

Evaluation of Abstracts Submitted for Pinnacle Project by Class of 2015

Nimarko, Kwabena; Tsang, Lynn

Background

Fourth year students undertake a Pinnacle project to identify a site-specific issue and develop an intervention or patient care service under the supervision of a preceptor. The purpose of this study was to examine the Class of 2015 Pinnacle projects, identify trends in topic selections, and assess how the setting of the project affected the topic selection.

Methods

Retrospective data from initial and final abstracts submitted by the Class of 2015 were reviewed and sorted into eight categories: medication use evaluation, development of a collaborative practice agreement, designing a new patient service, development of a therapeutic protocol, development of a patient education or outreach program, participation on a research project, performing a literature review, and other topics. The categories were further divided by practice setting of the preceptor: inpatient, outpatient, and other settings. Comparisons between initial and final abstracts among the different types of practice settings were tallied and summarized using a stacked bar graph.

Results

A total of 159 students submitted an initial abstract. The majority of students (40%) intended to complete their pinnacle project at an inpatient setting, with medication use evaluation (39%) being the most popular topic of initial interest. In the final abstract, medication use evaluation (23%) and inpatient setting related topics (39%) remained the most popular. Fewer students (17%) developed a patient education or outreach program for their final abstract, whereas, more students (14%) participated in a research project or created a new patient service (13%). Distribution of topics pursued in the initial abstract submissions is similar to that of the final abstract submissions.

Conclusion

The practice setting of the pinnacle project was a significant factor in the selection of a topic. In July 2016, we will analyze the abstracts submitted by the graduating Class of 2016 and compare them to the abstracts from 2015.