

**Building the foundation to  
INSPIRE  
INvolvement of Student Projects  
In Research and Education**

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**Conflicts of Interest**

- Dr. McLaughlin reports that she does not have any actual or potential conflicts of interest associated with this presentation.
- Dr. Bergman reports that he does not have any actual or potential conflicts of interest associated with this presentation.

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**Objectives**

1. Discuss the who/what/where/when/why of student involvement in research
2. Describe the student involvement in research at Midwestern University/Northwestern Memorial Hospital as an illustrative example
3. Review a clinical pearl on submitting research with students

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**Audience Poll**

Do you currently have a research program?

How many students do you have in your program?

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**Background**

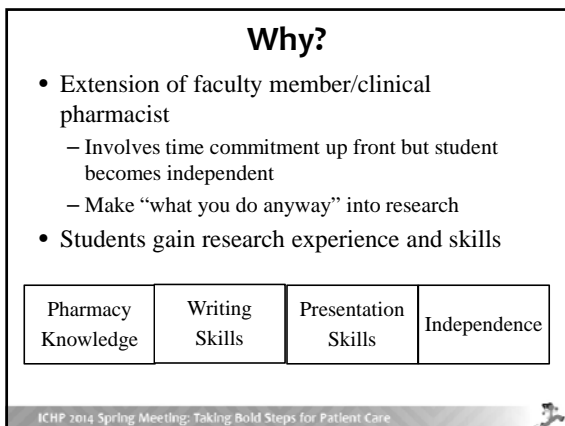
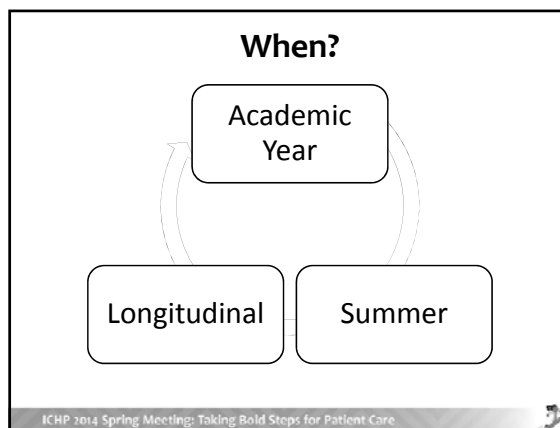
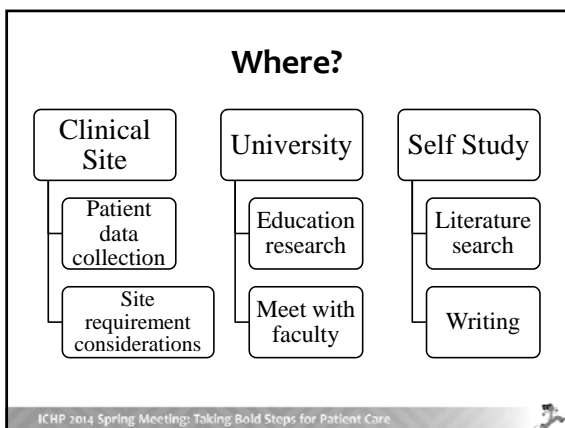
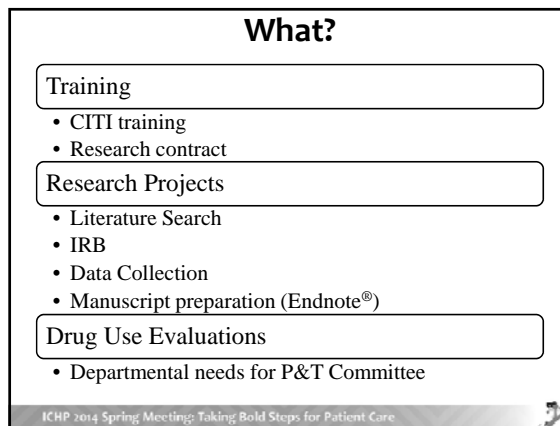
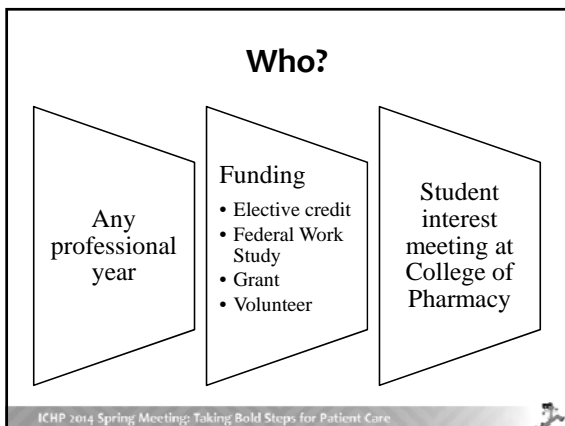
- ACPE and AACP suggest PharmD curricula and residency training include clinical research skills
- ACCP Task Force on Research in the Professional Curriculum recommendations
  - Courses in research ethics, methodology, biostatistics, and literature evaluation
  - Increase number of students in programs
  - Strive for peer-reviewed publication

ACPE= Accreditation Council on Pharmacy Education  
AACP= American Association of Colleges of Pharmacy  
ACCP= American College of Clinical Pharmacy

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**WHO, WHAT, WHERE, WHEN,  
AND WHY OF STUDENT  
INVOLVEMENT IN RESEARCH**

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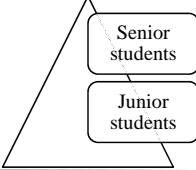
## STUDENT RESEARCH PROGRAM

Midwestern University and  
Northwestern Memorial Hospital

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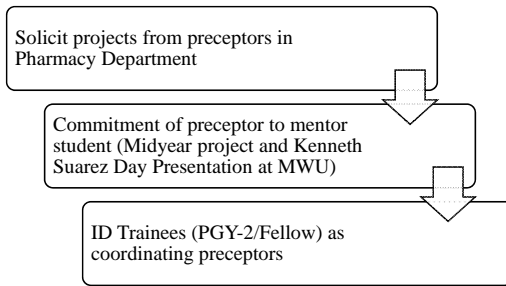
### Logistics – Students

- Training
  - Grant student – summer going into P-II year
  - Trained by previous grant student (going into P-III year)
- One day orientation, same as for P-IV students
  - Tour of hospital
  - Learn EMR
  - ID badge



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### Logistics – Preceptors and Projects

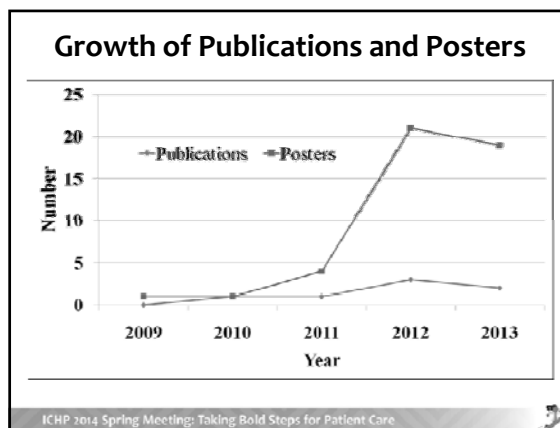
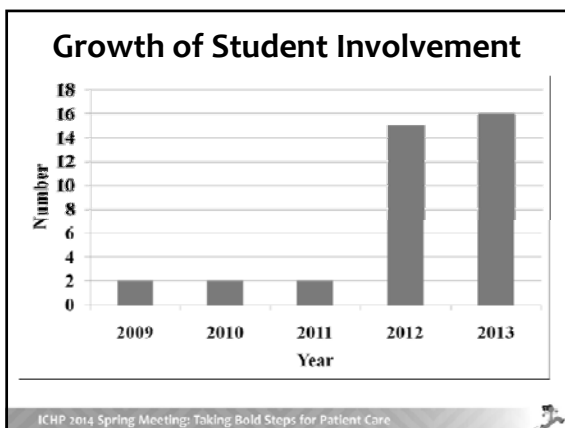


Solicit projects from preceptors in Pharmacy Department

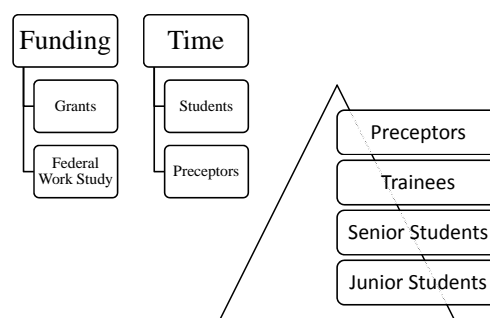
Commitment of preceptor to mentor student (Midyear project and Kenneth Suarez Day Presentation at MWU)

ID Trainees (PGY-2/Fellow) as coordinating preceptors

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### Barriers

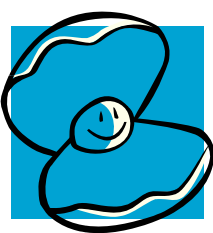


Funding: Grants, Federal Work Study

Time: Students, Preceptors

Preceptors, Trainees, Senior Students, Junior Students

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**“CLINICAL” PEARLS**

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### Conducting Research with Students

- Follow-up is key
- Set deadlines
  - Choose a mutual goal
- Meet regularly
  - Weekly meetings suggested
- Accountability
  - Reference letters

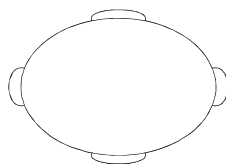
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### Submitting Research with Students

- Match purpose, objectives, results and conclusion
- Abstract needs to be short and to the point
  - Background/Introduction should not be more than 2 sentences
  - Make sure purpose is clearly stated
  - Don't forget to interpret what you found

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### QUESTIONS AND ROUND TABLE DISCUSSIONS

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### Facilitators

- **Milena McLaughlin (Inf. Dis., Midwestern)**
- **Scott Bergman (Infectious Diseases, SIUE)**
- Jen Phillips (Drug Information, Midwestern)
- Carrie Vogler (Internal Medicine, SIUE)
- Jennifer Roselli (Ambulatory care, SIUE)
- Michaela Doss (Emergency Medicine/ICU & New Practitioner, OSF Peoria)

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## **INSPIRE Involvement of Student Projects in Research and Education**

Scott Bergman, PharmD, BCPS (AQ-ID)

Milena McLaughlin, PharmD, MSc, BCPS, AAHIVP

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### Learning Assessment Questions

1. Which of the following suggestions will best assist pharmacists in identifying potential student researchers?
  - a. Ask APPE students on rotation if they are interested
  - b. Attend student research poster presentations
  - c. Hold an interest meeting at a local college of pharmacy
  - d. Identify one research student and use word of mouth
  
2. Which of the following is most likely to help sustain a student research program?
  - a. Conduct research longitudinally with the same student(s)
  - b. Keep students separate to allow them to be more efficient
  - c. Make projects for the largest number of students possible
  - d. Use multiple coordinators so more students can participate