COLLEGE OF PHARMACY / DEPARTMENT OF PHARMACY EDUCATION AND INNOVATION

UnOffice Hours: Addressing Community and Access in Large Team-Taught Courses

Zach Woods, PharmD | Ruth Emptage, PharmD | Emma Young, BA | Leslie Newman, PhD | Victoria Williams, PharmD

Can a novel method of offering office hours address complications of large team-taught courses?

Traditional Office Hours

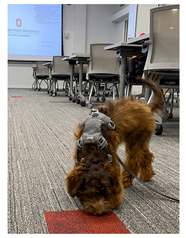
- One on one
- Singular instructor
- Coordinators absent
- Student/Instructor scheduled

VS

"UnOffice Hours"

- Communal (multiple students)
- Team of instructors
- Multiple coordinators present
- Coordinator scheduled
- Incentivized with beverages/treats

*Example Incentive:**



**drinks (sparkling water) were the standard practice incentive, but a guest appearance by a faculty member's puppies was also advertised*

BACKGROUND

INTEGRATED PHARMACOTHERAPY III (IP-3)

IP-3 is a team-taught course delivered to third year pharmacy students. The teaching team includes course directors, an educational coordinator, and over 25 instructors from a wide variety of disciplines. The course exists as a hybrid course model. Historically, office hours are offered as a face-to-face interaction with a singular instructor within their private office. Virtual hours have become common, as a solution to increase access, but adoption by students is low. Virtual models are complicated by a large team-taught class like IP-3, where more than one instructor may have content related to a singular topic.

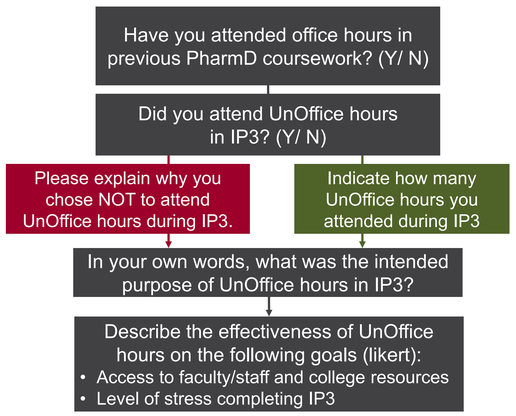
WHAT'S WRONG WITH "TRADITIONAL OFFICE" HOURS?

- Student apprehension
- Student lack of awareness
- Student adoption is low
- Student benefit varies (potential inequalities)
- "Last resort" perception
- Stigmatization of seeking help
- Multiple instructors for similar content

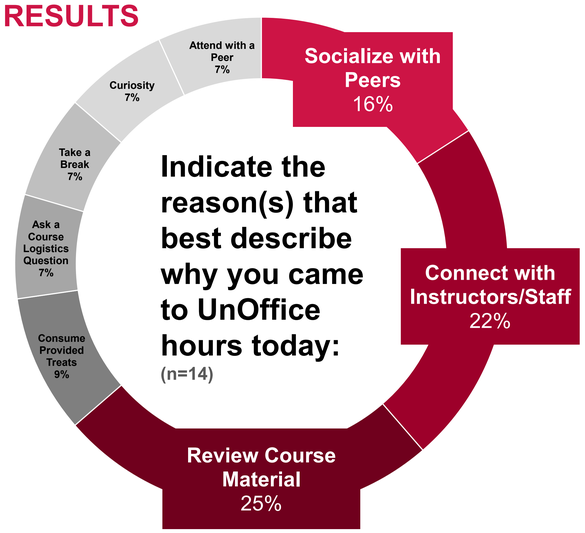
METHODS

The coordinating team of IP3 integrated UnOffice Hours into the course schedule and advertised them to students throughout the semester. In the 12 weeks of the course, 7 of these times were offered. To incentivize attendance, beverages and snacks were provided.

Students who attended the time were given a brief paper survey to complete. At the end of the semester, all students were surveyed on their perceptions of UnOffice hours. This end of the semester survey included the following questions:



RESULTS



In your own words, what was the intended purpose of UnOffice hours?

(n=20)

Please explain why you chose not to attend UnOffice hours during IP3:

(n=20)

How did UnOffice hours affect the following?

	Significant increase	Increase	No Change	Decrease	Significant Decrease
Access to faculty/staff and college resources n=97	17	40	37	2	1
Level of stress n=98	1	1	79	13	4

CONCLUSION

UnOffice hours gave students an opportunity to review course content, socialize with peers, and develop further connections with college instructors. However, turnout was low and students reported scheduling as the primary barrier to their participation. Even with low participation, students reported a perceived value to these sessions as it related to their stress levels and access to college resources.

WHAT IS NEXT?

1. Re-evaluate scheduling of UnOffice hours

2. Create structure for scheduled time

BIBLIOGRAPHY

1. Griffin W, Cohen SD, Berndtson R, et al. Starting the conversation: An exploratory study of factors that influence student office hours use. College Teaching. 2014; 62(3): 94-9. https://doi.org/10.1080/87567555.2014.896777.
2. Briody EK, Wirtz E, Goldenstein A, et al. Breaking the tyranny of office hours: Overcoming professor avoidance. European Journal of Engineering Education. 2019; 44(5): 666-687. https://doi.org/10.1080/03043797.2019.1592116. Martin C. Office Hours: An honors first-year experience assignment.
3. Fowler. Are office hours obsolete? Journal of Nursing Education and Practice. 2021; 11(7): 40-42. https://doi.org/10.540/jnep.v11n7p40.
4. Smith M, Chen Y, Berndtson R, et al. "Office hours are kind of weird": Reclaiming a resource to foster student-faculty interaction. *InSight: A Journal of Scholarly Teaching 2017;12:14-29.*

THE OHIO STATE UNIVERSITY
COLLEGE OF PHARMACY
pharmacy.osu.edu