

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



Office of
Assessment

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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.¹⁻³
- 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)

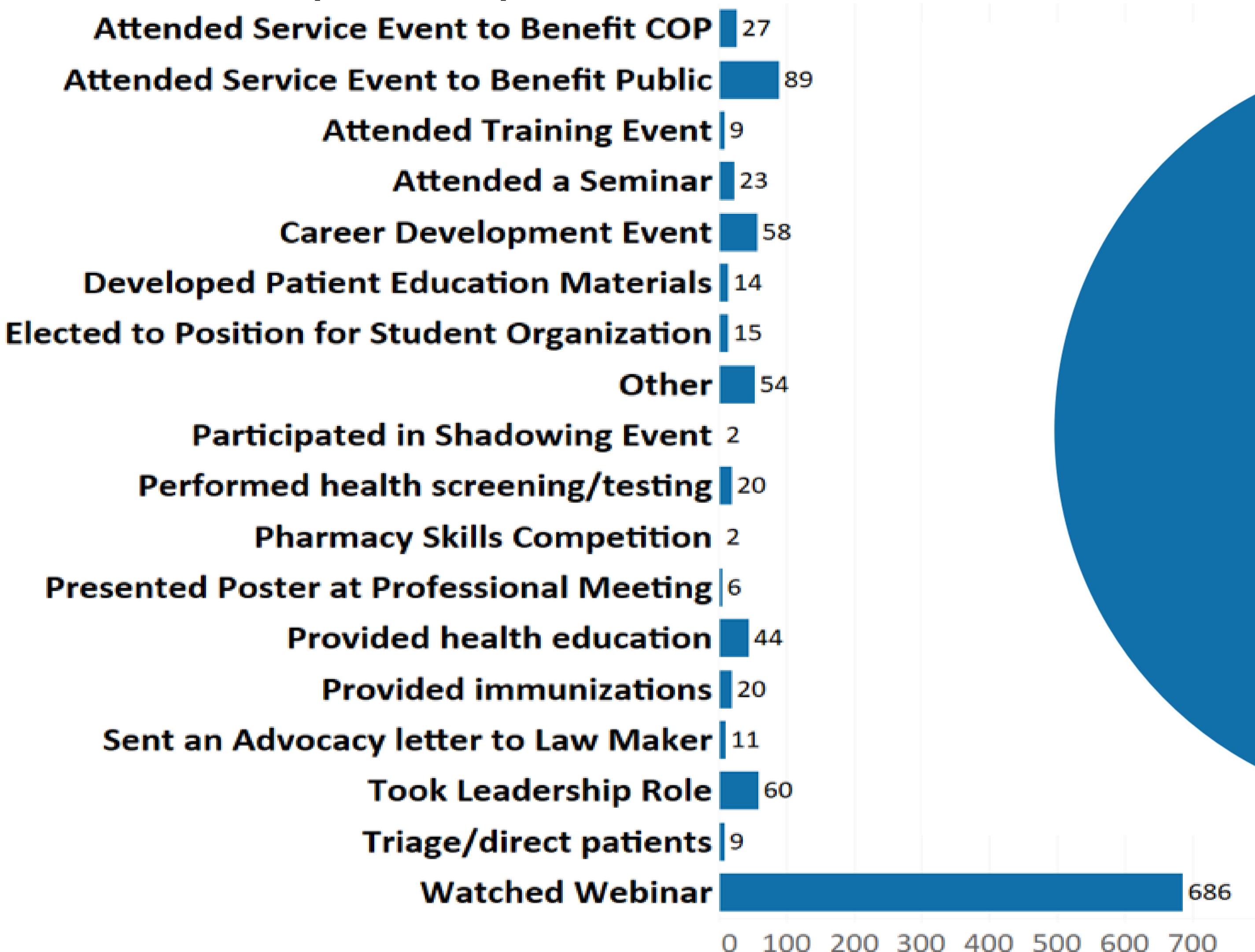


Figure 2: Attendance by Domain (N=1,149)

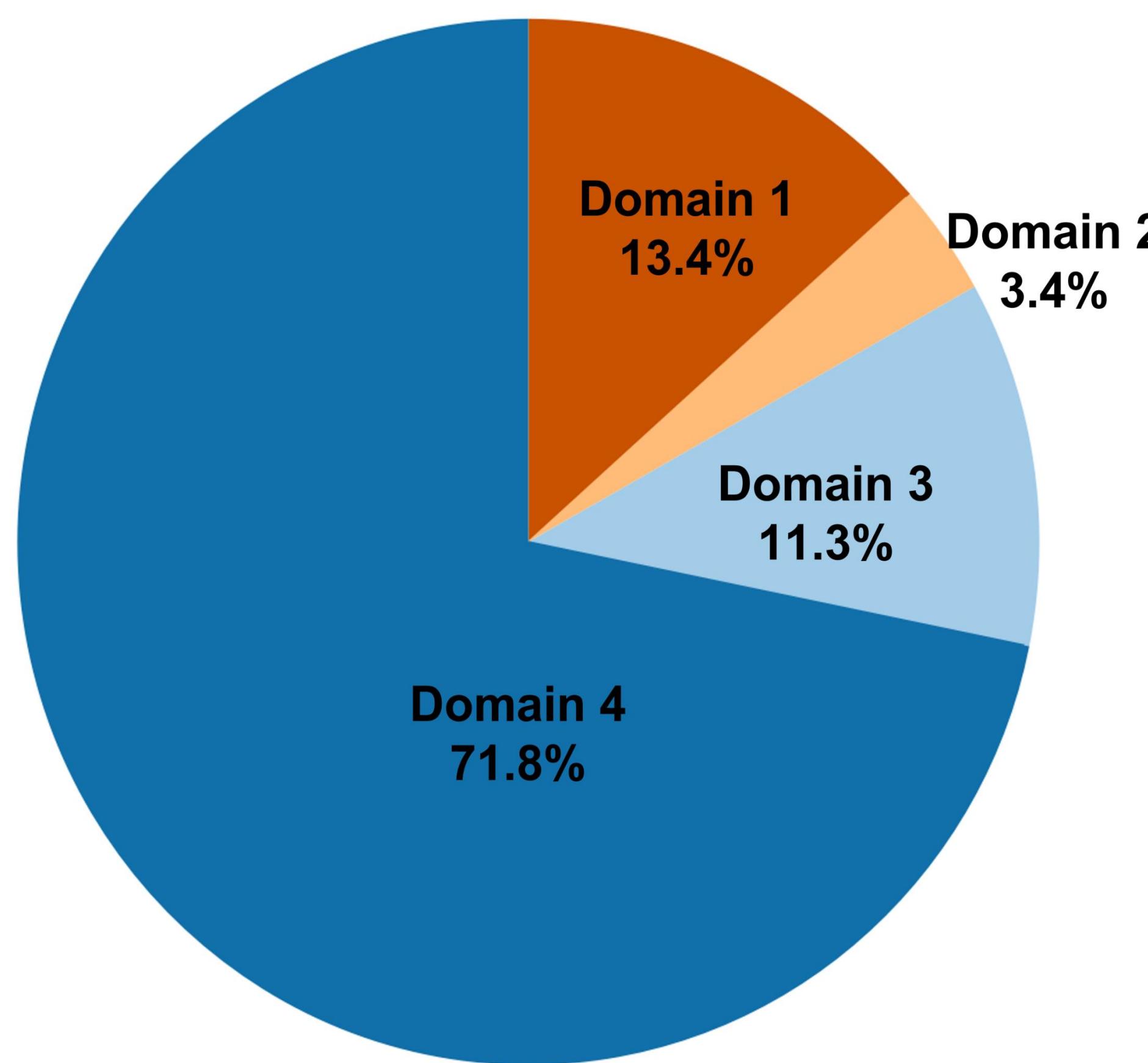


Table 1: Survey Items by Percentage of N/A Responses (N=1,149)

| 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

- 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.
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