**example 15: MASTER EDUCATOR**

**EDUCATION RESEARCH AND SCHOLARSHIP WORKSHEET**

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| **Title and Brief description of project** | Title: Safe Prescribing Practices: Critical Appraisal of Pharmaceutical Informaton  This study included a partnership with Graduate Medical Education (ISMMS XYZ Residency) to create resources to foster health care providers’ critical appraisal of pharmaceutical information in order to facilitate best practices in drug prescribing. |
| **Your role in development and years involved in this role** | * I was responsible for leading a group within the medical school to create resources and educate our students about proper drug prescribing practices. * XYZ year = present |
| **Co-Investigator(s)** | * I collaborated with Name, Name, Name, Name and Name on this project |
| **Number of people affected**  **(Quantity)** | Approximately 500 students from across all four years of medical school |
| **Goals** | The goals of this project were to improve prescribing practices by:   1. Educating medical students about the drug development and approval process 2. Making medical students aware of pharmaceutical industry marketing practices and assisting them in developing the knowledge and skills to evaluate those marketing techniques 3. Providing examples and strategies for evaluating existing sources of drug information, and for accessing unbiased sources of information about drugs |
| **Methods** | A literature review was conducted and demonstrated that health care providers are influenced to prescribe drugs that are not FDA approved or cost effective. The literature also demonstrated that health care provders have difficulty with critical review of the literature. Thus our team developed the key goals and objectives to assure competency in specific prescribing practices including …... |
| **Evaluation Methods and Findings** | We assessed learners’ knowledge and attitudes using:   1. Multiple choice questions on exams 2. Web based exercises assessing critical appraisal of the literature 3. A standardized patient interaction that required appraisal of the literature and prescribing the most cost effective choice in one drug class   Our findings showed that Medical Student knowledge increased as a result of the curriculum with an average MCQ score from X to Y. Performance on three web-based exercises enhanced by XYZ% with >XYZ% of students correctly identifying all areas of marketing techniques. The formative standardized patient interaction revealed the following findings: …… |
| **Evidence of Dissemination** | * We created a website for the public to access and posted our materials (curriculum, standardized patient case, etc) entitled “XYZ”. This website has been accessed XYZ times by XYZ independent users. * We have had requests from XYZ number of other medical schools for our standardized patient and critical drug appraisal exercises * This work was presented as a workshop at the XYZ national meeting. Location. Month, Year. * We were rated as outstanding by XYZ national student organization on their score card for eliminating the influence of the pharmaceutical industry on medical students |
| **Reflective Critique** | This project enabled us to collaborate with GME to foster appropriate role modeling of prescribing practices. As a result of our work, we were able to advocate for a new ISMMS school policy restricting pharmaceutical access to health care providers. Our study was limited by the quality of our MCQ exam questions as item analysis revealed some nonsense distractors and variable item difficulty. In the context of existing literature, our study contributed valuable curricular materials that can be used to stimulate learning and discussion in an important area of practice. In addition, our new ISMMS policy can serve as an example for other schools interested in doing such work. |