

Background

- Schools and colleges of pharmacy are instructed to use co-curricular experiences to support the affective domain-related elements of ACPE Standards 3 and 4, such as communication and professionalism.^{1,2}
- The Standards also task schools and colleges of pharmacy with ensuring students are career-ready.¹
- At UMKC School of Pharmacy, students participate in multiple career exploration and preparation activities throughout the curriculum. Many of these activities fall within the co-curricular program as they also reinforce affective domain elements such as communication, self-awareness, and professionalism.
- P1 Year:** Students complete the APhA Career Pathway Evaluation Program and discuss findings with their faculty advisor.
- P2 Year:** Students develop a curriculum vitae (CV). They also review recorded modules discussing different pharmacy careers, repeat the APhA Career Pathway Evaluation Program, and self-assess their preparedness for their career of interest which is discussed with their advisor.
- P3 Year:** A series of career preparation workshops were implemented into the P3 co-curricular program starting with the graduating class of 2020. Following completion of the workshops, students are responsible for completing a CV update, job search, letter of intent development, and recorded mock interview.



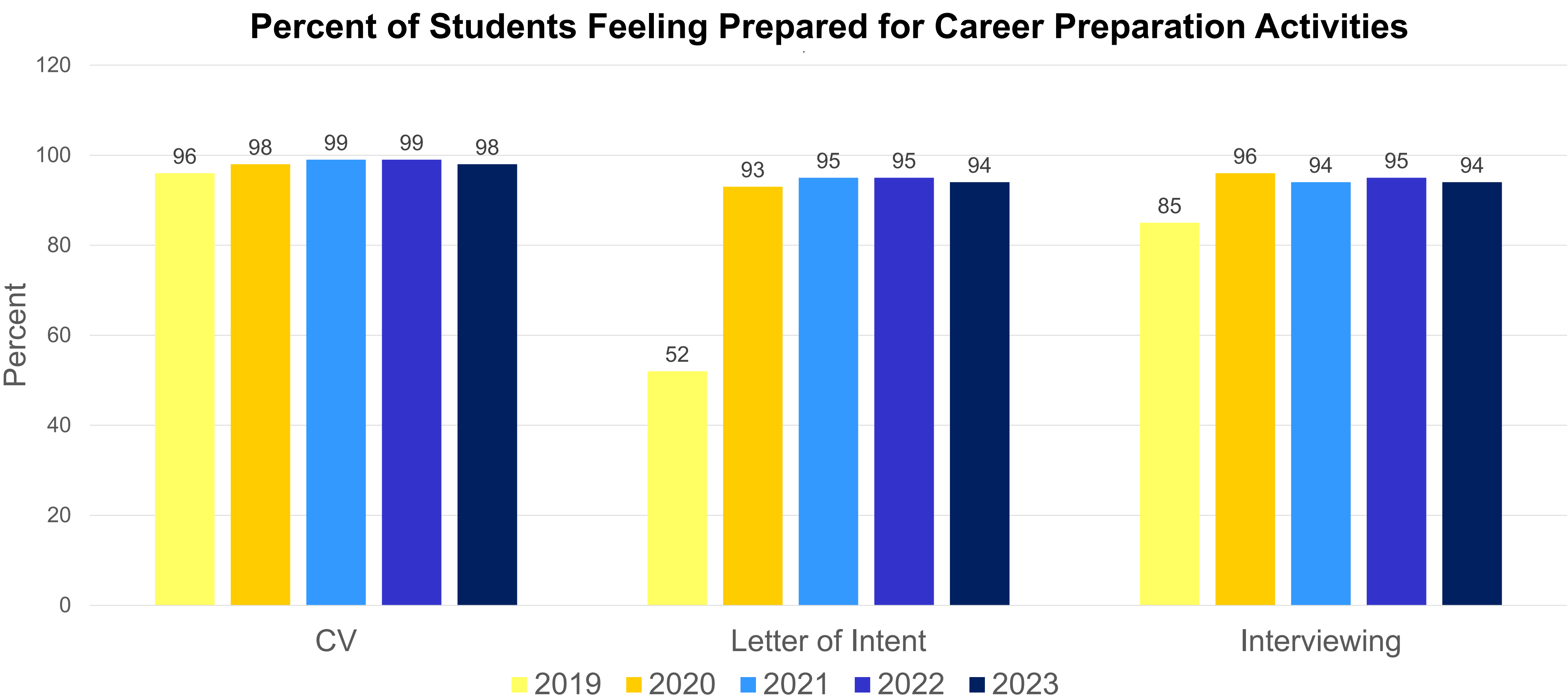
Objective

- Determine if providing required co-curricular career preparation activities in the P3 year increased student perception of preparation to apply for post-graduation positions

Methods

- Graduating seniors completed a student exit survey to assess their perceptions of the pharmacy program and preparation for practice.
- Within that survey, questions about career development and preparation were provided with students' responses answered either open-ended (2019) or on a 5-point Likert scale (2020-2022).
- Survey responses from 2019 graduates were used as baseline comparator data.
- The survey response rate was 100% for each of the study years (2019: n=111, 2020: n=138, 2021: n=143, 2022: n=148, 2023: n=125).
- The results were analyzed using descriptive statistics.

Results



Conclusions

- Students had greater comfort at baseline with crafting a CV. This could be due to earlier exposure to CV development in the curriculum through required didactic coursework.
- Following implementation of the required co-curricular workshops and career preparation activities, students felt more prepared to write a letter of intent and complete a job interview.
- Incorporating career preparation activities into the required co-curriculum for students prior to APPE rotations allows them to feel more prepared as job opportunities present themselves leading up to graduation.

Future Considerations

- The student exit survey was updated for the graduating class of 2023 to gather data about what employers are requesting from job applicants to ensure the co-curricular career preparation activities remain contemporary.

References

- Accreditation Standards and Key Professional Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. ACPE 2015. Retrieved from <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf> on June 9th, 2023.
- Guidance for the Accreditation Standards and Key Professional Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. ACPE 2015. Retrieved from <https://www.acpe-accredit.org/pdf/GuidanceforStandards2016FINAL.pdf> on June 9th, 2023.

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