**Evidence Based Assessment and Reassessment Design: Approaches for Pharmacology Education**

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**Introduction.** Effective assessment strategies are essential in pharmacology education to ensure that students not only achieve competency, but are able to retain and apply pharmacological principles for safe and excellent clinical practice. Multiple choice questions, short answers, quizzes, and one-liner questions are various methods used for both formative and summative exams. Given the cognitive complexity of pharmacology knowledge, it is important to utilize assessment and reassessment strategies that are designed with spaced and varied retrieval practices to ensure excellent outcomes for all learners.

**Aims**. This session aims to: 1) discuss types of assessment strategies that are effective in retention of pharmacology knowledge and how to incorporate them, 2) discuss the importance of designing assessment and reassessment strategies to promote spaced retrieval of pharmacology, 3) demonstrate using data how these approaches are effective and 4) provide participants with tools to be able to implement these strategies in their educational institutions.

**Methods**. Participants will be organized into small groups to create a design for implementation of various assessment strategies. Participants will discuss which type of assessment tool is effective for the learner at different stages of their curricular pathway, and what/when are the best reassessment strategies to employ for enabling student success.

**Results.** Attendees will gain insight from their discussions into the importance of various types of assessment strategies and how implementation of these can improve student outcomes. Educators will share how they conduct/design assessments and remediation exams at their own institutions for maximizing student outcomes. Participants will leave with tools for designing testing strategies that promote pharmacology retention.

**Discussion.** Participants will gain an understanding into the importance of implementation of various types of assessment and reassessment strategies and be able to apply it to their own institutions.

References: 1. Zaveri N, Coty M, McCarver V, Vidic C, Nolan T, Nath S and Vanier C, “Changes to an active learning curriculum in osteopathic medical education: Effects of exam outcomes and board scores”, Med Sci Ed 2019, 29: 215-222