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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.



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

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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.



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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**.”



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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.**”





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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!



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Example Topics

Universal Topics

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

Discipline Specific

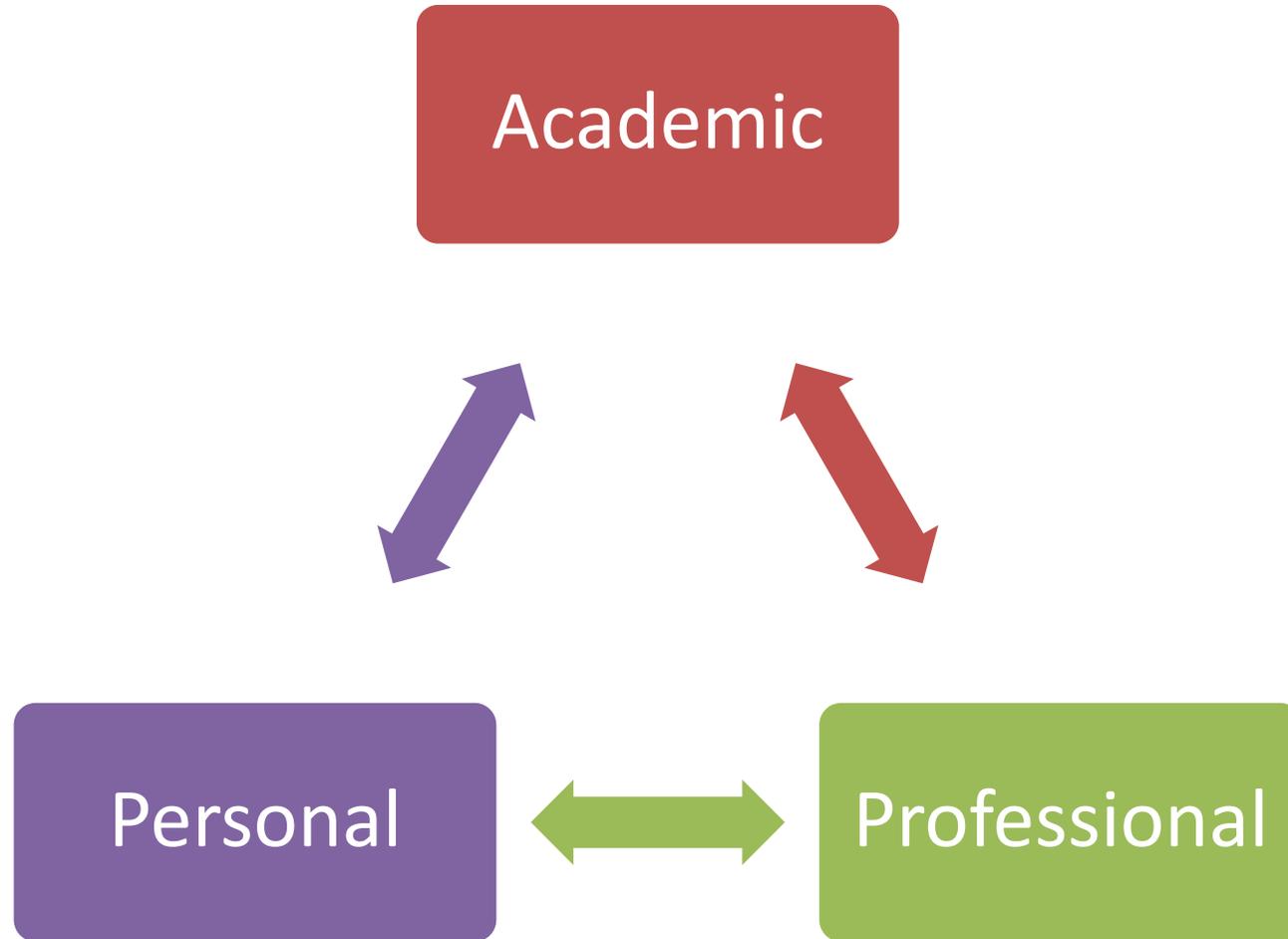
- Interviewing skills
- Pharmacy school survival tips
- Research Showcase
- Residency and Fellowship Preparation
- Writing Skills





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Benefits





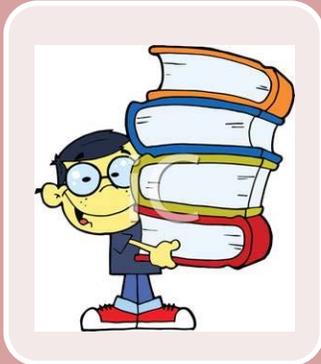
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Challenges



Resources

- Financial
- Faculty Time



Student Buy-In

- Emphasize the benefits
- Make it convenient





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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!)

Co-sponsored by the Office of Student Affairs and Rho Chi Pharmacy Honor Society





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Example Workshop: Learning Styles



Evening's Agenda

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



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Assess what you do!

- Assessment is an essential part:
 - Supports the continuation of the program
 - Allows you to respond to student feedback





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Learning Styles Data

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

Question	Average Score	% SA/A
I found this session beneficial and pertinent to my academic performance.	4.72	97.7%
I found the breakout session/activities useful.	4.63	95.3%

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



Workshop Specific Survey Questions	% SA/A				
	20	40	60	80	100
1. I can list and describe the different VARK learning styles.	[Bar chart showing ~95% SA/A]				
2. I can describe my learning style.	[Bar chart showing ~85% SA/A]				
3. I can list strategies for classroom learning and test taking specific to my learning style.	[Bar chart showing ~85% SA/A]				
4. I can list study tools specific to my learning style.	[Bar chart showing ~85% SA/A]				
5. Previous to this session, I had taken a learning styles assessment. (Y/N)	[Bar chart showing ~20% Yes]				





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General Program Feedback

- Average attendance: 46 students
 - 15% of student population

General Student Perceptions of Student Development Workshops

Question	Combined Scores	
	Average Score	% SA/A
I found this session beneficial and pertinent to my academic performance.	4.62	96.4%
I found the breakout session/activities useful.	4.54	94.5%
I plan to implement the tools learned at today's workshop.	4.55	87.1%

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





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Future Considerations



- Sustainability
 - Creation of a committee
 - Schedule of topics
 - Budget
- Student driven
 - Ask vs. tell
 - Students have great ideas!



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Group Work



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.



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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.



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THANK YOU!

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