

# Assessment of a Pharmacy Learning, Advising, Mentoring, and Engagement (PhLAMES) Post-Experience Survey in the Co-Curriculum



Rosalyn P. Vellurattil, Pharm.D., CHCP and Benjamin Shultz, Ph.D.  
University of Illinois Chicago College of Pharmacy (UIC COP)



## KEY TAKEAWAYS

- Students of all class years tend to participate more in virtual webinars that lack interaction.
- Co-curricular events should be designed in advance of approval to ensure intended learning outcomes are achieved across domains.

## OBJECTIVE

- The co-curriculum provides learning experiences for students that are flexible and individualized; complementing the formal PharmD curriculum.<sup>1-3</sup>
- At UIC COP, students engage in co-curricular activities throughout fall and spring semesters across first through fourth professional years.
- The objective of this study is to analyze data from a PhLAMES post-experience survey for quality improvement opportunities in assessment.

## METHODS

- A post-experience PhLAMES survey was implemented in 2021 to assess students' experiences along 4 engagement and 8 personal improvement outcomes.
- Fall 2022 survey data was collected from 489 students and analyzed using descriptive statistics.
- Outcomes were identified and assessed for events across four domains:
  - 1) Health Education and Promotion
  - 2) Advocacy
  - 3) Service to the College/Community
  - 4) Professional, Leadership, and Career Development

## RESULTS

Figure 1: Attendance by Event Type (N=1,149)

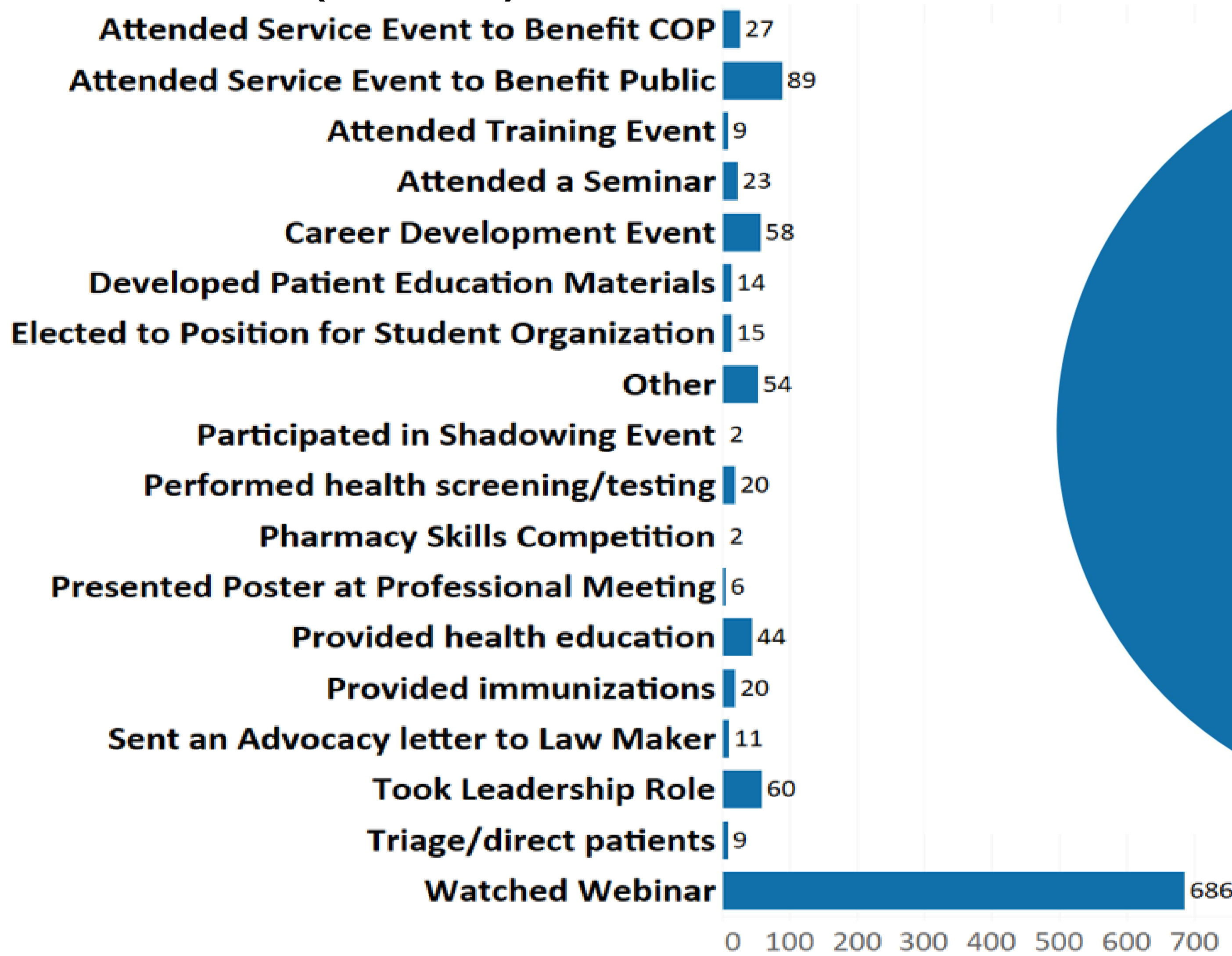


Figure 2: Attendance by Domain (N=1,149)

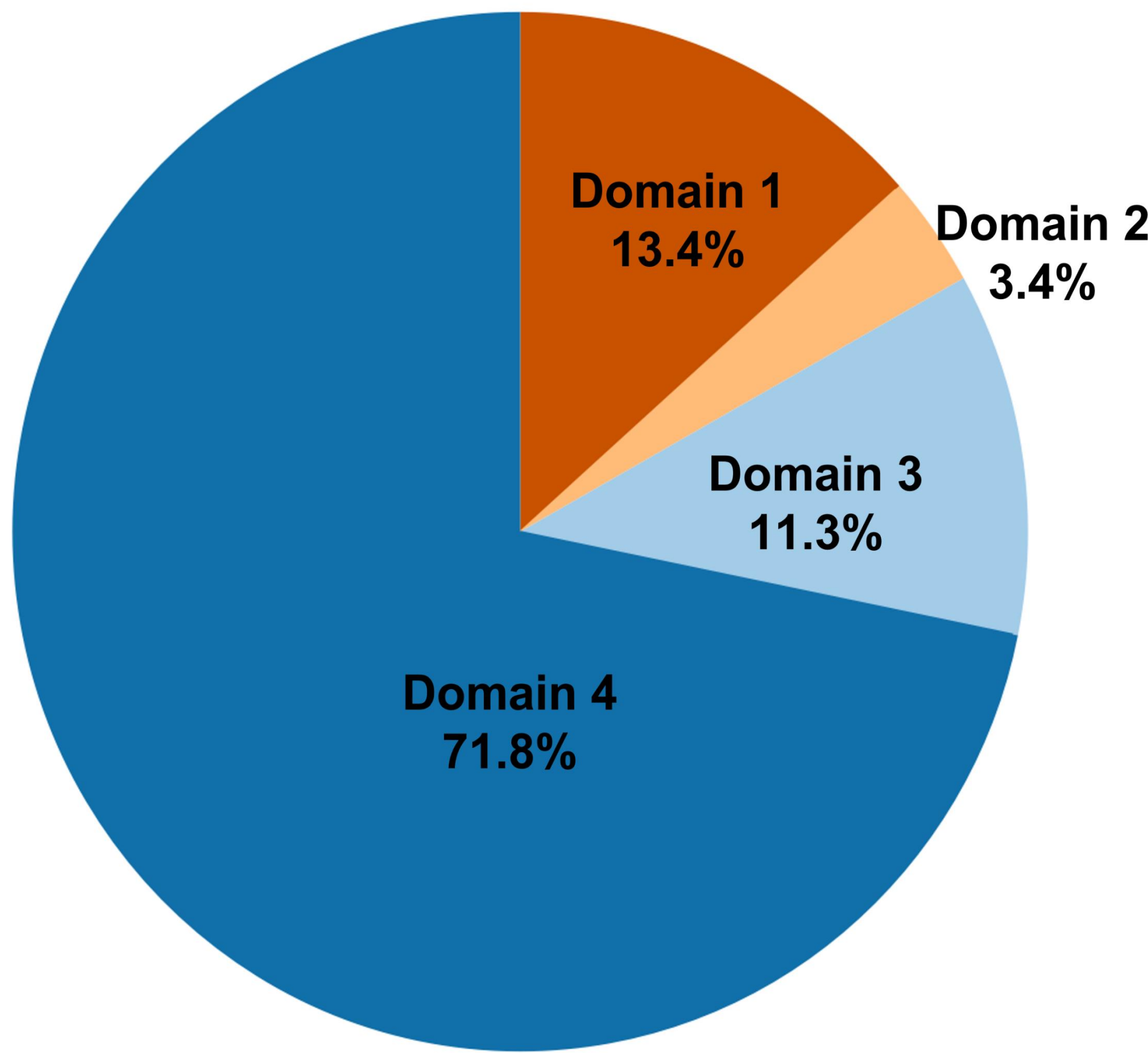


Table 1: Survey Items by Percentage of N/A Responses (N=1,149)

This activity improved my ability/understanding of how to:	N/A%
Help reduce disparities in quality health care access.	22.4%
Recognize the social determinants of health.	19.3%
Represent the best interests of patients.	15.7%
Evaluate the quality of my solutions.	15.1%
Implement solutions to problems encountered in the profession.	10.7%
Effectively address questions and deliver information to diverse audiences.	10.4%
Create solutions to problems encountered in the profession.	8.5%
Identify problems encountered in the profession.	7.5%
This activity featured opportunities to:	N/A%
Directly collaborate with and learn about other healthcare professions.	18.7%
Improve my critical thinking skills with individuals and/or groups.	16.3%
Work with other health care professionals in a respectful manner.	15.9%
Improve my communication skills with individuals and/or groups.	9.8%

## FINDINGS

- When given the choice, students of all class years tend to participate in virtual webinars that lack interaction.
- Virtual events that are primarily one-sided in nature limit student exposure to the intended outcomes of the co-curriculum such as interprofessional collaboration and recognizing the social determinants of health.
- Randomly assigning students to each of the four domains may be one strategy to help increase the diversity of experiences attained and could also encourage more social networking with in-person interactions.
- From a programmatic standpoint, future events should be designed to prioritize co-curricular objectives in advance of approval.
- Co-curricular assessment will continue to be monitored at UIC COP to ensure students achieve intended outcomes of the program.

## REFERENCES

1. Accreditation Council for Pharmacy Education. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree ("Standards 2016"). <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>. Accessed June 18, 2023.
2. Maerten-Rivera JL, Chen AM, Augustine J, et al. Co-curriculum implementation and assessment in accredited doctor of pharmacy programs. *Am J Pharm Educ*. 2020;84(3):7569.
3. Maerten-Rivera JL, Chen AM, Augustine J, et al. Challenges to implementation of the co-curriculum in accredited pharmacy programs. *Am J Pharm Educ*. 2021;85(5):8301.