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The Use of Student Development Workshops to Supplement the Traditional Pharmacy Curriculum

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The Use of Student Development Workshops to Supplement the Traditional Pharmacy Curriculum

Abstract

Objectives: Preparing students to be successful in the classroom and as practitioners requires more than didactic education. The objectives of this study were to develop and assess a series of student development workshops aimed at addressing supplementary professional and academic needs of pharmacy students.

Disciplines

Pharmacy and Pharmaceutical Sciences

Comments

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Title: The use of student development workshops to supplement the traditional pharmacy curriculum.

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Objectives: Preparing students to be successful in the classroom and as practitioners requires more than didactic education. The objectives of this study were to develop and assess a series of student development workshops aimed at addressing supplementary professional and academic needs of pharmacy students.

Methods: Over the course of an academic year, three student development workshops were planned and presented. Based on observed student needs, workshop topics offered were learning styles, time management, and test taking strategies. Each workshop was presented by a different group of faculty members, with participation of content experts from outside of the school of pharmacy. Interactive activities were incorporated into each workshop. After each workshop, students were surveyed on the usefulness of the session, likelihood of using the tools presented, and accomplishment of each of the workshop-specific learning objectives using a Likert scale of 1-5 (1= strongly disagree; 5= strongly agree).

Results: Average attendance at the workshops was 60 students (19% of the student population). Student perceptions of the workshop were overwhelmingly positive, with an average of 90% of students agreeing or strongly agreeing that the sessions were beneficial and pertinent to their academic performance. Accomplishment of the session learning objectives was also high, with an average of 81% of students agreeing or strongly agreeing that each learning objective had been met. A majority of students (77%) planned to implement the tools presented at the sessions.

Implications: Identifying and addressing the professional needs of pharmacy students provides a supplemental education that enhances the classroom experience and academic success.