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Integrating Pharmacist Involvement into a Student-led, Peer-reviewed Journal

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BACKGROUND

- ❖ The Pharmacy and Wellness Review (PAW) journal was established as an innovative teaching opportunity within the Raabe College of Pharmacy at Ohio Northern University.
- ❖ The student-led, peer-reviewed journal allows student writers with faculty supervision, to write high-quality journal articles for publication in an online repository.
- ❖ PAW Review articles explore breakthroughs in medicine and current issues in pharmacy in the realms of geriatrics, pediatrics, infectious disease, transgender medicine, and more.
- ❖ The PAW Review became a global publication on September 1st, 2019, available through the Heterick Memorial Library Digital Commons. Currently, the PAW Review has over 800 digital downloads, spanning parts of Europe, Asia, and South America, as well as the United States.
- ❖ Before integrating an alumni editorial board, writing groups included 3-5 student writers, a faculty advisor, a student lead editor, and a formatting editor.

PURPOSE AND FUTURE PLANS

- ❖ The PAW Review journal had not been redesigned since its inception; the student editorial staff seized the opportunity to implement changes to be current with online publishing in a national repository with alumni and student editorial boards.
- ❖ With the addition of the alumni board for the 2018-2019 academic year, the intent is to continue to engage with PAW alumni on a semester basis.
- ❖ We have established groundwork and a precedent that will become a standard process in the development of future PAW editorial boards.

METHODS

- ❖ Contact information for PAW alumni was compiled into a list in the Fall 2017 semester
- ❖ A Google Forms survey was designed to determine alumni area of expertise, certifications, and availability
- ❖ The survey was sent to PAW alumni in January 2018 to gauge interest for the Fall 2018 and Spring 2019 semesters
- ❖ Responses were compiled and utilized during Fall 2018 semester to select topic areas
- ❖ PAW alumni were assigned to student groups to be alumni advisors in addition to faculty advisors

Alumni Survey Questions

- ❖ Alumni name, e-mail, graduation year, board certification(s)
- ❖ Area(s) of expertise
 - Cardiology, pediatrics, organ transplant, compounding, critical care, neurology/psychology, emergency medicine, nutrition support, geriatrics, women's/men's health, oncology, infectious disease, transgender medicine, public health, ambulatory care, endocrinology, rheumatology, pharmacy practice/administration, research design/biostatistics, specialty pharmacy
- ❖ Desired editorial experience within PAW
 - Editor for one specific article, position on the editorial board (aid with topic selection, CE, group formation), publish alumni's own research
- ❖ Preference for editing during the Fall semester, Spring semester, or both
- ❖ Option for publishing alumni's own research in the PAW Review

RESULTS

Area of Expertise

- | | |
|------------------------------|---|
| Cardiology (1) | Ambulatory Care (2) |
| Critical Care (2) | Research Design/Biostatistics (1) |
| Neuro/Psych (3) | Transgender Health (1) |
| Emergency Medicine (3) | General Medicine (2) |
| Nutrition Support (1) | Palliative Care/Pain Management (1) |
| Geriatrics (1) | Addiction Treatment (1) |
| OTCs/Supplements/Herbals (2) | MTM and Health Outcomes (1) |
| Public Health (1) | Community Pharmacy (1) |
| Infectious Disease (1) | Pharmacogenomics/
Pharmacogenetics (1) |
| Trauma (1) | |

Total Responses: 14

Board Certifications
 BCMAS (1)
 BCPS (4)
 BCCCP (1)
 BCIDP (1)

Semester Preference
 Either (57.1%)
 Both (42.9%)

**Desire to Publish
Personal Research**
 Yes (28.6%)
 No (71.4%)

CONCLUSION

- ❖ The new structure provided an opportunity for student writers to develop relationships with pharmacists who have expertise in various specific areas within pharmacy practice.
- ❖ Further, the addition of the alumni editorial board allowed pharmacists to provide valuable input for improvement of student writing and article content.
- ❖ The response from practicing pharmacists demonstrated the desire for continued practice in research, professional writing, and student teaching.