

Background

- Students report peer learning as a welcomed method of instruction with educational benefits due to learning from others with similar social standings.¹
- Third-year professional pharmacy students in Rho Chi academic honor society chapter of the Ernest Mario School of Pharmacy have traditionally developed academic resources for younger students.
- Study materials developed to assist junior peers are not standardized and/or evaluated to determine potential value or utilization.
- It is important that the organization's resources (practice exams, tutoring, study guides, etc.) are beneficial to students and time-efficient to create.

Objective

To evaluate the impact of customized peer-created education resources on student pharmacists' perceived satisfaction and utilization of the materials

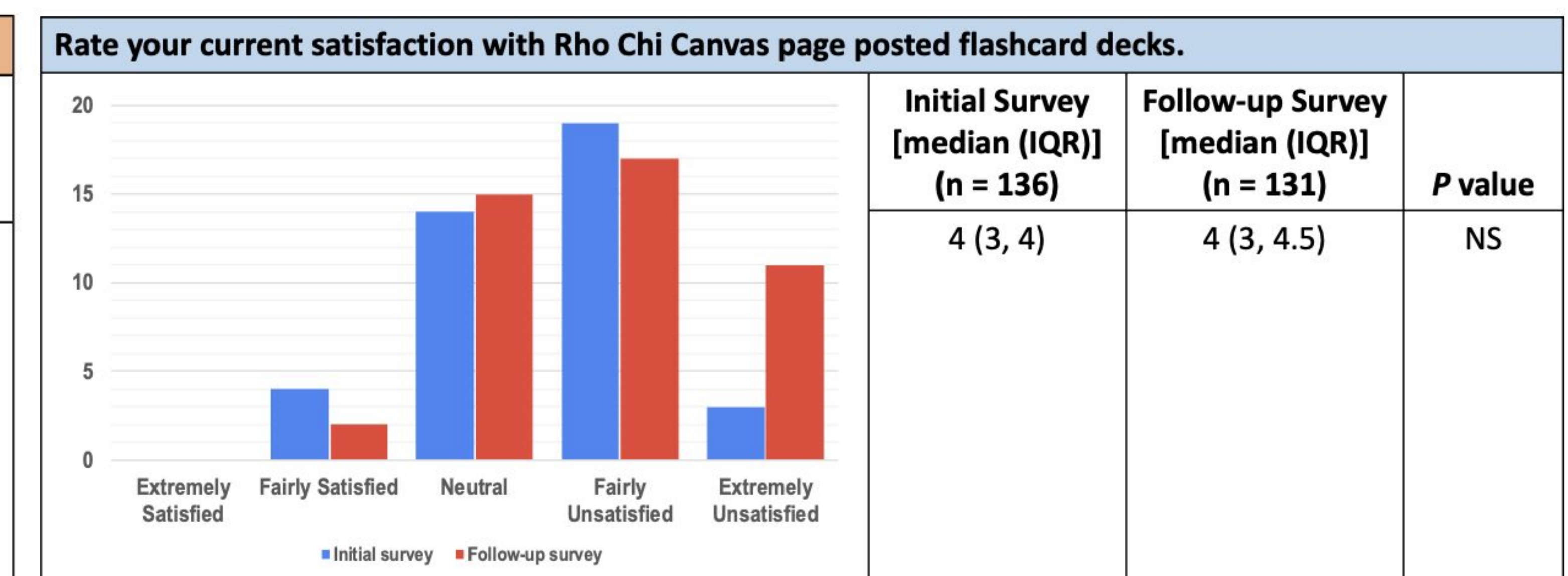
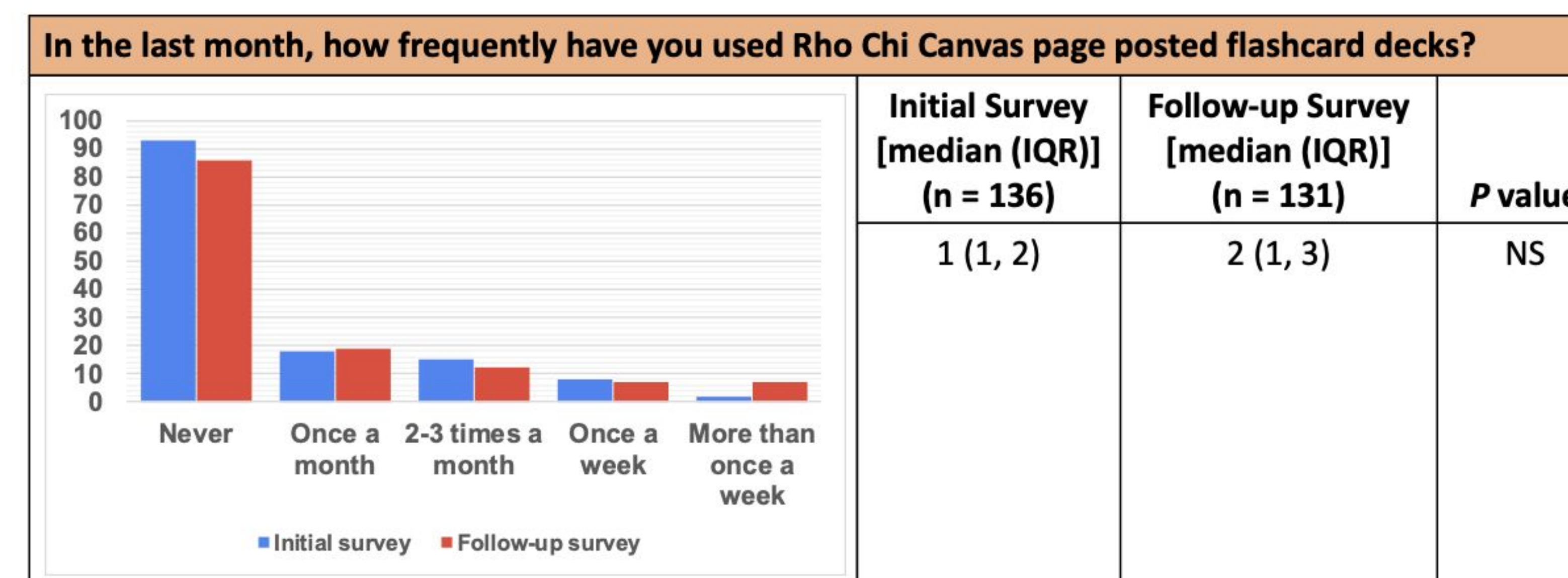
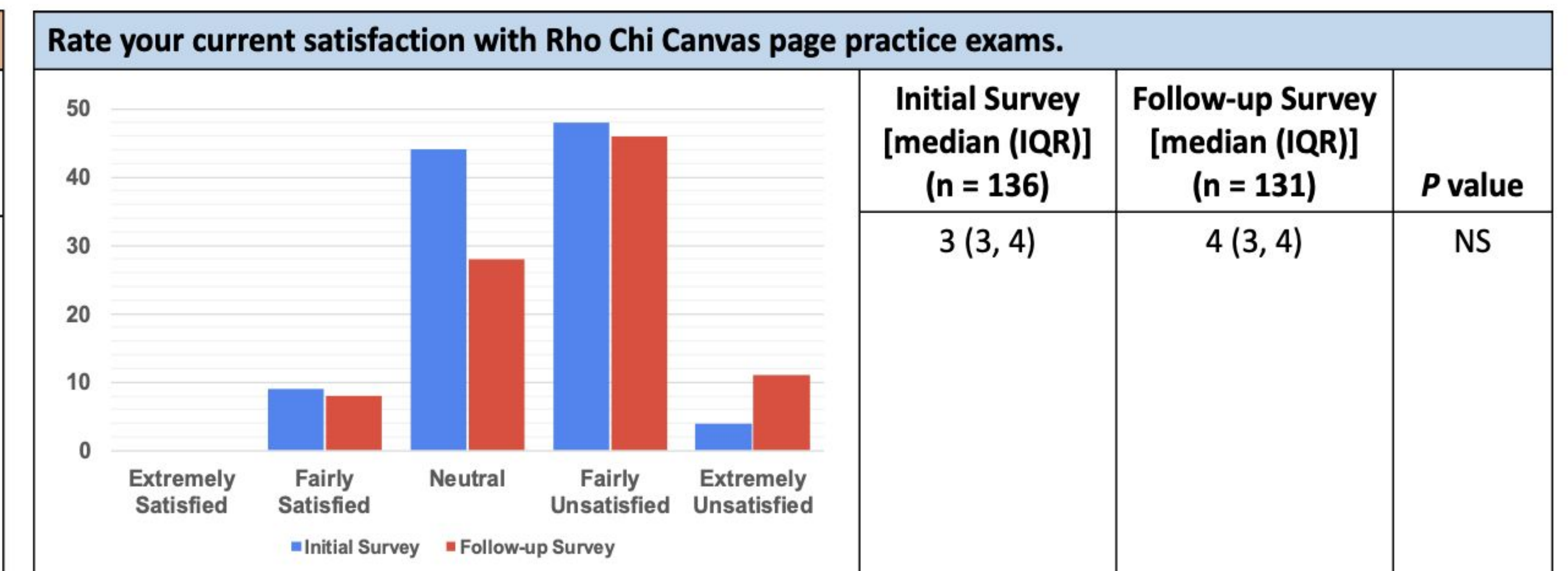
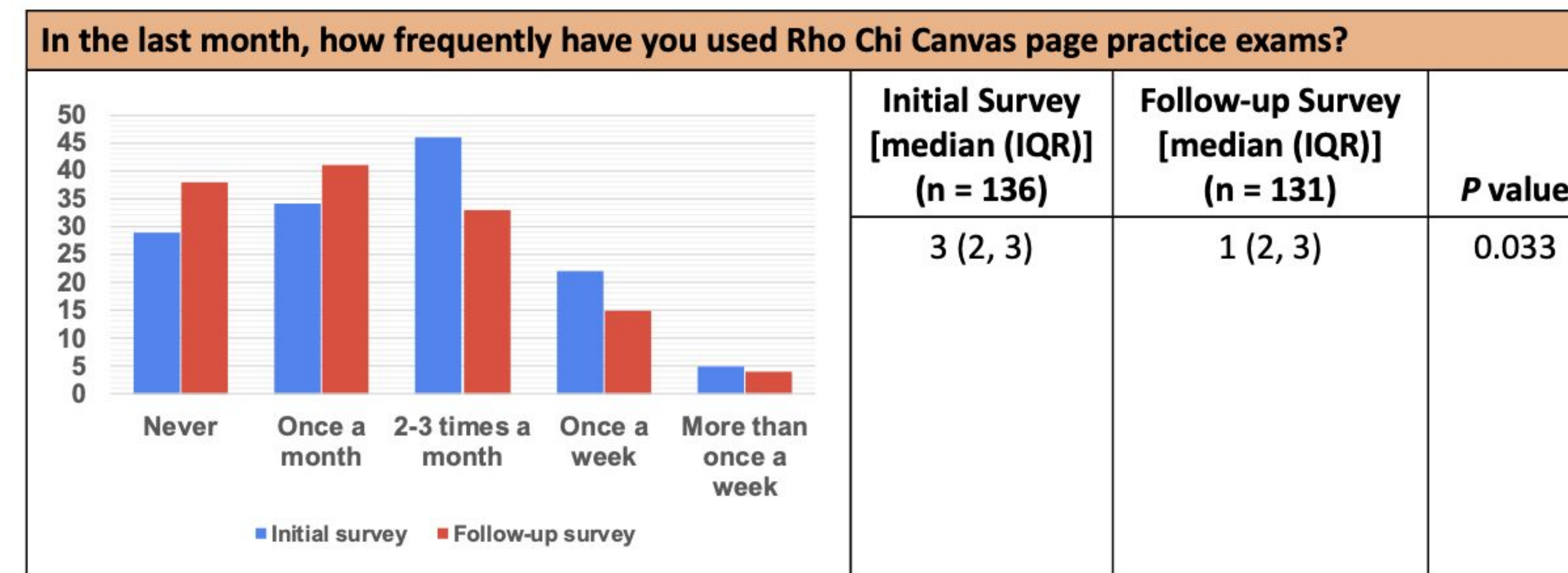
Methods

- Pharmacy students in a second professional year skills lab course sequence were invited to complete a free, online, twenty-question, Likert scale survey about student utilization of and satisfaction with current Rho Chi resources.
- The survey was administered in both the fall and spring semesters, and was identical both times.
- The course's learning management system was used to distribute the survey on Day 0, 5, and 9, with the survey closing on Day 10.
- One extra credit point was added to students' final course assessment if 50% or more students enrolled in the class completed each survey (n=98).
- After the initial fall semester survey, the Rho Chi Society implemented changes to academic resources based upon survey responses.
- The five Likert scale responses were converted into nominal data to perform inferential statistical analysis using the Mann-Whitney Rank test where a p-value of <0.05 determined statistical significance.

Limitations

- Utilization was only measured by an estimation of frequency per week or per month; changes in utilization throughout the semester were unable to be tracked due to the nature of the survey.
- Due to differing pre and post survey population sizes, subjects were unable to be matched.
- Subjects' pre- and post-responses were not paired which prevented the comparison of individuals' perceptions.
- A question was omitted due to a survey error making it difficult to evaluate significance.
- Differences in course design such as timing, exams, and increased student familiarity with testing are possible reasons for a decrease in resource utilization.

Results



1= Never 2= Once a month 3= 2-3 times a month 4= Once a week 5= More than once a week

1 = Extremely unsatisfied 2= Fairly unsatisfied 3= Neutral 4= Fairly satisfied 5= Extremely satisfied

Discussion

Overall, there were no statistically significant differences geared towards improved satisfaction and utilization between the initial and final survey following the implementation and changes to study materials. This may be attributed to the small sample size, as well as the inability to match subjects between pre and post data. While there are no conclusions that can be drawn from the data alone, this survey has provided insight into how Rho Chi can improve its academic materials. It also prompts future research opportunities for incoming Rho Chi executive board members to assess larger sample sizes or utilize different methods to ultimately improve the satisfaction and utilization of academic materials.

Conclusion

Customized peer-created resources did not impact student pharmacists' satisfaction and utilization of academic materials; future research is needed in this area.

References

- Zhang Z, Bayley JG. [Peer learning for university students' learning enrichment: Perspectives of undergraduate students.](#) *Journal of Peer Learning.* Accessed June 7, 2023.
- Stone R, Cooper S, Cant R. [The value of peer learning in undergraduate nursing education: a systematic review.](#) *International Scholarly Research Notices.* Published online April 3, 2013.

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