Improving the Quality of Publications in and advancing the Paradigms of Clinical and Social Pharmacy Practice Research: The Granada Statements

Shane Desselle, et al.

Claiming Credit

Submit Attendance

1. *If you have **not participated in a VCU Health CE program** in the past:*
   - Go to vcu.cloud-cme.com to create an account – make sure to add your cell phone number
2. If you **have participated before:**
   - Text the course code to (804) 625-4041.
     The course code for this event is: **28183-27842**

Complete Evaluation & Claim Credit

1. Go to https://vcu.cloud-cme.com OR Open the CloudCME app on device
2. Sign in using email address used above Click "My Evaluations"
3. Click "My CE" Click the name of the activity to Click "Evaluations and Certificates"

ceinfo@vcuhealth.org

VCU Health Continuing Education

Scientific Paradigm

- Work from Kuhn, Biglan, Lodahl & Gordon
- The concept of intradisciplinary consensus
- Implications of paradigm/consensus (or lack, thereof)
  - Teaching
  - Research
  - Career outcomes

What is the best description of scientific paradigm?

A. Science is never wrong
B. Consensus among scholars in a discipline on what to teach and research, and how to do so
C. A forecast predicting the advances in science that might be made in a particular discipline
D. The envisioning of the need for entirely new methods to address problems in a particular discipline

Intradisciplinary Consensus

- A measure of a discipline's scholarly progress
- One of 3 broad dimensions describing differences among disciplines (pure-vs-applied and life-vs-nonlife)
- Implications for:
  - Scholarly productivity, types of scholarly communication, speech disfluency, teaching styles, teaching performance, departmental governance, outlook to the future, adjustment to new roles, salary & merit awards, stress, and job/career satisfaction

Braxton JM, Hargens LL. Op cit.

Clustering of Academic Task Areas into Three Dimensions

Task area	Hard		Soft	
	Nonlife system	Life system	Nonlife system	Life system
Pure	Astronomy Chemistry Geology Math Physics	Botany Entomology Microbiology Physiology Zoology	English German History Philosophy Russian Communications	Anthropology Political science Psychology Sociology
Applied	Ceramic Engineering Civil engineering Computer Science Mechanical Engineering	Agronomy Dairy Science Horticulture Agricultural Economics	Accounting Finance Economics	Educational administration and supervision Secondary and continuing education Special education Vocational and technical education

Biglan A. J Appl Psychol. 1973;57:196-203.

Intradisciplinary Consensus in Pharmacy

- Three dimensions: teaching, organizational government, graduate programming & research
- Very few differences among various disciplines, except for pharmacy practice
- Differences by type of institution, gender, and race/ethnicity of responding faculty
- Teaching and research priorities

Desselle SP, Collins SP, Harrold MW, et al. J Pharm Teach. 2002;9:27-46.

The Case of Pharmacy

- Progress, yet . . .
  - We continuously reinvent the wheel
  - We don't accept 'truths'
  - We spend much effort re-establishing the literature
  - We derive new names/terms
  - We have an inferiority complex
  - We hurt ourselves

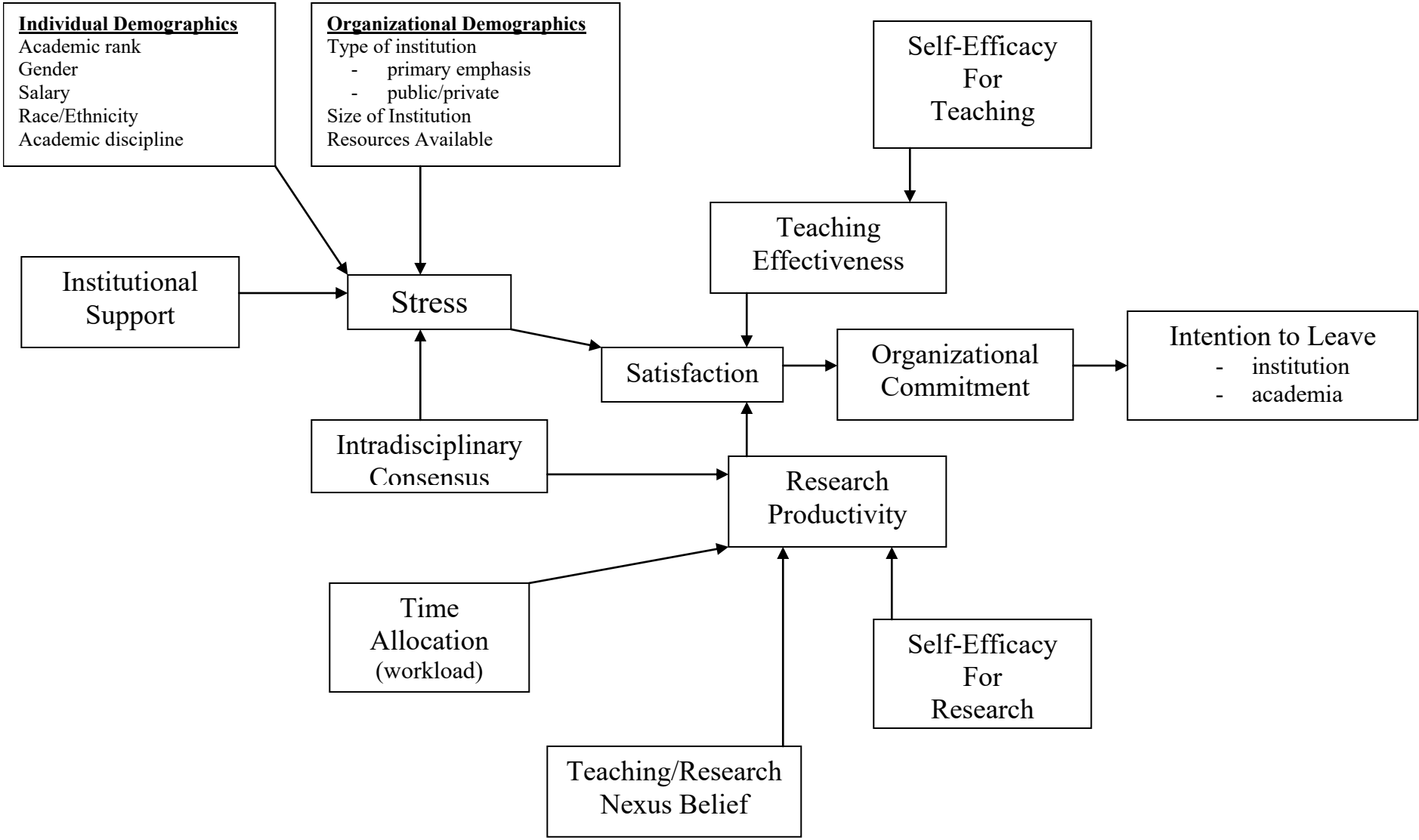
What is the best description of where pharmacy stands in achieving consensus?

a. All subdisciplines of pharmacy are on equal footing
b. All pharmacy subdisciplines are on low-consensus disciplines
c. Pharmacy practice and social pharmacy have made strides but keep re-inventing the wheel
d. The social sciences in pharmacy are represented as having the highest pay and ability to publish

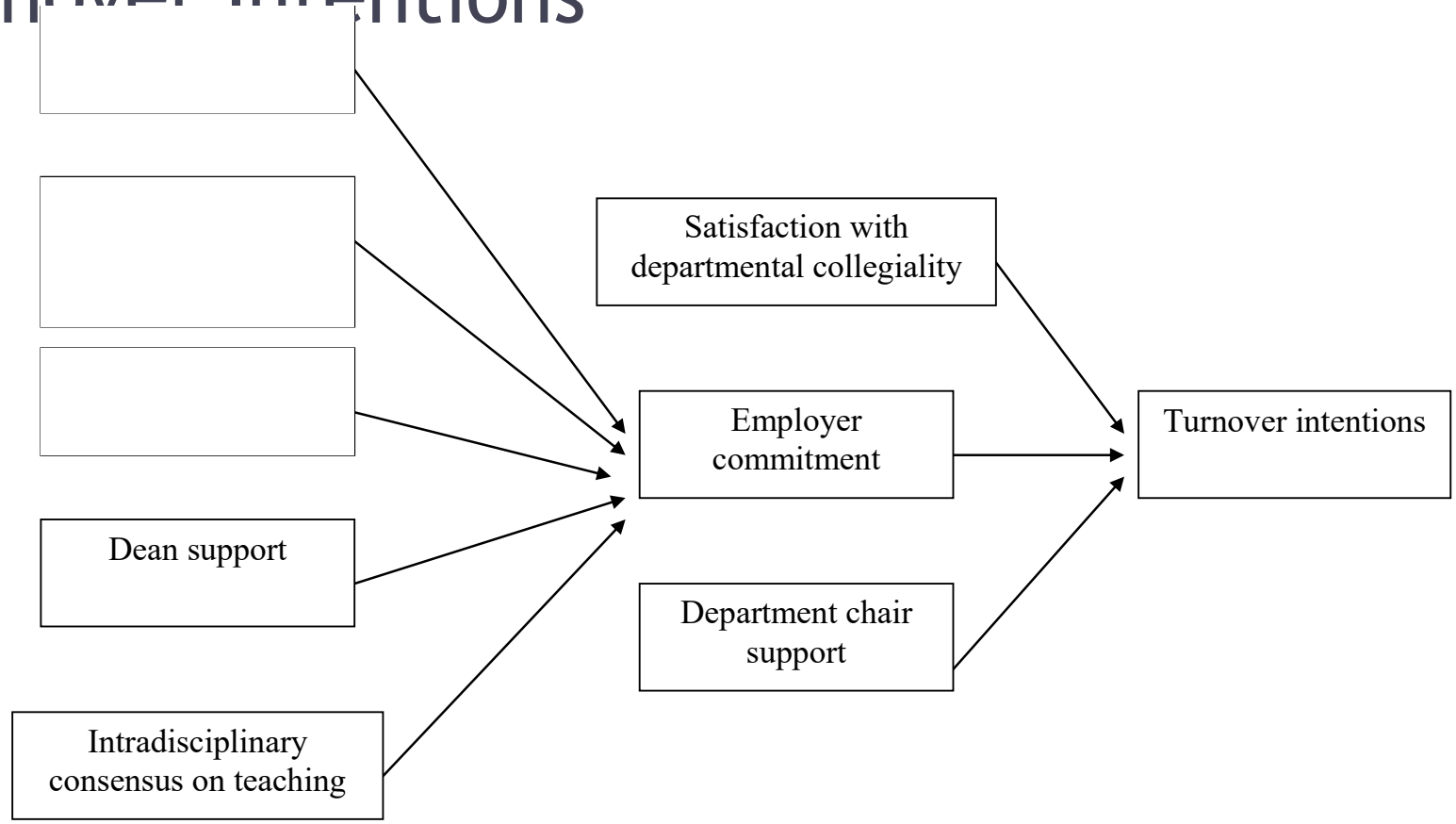
Study/Project Map (not a strict model, per se)

- Satisfaction construct
- Turnover intentions
- Research productivity
- Stress
- Support
- Intradisciplinary consensus

Pharmacy Faculty Quality of Work Life Model (hypothesized)



Resultant Model of Academician Job Turnover Intentions



Research Productivity Factors

- Time spent in research activities
- Academic rank
- Research self-efficacy
- Intradisciplinary consensus
- Academic discipline

Research Self-Efficacies

Item	Mean
Work with others in a research group	85.98
Discuss research ideas with colleagues	84.82
Deliver research findings at professional seminars/conferences	83.83
Prepare a manuscript for submission to a refereed journal	83.23
Utilize criticism from reviews of your research	83.15
Develop a logical rationale for your particular research idea	77.92
Generate researchable questions	76.71
Complete a significant project	76.49
Identify areas of needed research, based on the literature	76.39
Organize your proposed research ideas in writing	76.25
Attend to all relevant details of data collection	75.73
Train assistants to collect data	75.58
Supervise student researchers	75.43
Design a research project	74.63
Construct reliable data collection methods	74.37
Ensure validity in your data collection methods	69.41
Prepare a grant proposal	66.76
Choose appropriate data analysis strategies	59.87
Interpret and understand statistical output from appropriate software	58.66
Acquire extramural funding	57.57
Total Scale Mean	1492.59 / 2000

Teaching Self-Efficacies

Item	Mean
Provide an alternative explanation or example when students are confused	84.12
Respond to difficult questions from your students	81.85
Make time available to students outside of the classroom	81.61
Adjust your content to the proper level for students	79.58
Get students to believe they can do well in your course	79.55
Craft appropriate examination questions	79.09
Provide appropriate challenges for very capable students	77.88
Control or prevent disruptive behavior in the classroom	76.59
Gauge student comprehension of what you taught	75.10
Help your students value learning	74.96
Respond to defiant students outside of the classroom	74.59
Employ a variety of effective student learning assessment strategies	73.82
Adjust your teaching strategies to accommodate various student learning styles	73.44
Improve the understanding of a student who is failing	71.24
Foster student creativity	70.03
Motivate students who show low interest in your course	65.52
Total Scale Mean	1297.35 / 1700

Other Research

- Organizational culture
- Organizational citizenship
- Productivity
- Academic “stars” and “deadwood”
- Psychological contract breach
- Use of motivating language
- Mentoring and mentorship programs

Teaching Productivity

- Satisfaction with teaching environment
- Research self-efficacy

The Granada Group

- Aims to mitigate/address these issues
- Help authors/researchers, reviewers, journals, and our collective discipline
- Patterned loosely after similar efforts in nursing and medicine

The Conference

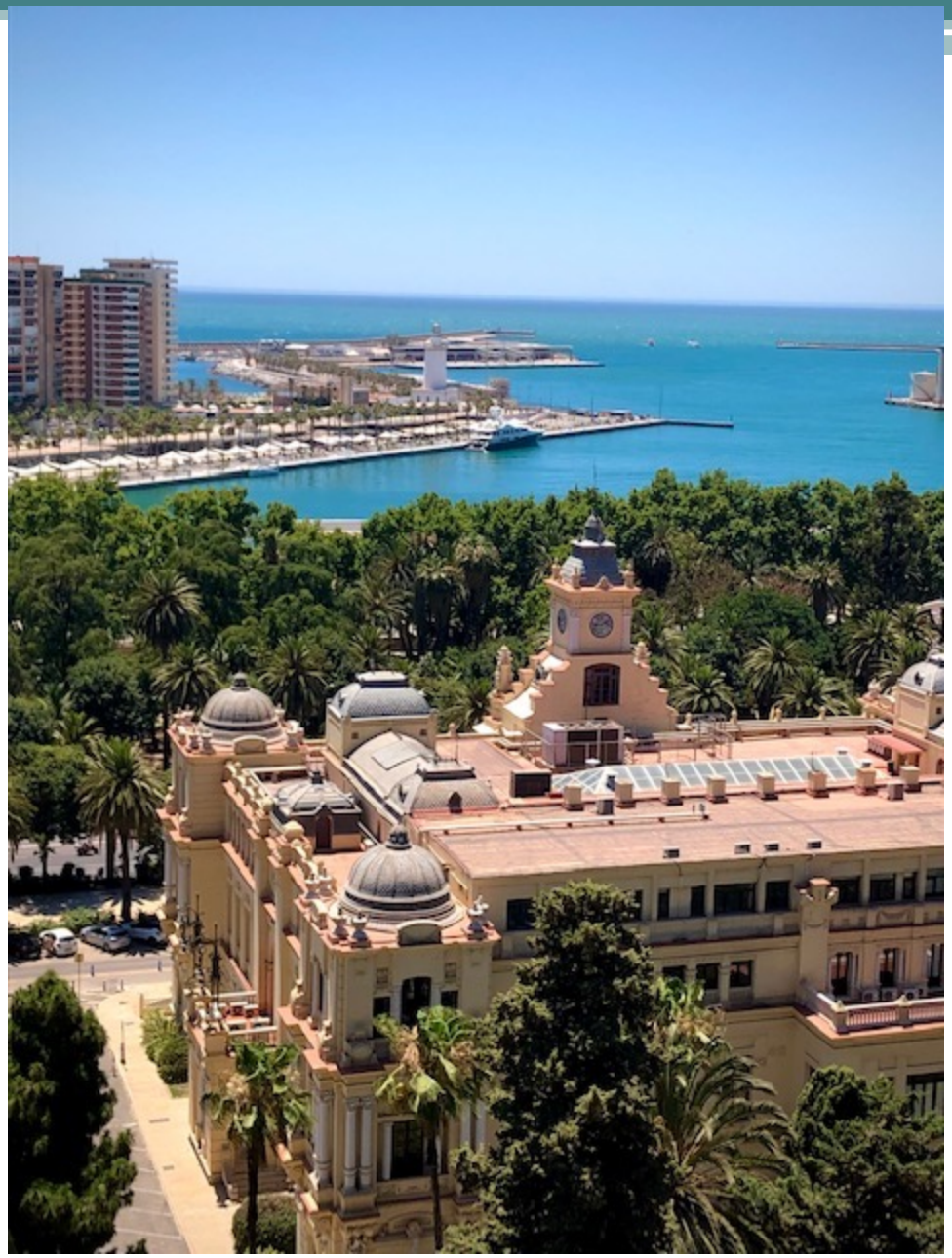
- 20 attendees from 10 journals
- Later joined by PEJ, & FIP
- 4 primary organizers (Desselle, Cardenas, Stewart, Llimos), each presenting 1-3 key topic areas for discussion
- Keynote from Intl J of Public Health
- Guest speaker from Clarivate

The Granada Group Members

- RSAP, ERCSP, IJCP, JoPPP, PEJ, EJHP, IJPP, Pharm Care Espana, Ars Pharmaceutica, Farmacia Hospitalaria, Revista Brasileira
- Canadian Pharmacists Journal

What best describes the Granada Group effort and its constituent members?

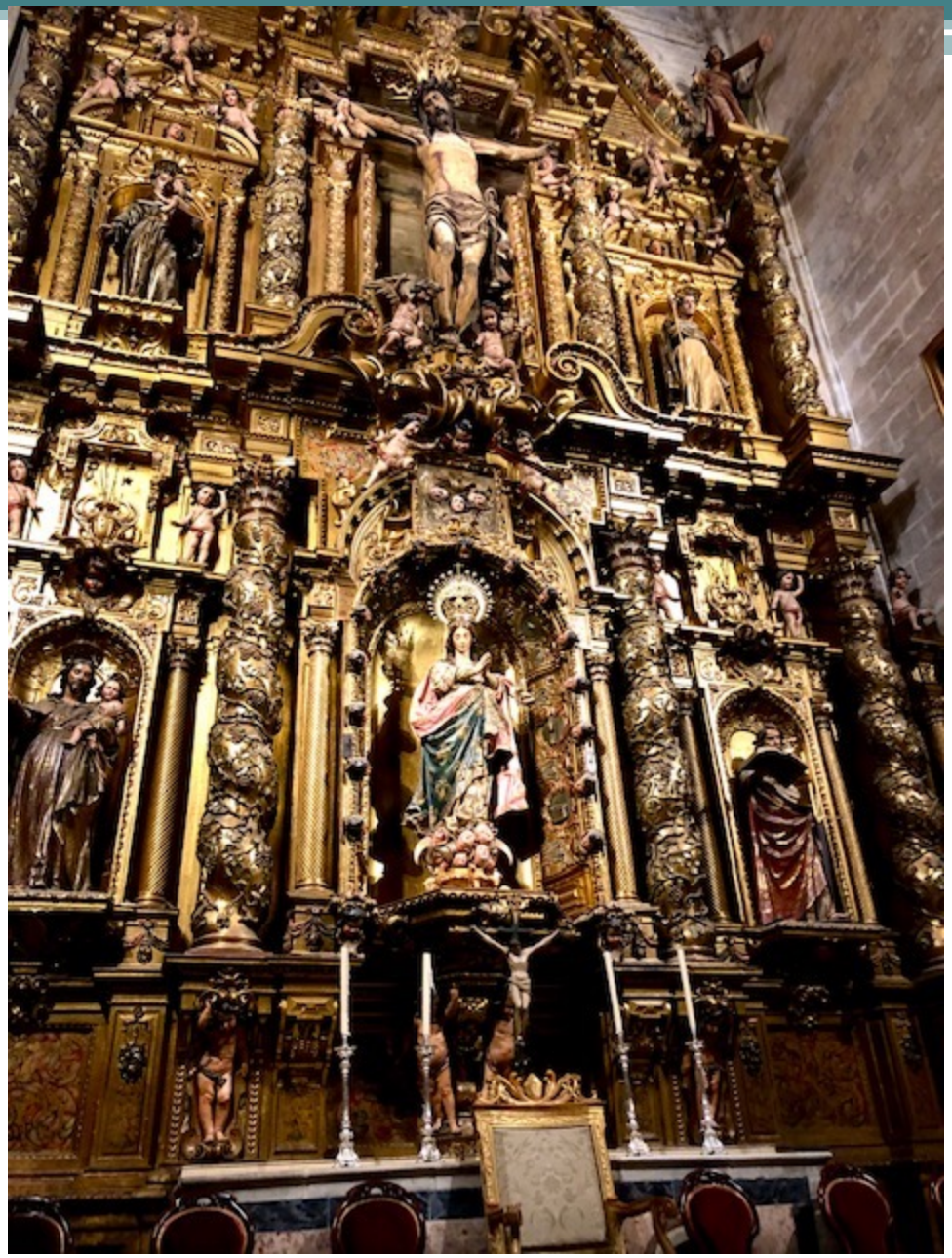
a. They are mostly U.S.-based groups of scientific journals
b. It is an attempt to improve the rigor and visibility of pharmacy practice and education research
c. The group consists of journals mostly with no impact factor score
d. The group's model is one of closed invitation that precludes new members

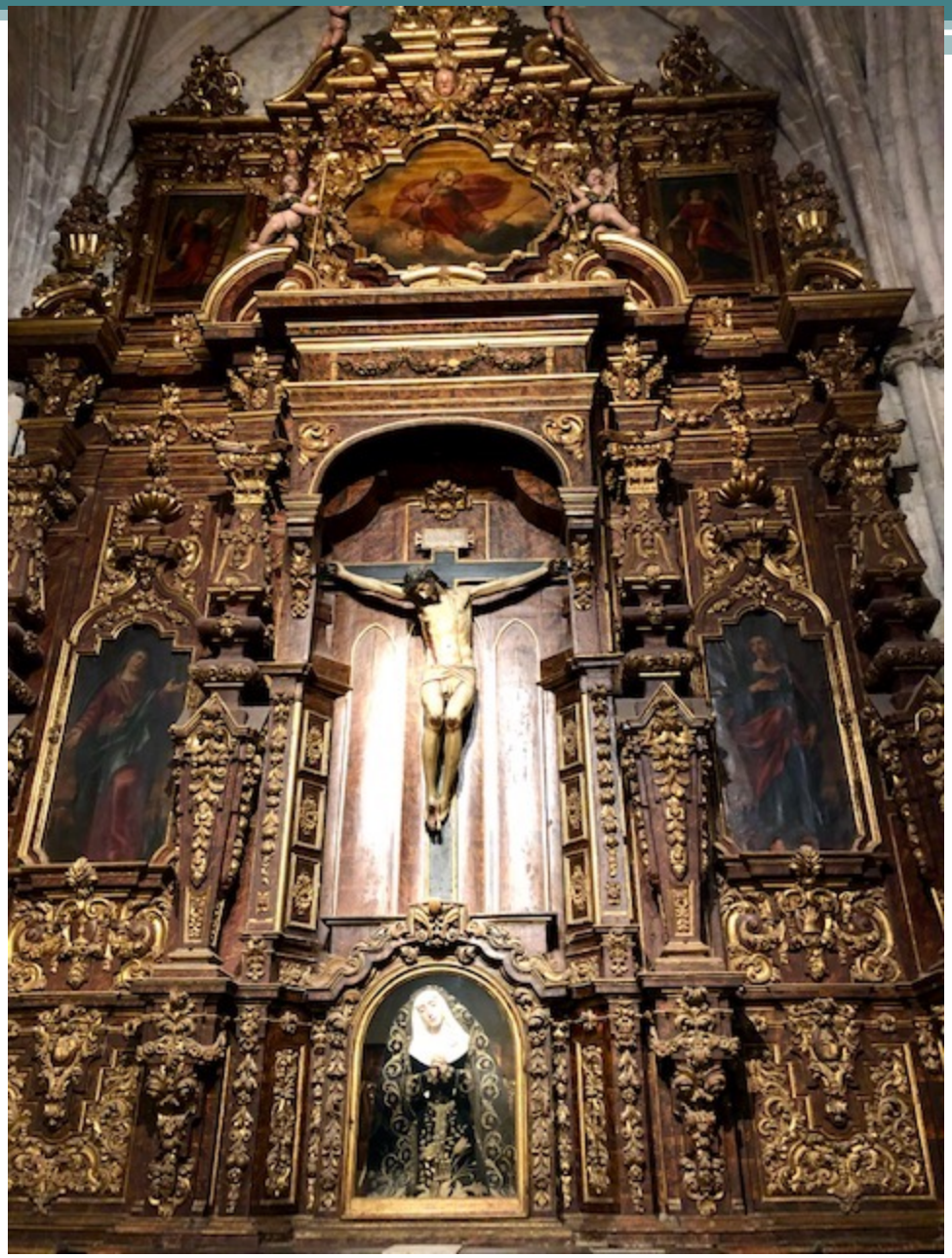


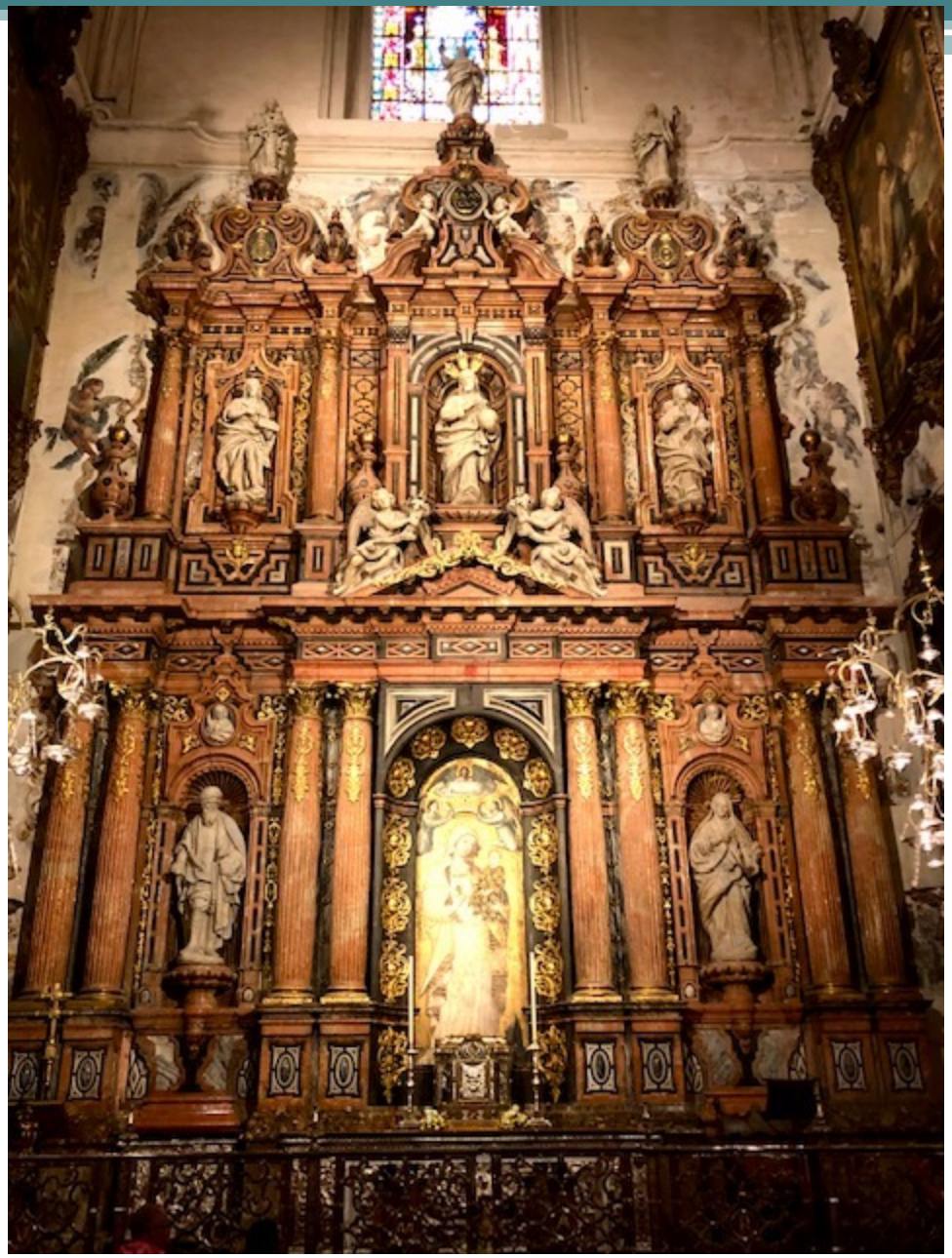

SUAREZ


PURDUE

IMG_4439 (1).MOV







Contents lists available at ScienceDirect

Research in Social and Administrative Pharmacy

journal homepage: www.elsevier.com/locate/rsap

Improving the quality of publications in and advancing the paradigms of clinical and social pharmacy practice research: The Granada statements☆

Fernando Fernandez-Llimos [a], Shane Desselle [b,*], Derek Stewart [c], Victoria Garcia-Cardenas [d], Zaheer-Ud-Din Babar [e], Christine Bond [f], Ana Dago [g], Ramune Jacobsen [h], Lotte Stig Nørgaard [i], Carlo Polidori [j], Manuel Sanchez-Polo [k], Bernardo Santos-Ramos [l], Natalia Shcherbakova [m], Fernanda Tonin [n]

[a] *Revista Brasileira de Farmacia Hospitalar e Serviços de Saude, Professor, Laboratory of Pharmacology, Faculty of Pharmacy, University of Porto, Porto, Portugal*
[b] *Research in Social and Administrative Pharmacy, Exploratory Research in Clinical and Social Pharmacy, Touro University California, Vallejo, CA, USA*
[c] *International Journal of Clinical Pharmacy, Professor of Clinical Pharmacy and Practice, College of Pharmacy, QU Health, Qatar University, Doha, Qatar*
[d] *Research in Social and Administrative Pharmacy, Senior Lecturer, University of Technology Sydney, Sydney, Australia*
[e] *Journal of Pharmaceutical Policy and Practice, Department of Pharmacy, School of Applied Sciences, University of Huddersfield, Huddersfield, United Kingdom*
[f] *International Journal of Pharmacy Practice, Institute of Applied Health Sciences, University of Aberdeen, Aberdeen, Scotland, United Kingdom*
[g] *Pharmaceutical Care España, President, Pharmaceutical Care España Foundation, Barcelona, Spain*
[h] *Exploratory Research in Clinical and Social Pharmacy, Associate Professor, Department of Pharmacy, University of Copenhagen, Denmark*
[i] *Research in Social and Administrative Pharmacy, Associate Professor at the Department of Pharmacy, University of Copenhagen, Copenhagen, Denmark*
[j] *European Journal of Hospital Pharmacy, Associate Professor, Department of Experimental Medicine and Public Health, University of Camerino, Camerino, Italy*
[k] *Ars Pharmaceutica; Professor, Faculty of Pharmacy, University of Granada, Granada, Spain*
[l] *Farmacia Hospitalaria, Pharmacy, Hospital Universitario Virgen del Rocío, Associated researcher, Instituto de Biomedicina de Sevilla (IBIS), Seville, Spain*
[m] *Research in Social and Administrative Pharmacy, Associate Professor, College of Pharmacy and Health Sciences, Western New England University, Springfield, MA, United States*
[n] *Researcher, Pharmacy Practice. Health & Technology Research Center (H&TRC), Escola Superior de Tecnologia da Saúde (ESTeSL), Instituto Politécnico de Lisboa, Lisbon, Portugal*

ABSTRACT

Pharmacy and pharmaceutical sciences embrace a series of different disciplines. Pharmacy practice has been deftned as "the scientific discipline that studies the different aspects of the practice of pharmacy and its impact on health care systems, medicine use, and patient care". Thus, pharmacy practice studies embrace both clinical pharmacy and social pharmacy elements. Like any other scientific discipline, clinical and social pharmacy practice disseminates research findings using scientific journals. Clinical pharmacy and social pharmacy journal editors have a role in promoting the discipline by enhancing the quality of the articles published. As has occurred in other health care areas (i.e., medicine and nursing), a group of clinical and social pharmacy practice journal editors gathered in Granada, Spain to discuss how journals could contribute to strengthening pharmacy practice as a discipline. The result of that meeting was compiled in these Granada Statements, which comprise 18 recommendations gathered into six topics: the appropriate use of terminology, impactful abstracts, the required peer reviews, journal scattering, more effective and wiser use of journal and article performance metrics, and authors' selection of the most appropriate pharmacy practice journal to submit their work.

The Six Areas Targeted

- Appropriate use of terminology
- Impactful abstracts
- Required peer reviews
- Journal scattering
- Selecting the most appropriate journal to publish
- Using metrics wisely
- **Joint Description/Granada Group

Work to Be Done

- Terminology
- Work with Clarivate
- Transfer agreements
- Teamwork
- Upcoming conferences
- Quick update

Which of the following is true?

a. Medicine and nursing are two disciplines that are always re-naming the type of care they provide to patients
b. There are ample MeSH terms that accurate describe the work of pharmacists
c. The potential rise in pharmacy practice journals serves as a threat to medicine, nursing, and other health professions
d. Scholars in pharmacy have not always submitted their “best work” within pharmacy journals

2023 Center for Pharmacy Practice Innovation (CPPI) Seminar

2023 Center for Pharmacy Practice Innovation (CPPI) Seminar - 5/22/2023

Speaker(s): Shane Desselle, PharmD, PhD

Topic: CPPI invites various health care professionals from around the country and globe to speak on issues relating to innovation in the health care space.

Objective(s):
Location:
Specialties: Cardiovascular Disease, Endocrinology, Diabetes and Metabolism, Family Practice, General Practice, Nutrition, Pharmacist, Public Health, Academic/Research, Dietitians, Pharmacy Technician, Cardiology

Faculty Disclosures:
Shane Desselle, PharmD, PhD (Nothing to disclose - 04/22/2023)
Download Handout

Purpose or Objectives: At the conclusion of this activity, the participant will be able to:

Date/Time: 5/8/2023 12:00:00 PM

Accreditation:

In support of improving patient care, VCU Health Continuing Education is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Credit Designation(s):

This activity provides 1.00 contact hours of continuing education credit. ACPE Universal Activity Number (UAN): Pharmacist: JA4008237-0000-23-006-L04-P Technician: JA4008237-0000-23-006-L04-T

NOTE FOR PHARMACISTS: Upon closing of the online evaluation, VCU Health Continuing Education will upload the pharmacy-related continuing education information to CPE Monitor within 60 days. Per ACPE rules, VCU Health Continuing Education does not have access nor the ability to upload credits requested after the evaluation closes. It is the responsibility of the pharmacist or pharmacy technician to provide the correct information [NABP ePID and DOB (in MMDD format)] in order to receive credit for participating in a continuing education activity.

Disclosure of Commercial Support:
We acknowledge that no commercial or in-kind support was provided for this activity.

VCUHealth Continuing Education

Disclosure of Financial Relationships:
VCU Health Continuing Education adheres to the ACCME's Standards for Integrity and Independence in Accredited Continuing Education. Any individuals in a position to control the content of a continuing education activity, including faculty, planners, reviewers or others are required to disclose all relevant financial relationships with ineligible entities (commercial interests). All relevant conflicts of interest have been mitigated prior to the commencement of the activity.

The following planners, moderators or speakers have the following financial relationship(s) with commercial interests to disclose:

Name of individual	Individual's role in activity	Name of Ineligible Company(s) / Nature of Relationship(s)
Teresa M Salgado, MPharm, PhD	Activity Director	Grant or research support-Boehringer Ingelheim - 10/31/2022
Shane Desselle, PharmD, PhD	Faculty	Nothing to disclose - 04/22/2023
Evan Sisson, Pharm.D., MSHA, BCACP, CDE, FAADE	Planning Committee	Nothing to disclose - 10/30/2022
Sydney Weber, BA	Planning Committee	Nothing to disclose - 10/27/2022

VCUHealth Continuing Education

Thank you so much!!

- I don’t like to end my presentation with a pithy quote from someone famous nor with some ostensibly humorous cartoon graphic in an attempt to make me look smarter or “deeper” than I really am.
- But I’d love your comments and questions!!!!