Implementation of a Student Development Workshop Series to Supplement a Traditional Curriculum

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Implementation of a Student Development Workshop Series to Supplement a Traditional Curriculum

Abstract
Preparing students to be successful in the classroom and as professionals requires more than didactic education. Academic programs primarily address the academic needs of students based on curricular and assessment goals but often fail to fully prepare students to successfully face the challenges they experience in school and after graduation. To truly prepare students, teachers must address their needs in domains outside the classroom. This session explores student development programs aimed at improving students’ academic, personal, and future professional success as a supplement to the traditional didactic education.

Learning goals:
• Reflect on current teaching and advising methods.
• Use the provided tools to implement workshops aimed at improving students’ academic, personal, and professional success.
• Identify students’ professional development needs.

Disciplines
Pharmacy and Pharmaceutical Sciences

Comments
Presented at the Teaching Professor Conference on May 30, 2015, in Atlanta, Georgia.

This conference proceeding is available at Fisher Digital Publications: https://fisherpub.sjfc.edu/pharmacy_facpub/43
Implementation of a Student Development Workshop Series to Supplement a Traditional Curriculum

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Wegmans School of Pharmacy
St. John Fisher College
Rochester, NY
Learning Goals

• After participating in this session, participants will be able to:
  – Reflect on their current teaching and advising methods
  – Use the provided tools to implement workshops aimed at improving the *academic, personal*, and *professional* success of students
  – Identify the professional development *needs* of their student body.
Why is this important?

• We want our students to be **successful** and **well-rounded**

• 2016 Accreditation Council for Pharmacy Education (ACPE) Accreditation Standards:
  – Standard 4: Personal and Professional Development
  – “The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate **self-awareness**, **leadership**, **innovation** and **entrepreneurship**, and **professionalism**.”
Why is this important?

- 2014 Middle States Commission on Higher Education Standards for Accreditation and Requirements of Affiliation
  - Standard III: Design and Delivery of the Student Learning Experience
    - “…sufficient learning opportunities and resources to support both the institution’s programs and student’s academic progress.”
  - Standard IV: Support of the Student Experience
    - “…advisement and counseling programs to enhance retention and guide students throughout their educational experience.”
    - “…processes designed to enhance the successful achievement of students’ educational goals... And post-completion placement.”
Considerations

• What are the needs of your students?
  – Extra or co-curricular
  – Many are universal
  – Some will be specific:
    • Age-specific
    • Program-specific

• What are the best ways to address these needs?
  – Required vs. optional
  – Carrot vs. stick
  – Be active!
Example Topics

Universal Topics

- Learning Styles
- Time Management
- Anxiety
- Test-Taking Skills
- CV/portfolio development

Discipline Specific

- Interviewing skills
- Pharmacy school survival tips
- Research Showcase
- Residency and Fellowship Preparation
- Writing Skills
Benefits

Academic

Personal

Professional
Challenges

Resources

- Financial
- Faculty Time

Student Buy-In

- Emphasize the benefits
- Make it convenient
Example Workshop: Learning Styles

• Student Needs:
  – Struggling with the transition to a graduate program
  – Did not know how to study

Do you know your learning style and how to get the most out of the hours you spend studying?

Are you interested in learning new approaches to studying?

Join Dr. Lull, Dr. Mathews, and other WSOP Faculty at the first session of our Student Development Workshop Series!

“Learning Styles and Study Strategies”
When: Thursday, October 17th from 6-7:30pm
Where: Rm 129
Dinner is included (and it’s not pizza!)
Example Workshop: Learning Styles

Evening’s Agenda

- Introduction to Learning Styles and Basic Study Tips
- What is your Learning Style? Take the test!
- Dinner and move to appropriate break-out session
- Break-out sessions
- Final Thoughts
Assess what you do!

• Assessment is an essential part:
  – Supports the continuation of the program
  – Allows you to respond to student feedback
Learning Styles Data

- Attendance: 60 students (all 4 grade levels)
- N for surveys: 43

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<tr>
<th>Question</th>
<th>Average Score</th>
<th>% SA/A</th>
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<tbody>
<tr>
<td>I found this session beneficial and pertinent to my academic performance.</td>
<td>4.72</td>
<td>97.7%</td>
</tr>
<tr>
<td>I found the breakout session/activities useful.</td>
<td>4.63</td>
<td>95.3%</td>
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</table>

* Based on a Likert Scale of 1-5 (1= Strongly Disagree; 5= Strongly Agree); SA= Strongly Agree; A= Agree

**Workshop Specific Survey Questions**

1. I can list and describe the different VARK learning styles.
2. I can describe my learning style.
3. I can list strategies for classroom learning and test taking specific to my learning style.
4. I can list study tools specific to my learning style.
5. Previous to this session, I had taken a learning styles assessment. (Y/N)
General Program Feedback

• Average attendance: 46 students
  – 15% of student population

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<tr>
<th>Question</th>
<th>Combined Scores</th>
<th></th>
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<tr>
<td>I found this session beneficial and pertinent to my academic performance.</td>
<td>4.62</td>
<td>96.4%</td>
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<tr>
<td>I found the breakout session/activities useful.</td>
<td>4.54</td>
<td>94.5%</td>
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<tr>
<td>I plan to implement the tools learned at today’s workshop.</td>
<td>4.55</td>
<td>87.1%</td>
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</table>

* Based on a Likert Scale of 1-5 (1= Strongly Disagree; 5= Strongly Agree); SA= Strongly Agree; A= Agree
Future Considerations

• Sustainability
  – Creation of a committee
  – Schedule of topics
  – Budget

• Student driven
  – Ask vs. tell
  – Students have great ideas!
1. Identify specific needs of your students.

2. Choose one need and develop an outline for a workshop.

3. List challenges of implementing a workshop series at your institution.
Take Home Points

• It is important to support students outside of our standard curriculum.
• Students *must* be involved in the process. Work with them to figure out what their needs are.
• Keep the sessions interactive.
• Make sure the program is sustainable.
• These programs are a great opportunity to get to know the students outside of the classroom environment.
THANK YOU!

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