



Maintaining Outcomes with Virtual Delivery of Pharmacy Grand Rounds

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Introduction

Pharmacy Grand Rounds represents an opportunity for Division of Pharmacy Residents to learn best practices for educational activity development. This includes participation in the needs assessment, development of learning objectives, assessments, and educational materials, and delivery of a formal presentation accredited for continuing pharmacy education (CPE). This learning experience is required for all Division of Pharmacy Residents.

In addition, Pharmacy Grand Rounds represents an opportunity for the Pharmacy Education team to provide CPE activities for Pharmacists that support Texas State Board of Pharmacy licensure requirements while advancing the professional development, growth, and success of our team members.

Learning Experience

- Online training to recognize best practices for educational activity development
- Targeted needs assessment to identify learning gaps
- Learning objectives developed according to identified learning gaps
- Content developed to support learning objectives
- Active learning, assessments, and feedback incorporated to allow for self-assessment
- Formal presentation delivered
- Activity evaluation provided to learners
- Outcomes report to evaluate effectiveness of educational activity

Methods

In spring 2020, Pharmacy Grand Rounds was transitioned from an in-person presentation to a virtual method via Skype or Zoom due to COVID-19. In addition, all components of the learning experience (i.e., meetings, practices) were conducted virtually instead of in-person.

Thirteen Pharmacy Grand Rounds were delivered virtually during 2020-2021. Data was compared to 13 most recent in-person Pharmacy Grand Rounds during 2019.

Data was organized according to Moore's framework for assessing continuing education.¹

Results - Participation

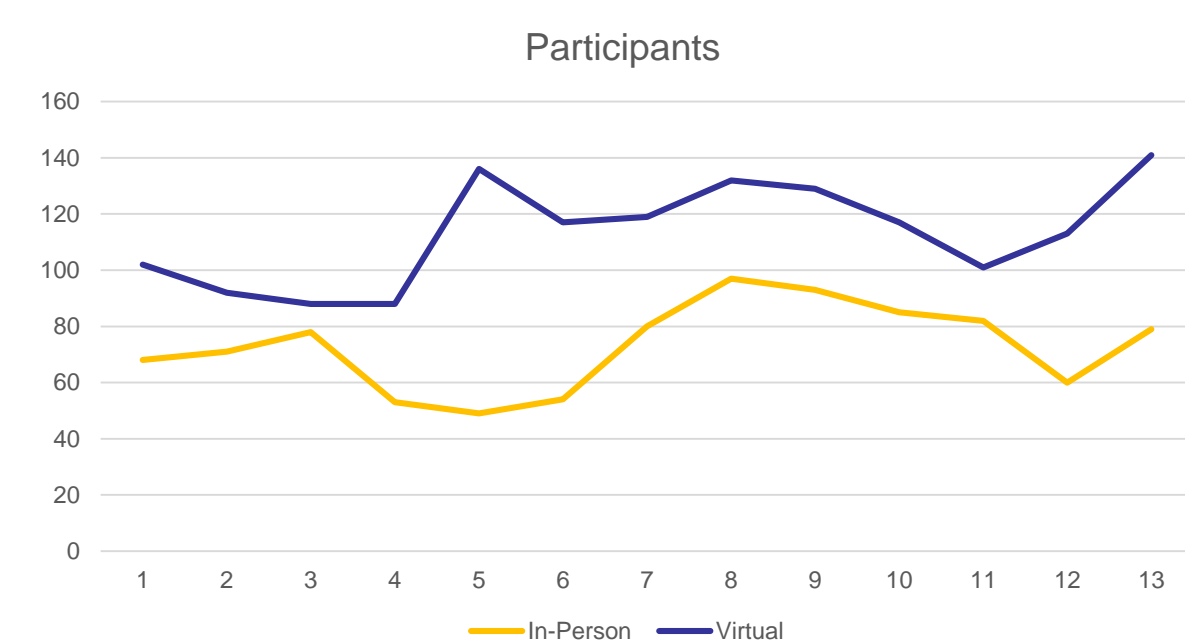


Figure 1: Average participants in-person vs virtual

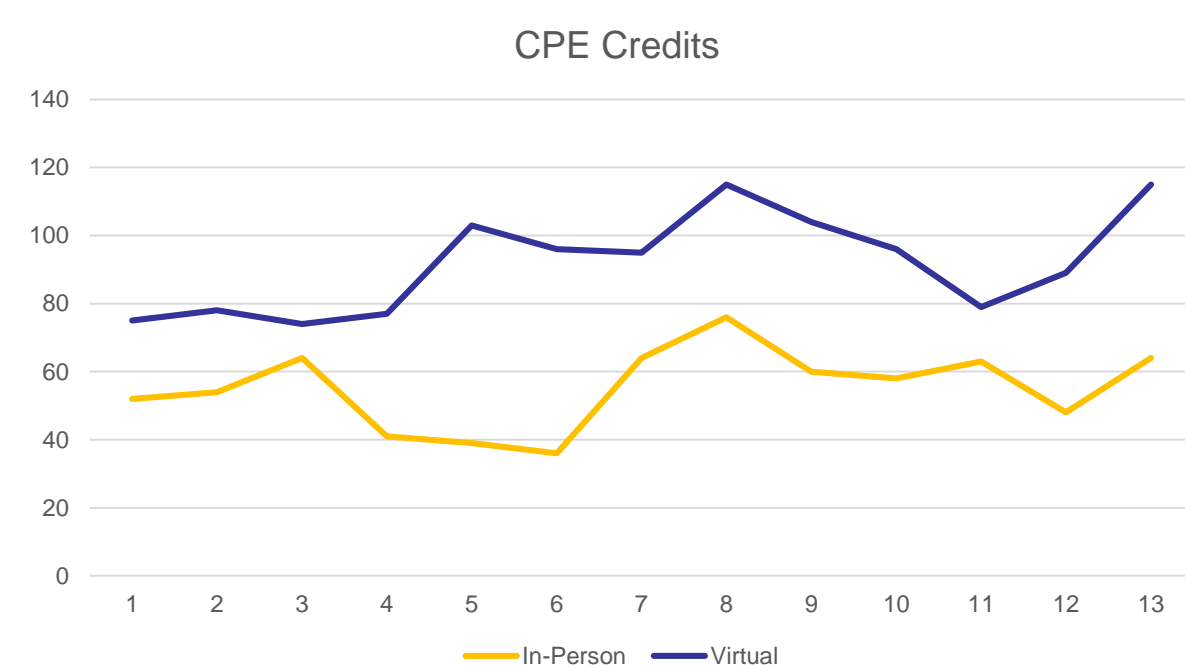


Figure 2: Average CPE credits provided in-person vs virtual

Results - Satisfaction

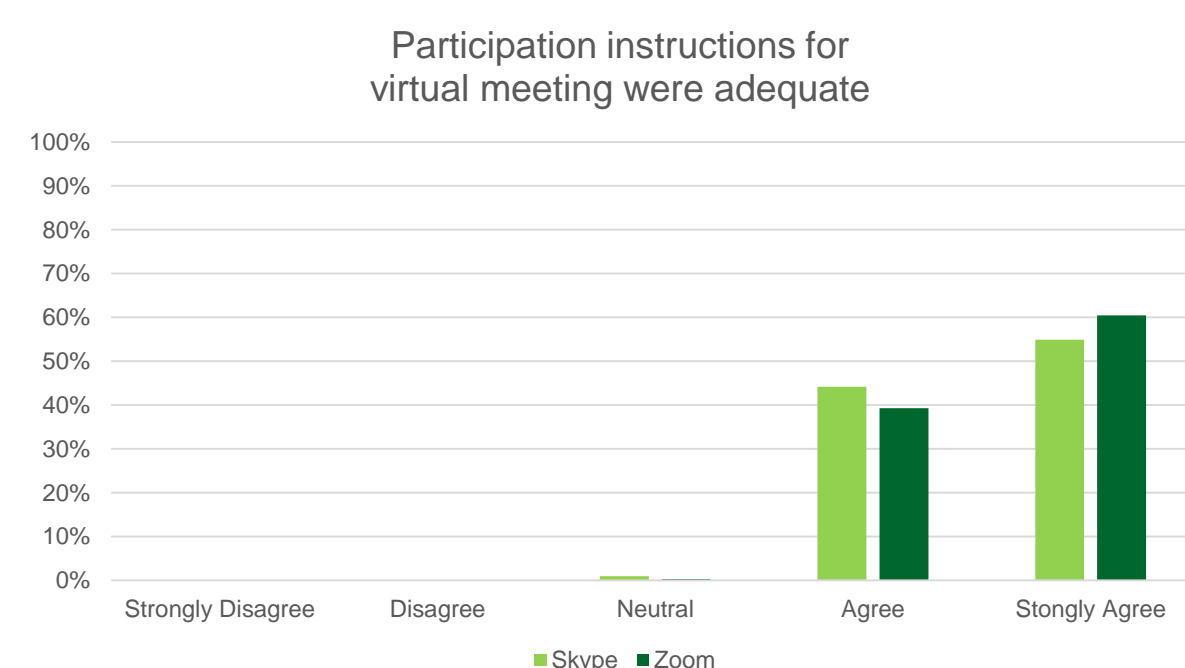


Figure 3: Average response for virtual Pharmacy Grand Rounds

Results - Satisfaction

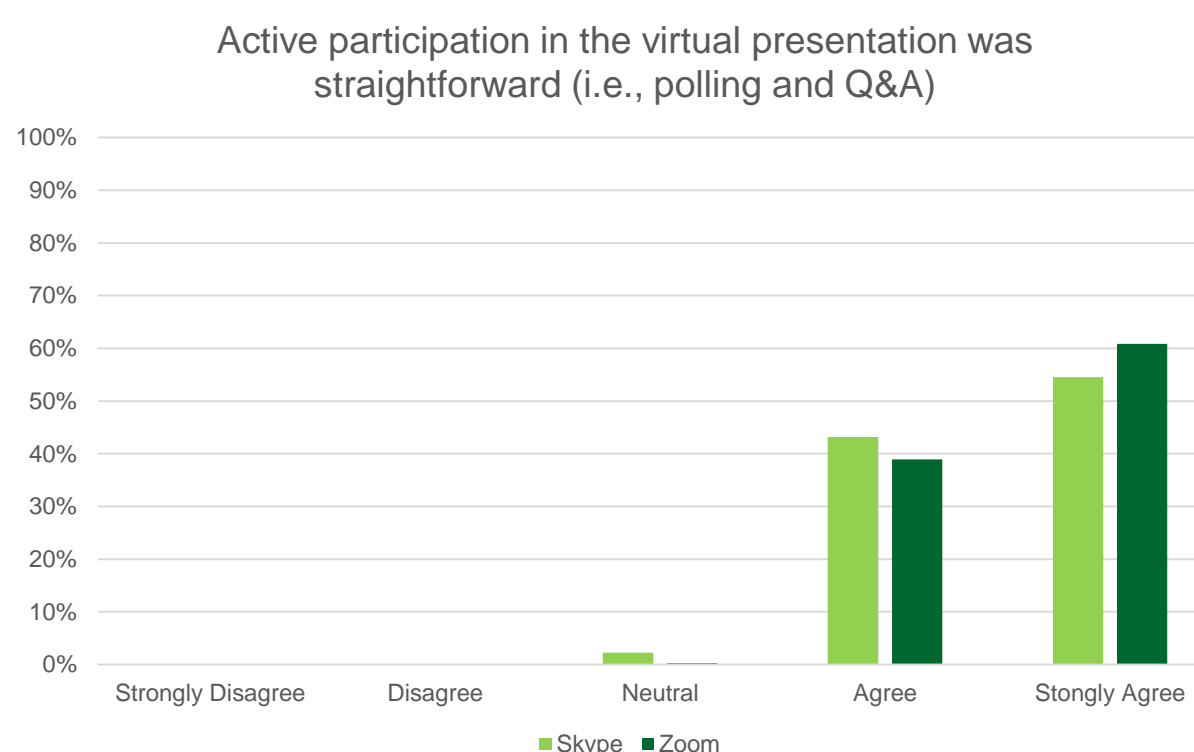


Figure 4: Average response for virtual Pharmacy Grand Rounds

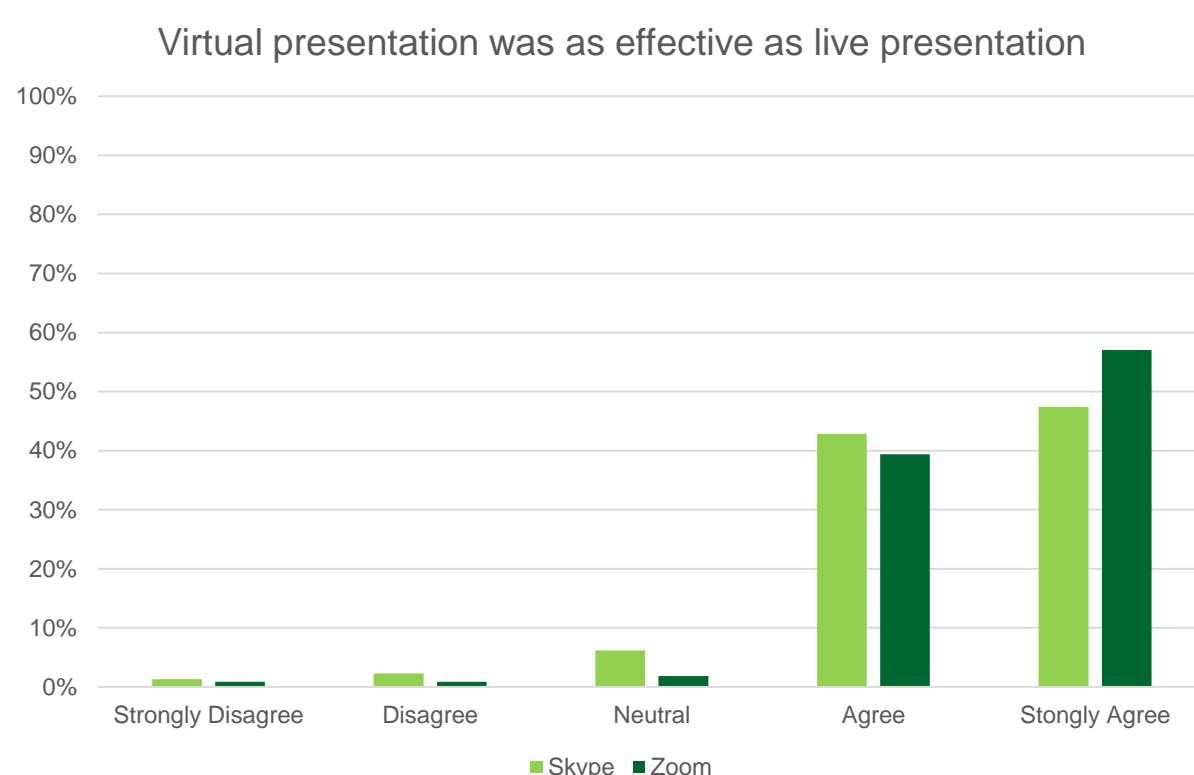


Figure 5: Average response for virtual Pharmacy Grand Rounds

Results - Learning

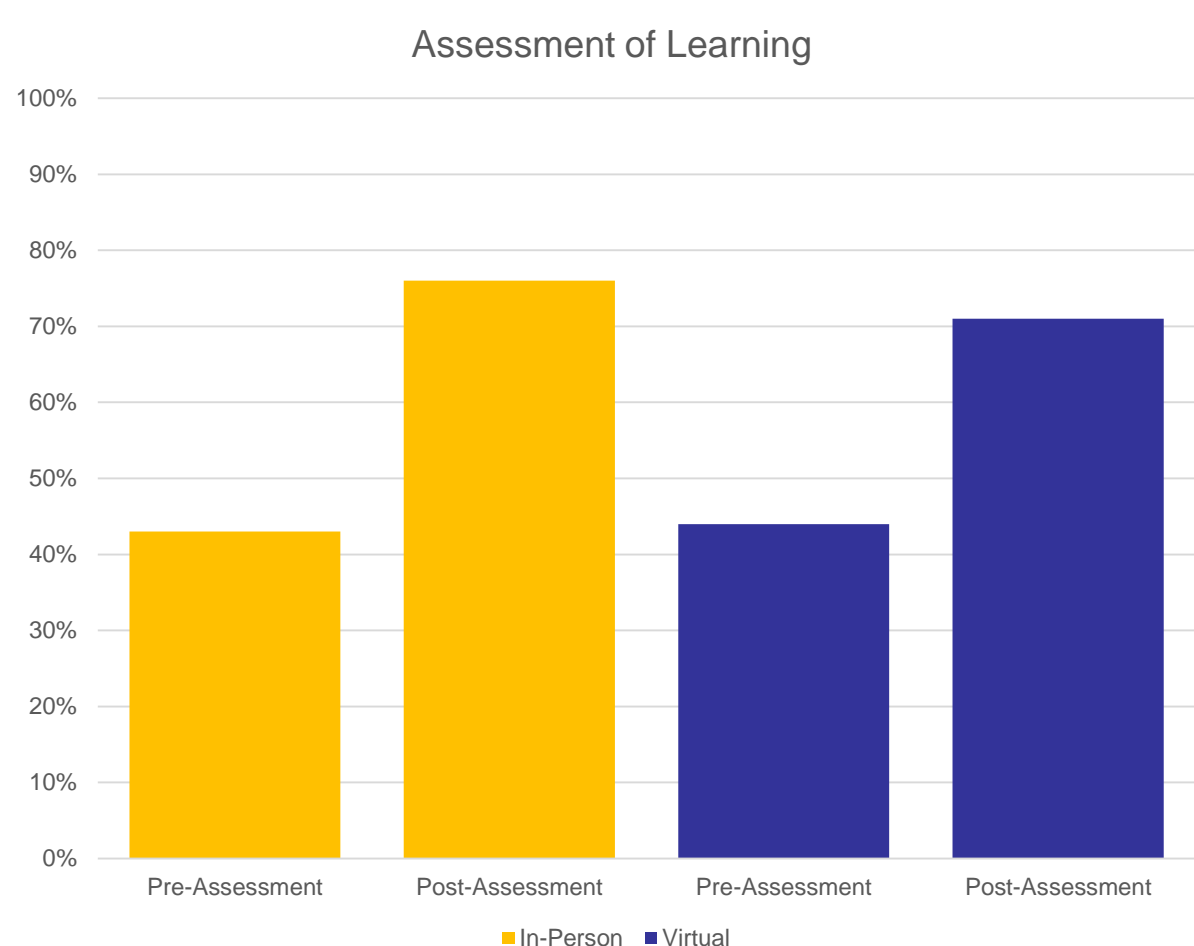


Figure 6: Average pre- vs. post-assessment responses in-person vs. virtual

Delivery Method	Pre-Assessment (mean)	Post-Assessment (mean)	Absolute Difference
In-Person	43%	76%	33%
Virtual	44%	71%	27%

Table 1: Average pre- vs. post-assessment responses in-person vs. virtual

Results

- 55% increase in participants after transition to virtual Pharmacy Grand Rounds
- 67% increase in CPE credits provided after transition to virtual Pharmacy Grand Rounds
- Majority of learners agreed or strongly agreed that learning objectives were met through virtual Pharmacy Grand Rounds
- Majority of learners agreed or strongly agreed that participation instructions for virtual presentation were adequate, active participation in virtual presentation was straightforward, and virtual presentation was as effective as live presentation
- Pre- to post-assessment scores for in-person compared to virtual Pharmacy Grand Rounds were 33% vs. 27%, respectively

Conclusions

Participants and CPE credits provided increased with transition from in-person presentation to virtual Pharmacy Grand Rounds.

Learning based on pre- to post-assessment scores was slightly higher with in-person compared to virtual Pharmacy Grand Rounds.

Methods to support a formal virtual presentation by the residents to maintain the increase in participants and CPE credits provided are being considered.

References

1. Moore DE, Green JS, Gallis HA. Achieving Desired Results and improved Outcomes: Integrating Throughout Learning Activities. J Contin Educ Health Prof. 2009;29(1):1-15.