Assessing Different Methods of Retrieval Cues to Facilitate Student Recall

Abstract
Objective: To evaluate the impact of repeated testing and memory retention of third-year doctor of pharmacy (PharmD) students.
Method: Students are tested over various disease states in three semesters of their Pharmacotherapeutics didactic courses. Once a single health topic has been covered, students are not specifically tested on that material again. This may encourage the behavior of “cramming and dumping” of important information. We would like to determine if different types of repeated testing of previous information improves student recall.
Results: It is anticipated that through various types of repeated testing, the students’ scores will improve throughout the semester.
Implications: If successful, the developed cases, video assignments, and simulated scenarios will be continually used in Pharmacy Skills lab for assessing third year students’ knowledge and skills.

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