

Abstract:

Introduction: The 2016 ACPE (Accreditation Council for Pharmacy Education) Standard 4: Personal and Professional Development lists attributes such as self-awareness, leadership, innovation and entrepreneurship, and professionalism. Currently Southern Illinois University Edwardsville (SIUE) School of Pharmacy's answer to the requirement is the student-led ImPaCT (Improving Patient Care for Tomorrow) project. However, the level of innovation has not been evaluated. The purpose of this project is to evaluate innovation, as well as categorize the projects into broad project types, project topics, and methods of study.

Methods: A rubric to assess innovation in ImPaCT projects was developed with a total possible score of 15. Using the rubric, investigators evaluated students' projects from the last three years on novelty, innovation, the impact the project could have, and potential to be disseminated. Additionally, qualitative research was conducted to categorize projects into type, topic, and method of study.

Results: Over the last three years, students scored on average around 8/15. The most common project types students chose to do were clinical research (40%) and pharmacy education research (24%). The methods of study most commonly used were retrospective chart reviews (39%), and surveys (33%). The most common project topics were research on pharmacy students (12%), and research on specific disease states such as cardiovascular health (11%), infectious diseases (8%), psychiatric/neurologic conditions (5%), and gastrointestinal conditions (1%).

Conclusion: On average, students did not "meet" expectations for creativity, defined by the rubric as 10/15. However, allowing mentors to assess projects may increase scores as the mentor will have a better idea of the impact that the project might have or the novelty of the project. A future project that attempts to evaluate innovation may take that into account.

Keywords: Innovation, creativity, rubric, pharmacy students