 vs P3 final grades and retrospective P1 vs P3 skill confidence levels
- ULM IRB approved study

## Repetition of a peer-graded, professionally written drug information response increases student confidence in drug information skills.

Survey confidence questions	P1 average	P3 average
I feel confident in my ability to locate evidence using high quality primary resources. (n=57)	6.9	9.1
I feel confident in my ability to locate evidence using high quality secondary resources. (n=56)	6.7	9.0
I feel confident in my ability to locate evidence using high quality tertiary resources. (n=57)	7.0	9.1
I feel confident in my ability to use primary resources to answer drug information questions. (n=55)	6.9	9.0
I feel confident in my ability to use secondary resources to answer drug information questions. (n=57)	7.0	9.1
I feel confident in my ability to use tertiary resources to answer drug information questions. (n=57)	7.2	9.1
I feel confident in my ability to cite sources used to write my DIQ paper using numerical citations in the AMA style format. (n=57)	6.7	8.7
I feel confident in my ability to use the AMA style format to reference sources used to write my DIQ paper. (n=57)	6.8	8.6
I feel confident in my ability to provide a professionally written response to a drug information question. (n=57)	7.2	9.0

## Results

- Response rate to survey: 84.2% (n=64)
- Statistically significant increase ( $p < 0.001$ ) in confidence for 9 retrospective drug information response skill questions
- No statistically significant increase in average rubric score of 89.6% in P1 year vs 91.3% in P3 year
- Students agreed (average 7.4) that their medical professional writing style has improved between P1 and P3 years
- Students more strongly agreed that the assignment should be given in the first professional year (average 7.3) vs the third professional year (average 5.8)

## Discussion

- Repetition of the activity did not significantly increase scores but did significantly increase student confidence to complete the skills
- While students were more confident to complete drug information skills in the P3 year, students seemed to prefer placement of the activity in the P1 year
- Further study is needed to determine optimal placement within the curriculum
- Completion of this study at a single university limits its generalizability to other programs