

DEVELOPMENT AND EVALUATION OF RESEARCH SEMINARS FOR POSTGRADUATE DOCTORATE IN PHARMACY STUDENTS



Department of Pharmacy

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INTRODUCTION

The Department of Pharmacy at the University of Malta offers an international three-year postgraduate Doctorate in Pharmacy programme in collaboration with the University of Illinois at Chicago. The programme consists of three learning activities namely, advanced skills in medication use process, practice rotations and a dissertation. Students undertake the dissertation during the second and third year of the course.

Research seminars were designed to be delivered during the second year to support students in developing advanced pharmacy practice research skills.

AIMS

To develop and evaluate a set of seminars intended to provide second year doctorate in pharmacy students with a reflective analysis of pharmacy practice research skills and deliberation on expected deliverables.

METHOD

Six research seminars were developed and conducted live over a three-month period– from November 2017 to January 2018.

Students were provided with resources which were made available on the virtual learning environment.

Eight students following the second year of the course attended the seminars.

Six topics were covered during the seminars (Table 1).

At the end of the sixth seminar, students were asked to rate 10 statements regarding the content and delivery of the seminars, on a 5-point Likert scale from 'Strongly agree' to 'Strongly disagree.'

	TOPIC
1.	Proposal Writing
2.	Referencing
3.	Applying for Ethics Approval
4.	Writing Scientific Reports
5.	Editing Scientific Reports
6.	Presentation Skills

Table 1: Topics Covered During the Seminars

RESULTS

All 8 second year students (4 female and 4 male) completed the evaluation. The students' age ranged from 24 to 48 years.

Six students were Maltese, 1 student was Italian and 1 student was Spanish.

All students (N=8) agreed that the content of the seminars met their expectations, the seminars helped to enhance their knowledge and research skills and the seminars were well organised.

All students (N=8) agreed that their participation was encouraged during the seminars and that the delivery of the seminars was intellectually challenging.

All students (N=8) stated that they would recommend the seminars if given a choice.

Statement	NUMBER OF STUDENTS				
	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STONGLY DISAGREE
Titles of the topics reflected appropriately what was covered during the seminars	8	0	0	0	0
Seminars were understandable and stimulating	6	2	0	0	0
Quantity of material presented was adequate	6	2	0	0	0
Seminars were delivered using appropriate media	8	0	0	0	0

Table 2: Student Evaluation (N=8)

CONCLUSION

The evaluation of the research seminars presented demonstrated that the students found the seminars understandable and stimulating.

This characteristic is particularly important when delivering seminars that are presenting concepts which students still need to experience.

The impact of how these seminars helped the students during the development of their dissertation will be able to be evaluated again when the students complete their dissertation.