

A Survey of Pharmacy Student Perceptions, Involvement, and Interest in Teaching Activities

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BACKGROUND

- An AACP-sponsored national survey of 96 colleges of pharmacy published by Haines et al (2017) found that Colleges of Pharmacy vary widely in how they prepare students for careers in academia.¹
- Student pharmacist interest, leadership support and faculty inexperience are reported to be perceived barriers to providing training for academic careers during pharmacy school.¹
- Sample syllabi and learning activities related to preparing students for careers in academia are available as a toolkit from AACP.²
- The pharmacy student point of view on the importance of teaching development for a career in pharmacy is limited.

OBJECTIVES

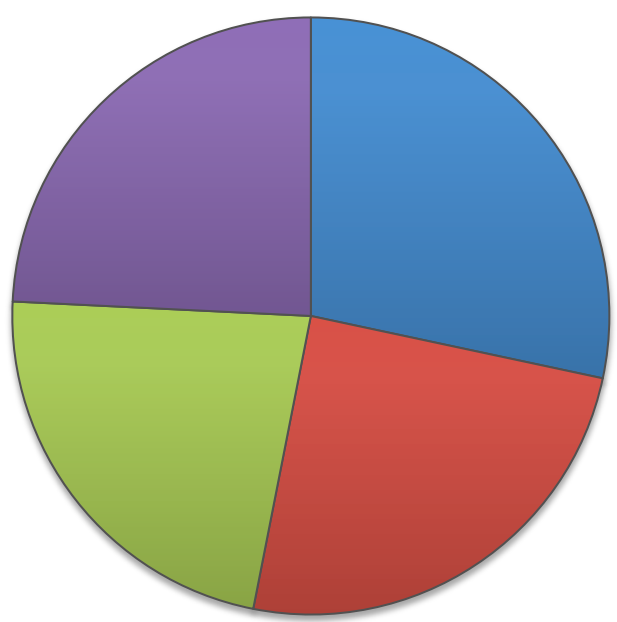
- Assess student involvement and interest in activities related to teaching.
- Gauge perceptions of the value of potential teaching experiences offered during the PharmD curriculum.

METHODS

- This survey was approved for exemption by the institutional review board of The Ohio State University.
- The survey was distributed via e-mail through Qualtrics in November 2017 to all professional pharmacy students at The Ohio State University (N=519). A reminder e-mail was sent out after one week. The survey was open to responses for a total of 2 weeks.
- As an incentive, respondents could enter into a drawing for one of six \$25 Amazon gift cards.
- Students were asked about their knowledge of careers in academia, perceptions of the value of teaching, past teaching experiences, intention to teach after graduation, and interest in specific teaching activities.

SAMPLE SIZE

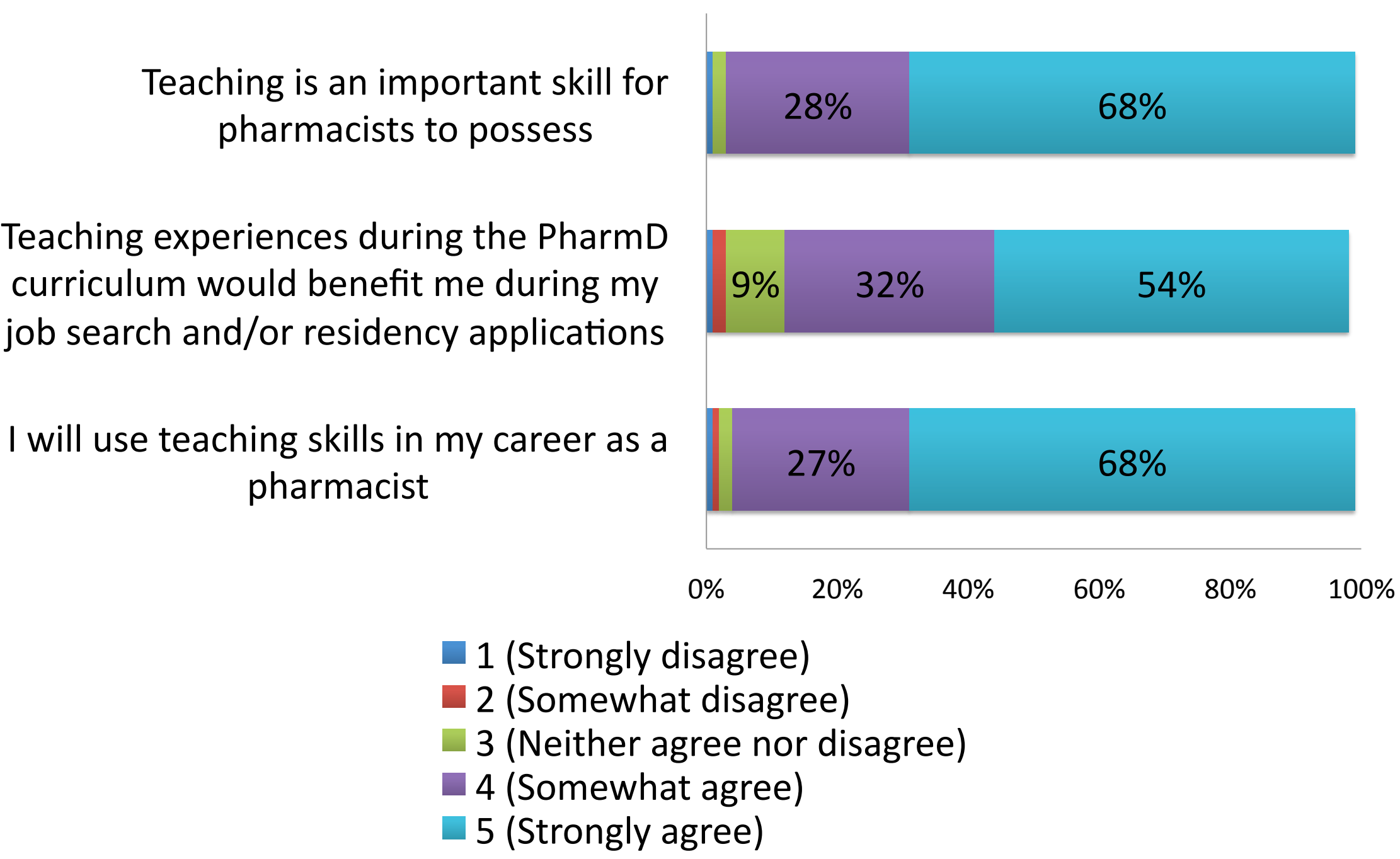
- 194 out of 519 potential respondents completed at least one question (37% response rate).
- Students across all four professional years responded (Figure 1).



■ P1 (28%) ■ P2 (25%) ■ P3 (23%) ■ P4 (24%)

PERCEPTIONS

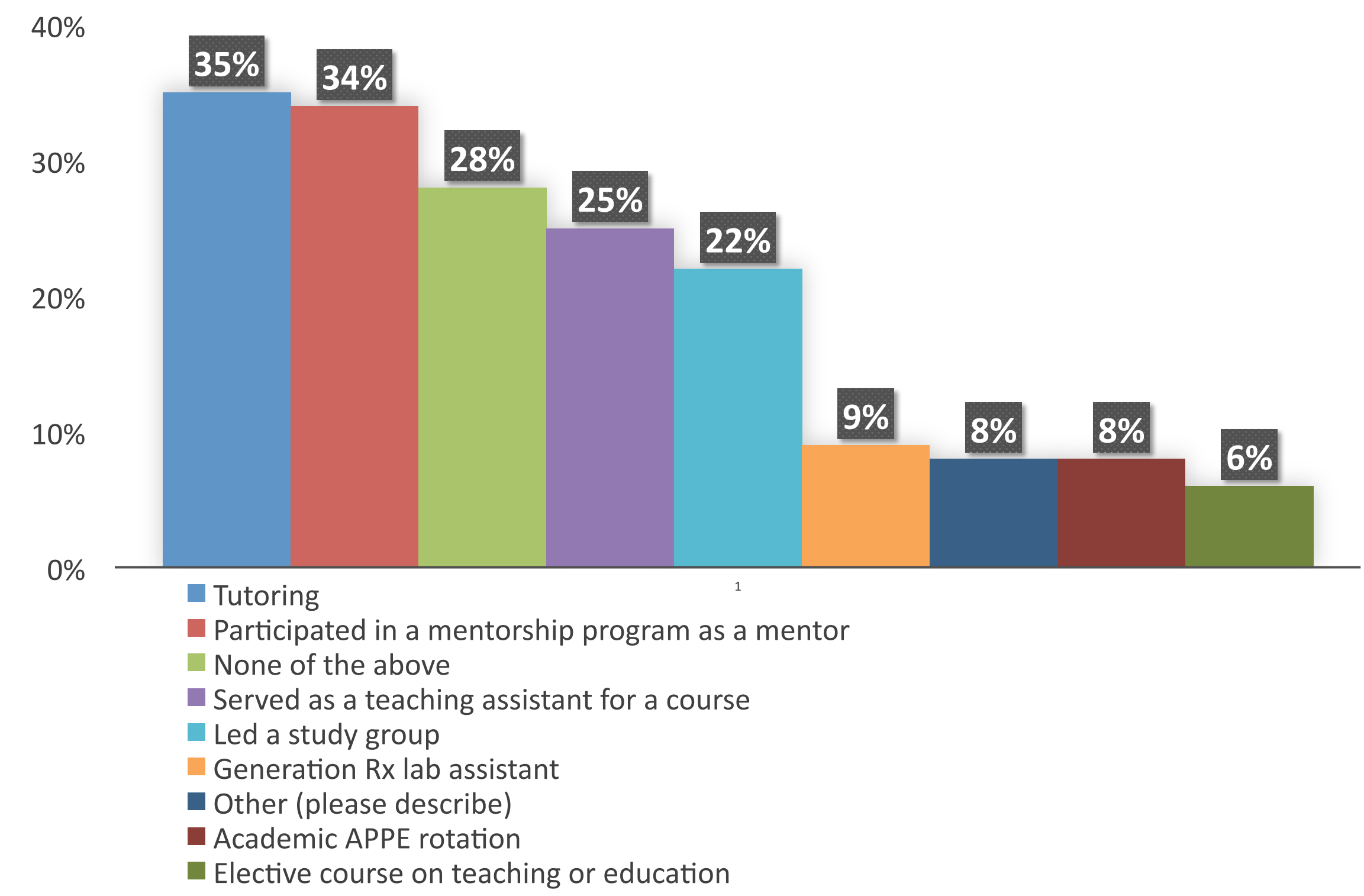
Student valuation of teaching skills and experiences (Figure 2)



- Overall, 58% of respondents (P1-P4) reported that they were well informed of the option of academia as a career path (somewhat or strongly agreed).
- Among P4 students, 74% of respondents somewhat or strongly agreed that they were well-informed of academia as a career.

INVOLVEMENT

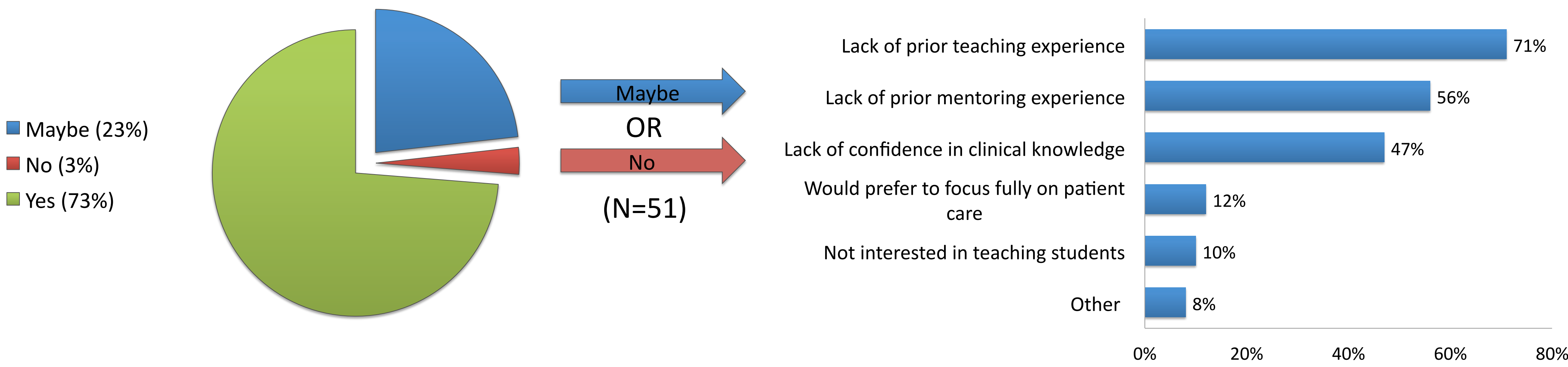
Student participation in teaching activities during undergraduate or professional student career (Select all that apply) (Figure 3)



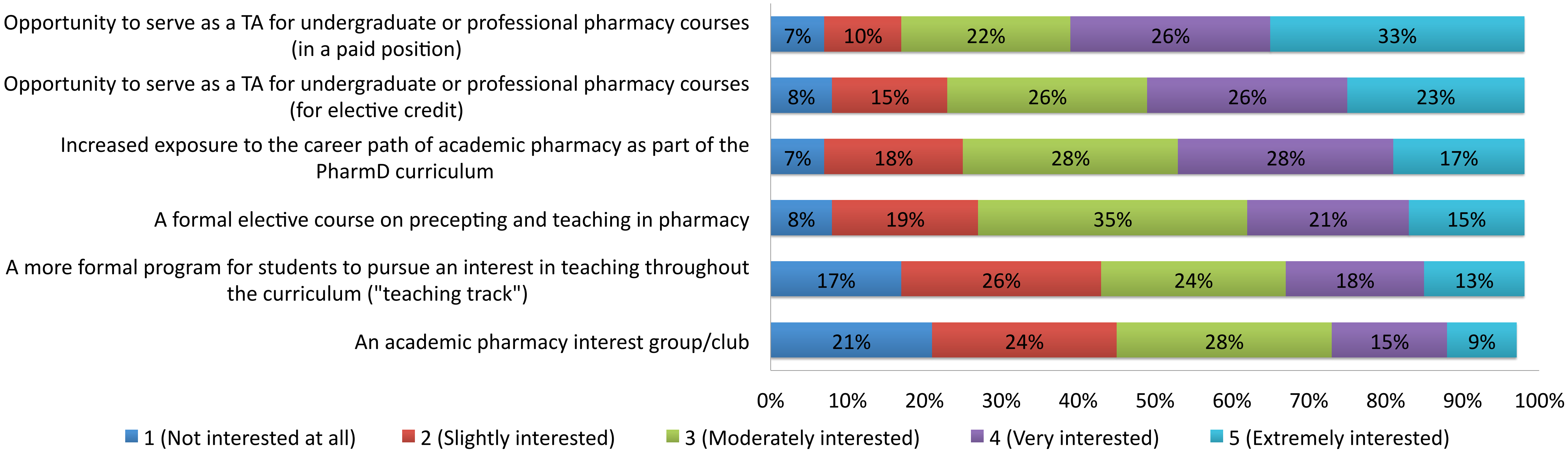
- There was a positive correlation (P-value = 0.01, Pearson's exact test) between number of past teaching activities and interest in precepting after graduation.

INTEREST

In your future pharmacy practice, would you like to precept PharmD or other health professional students?
For what reason(s) would you prefer not to precept? (Figures 4 and 5)

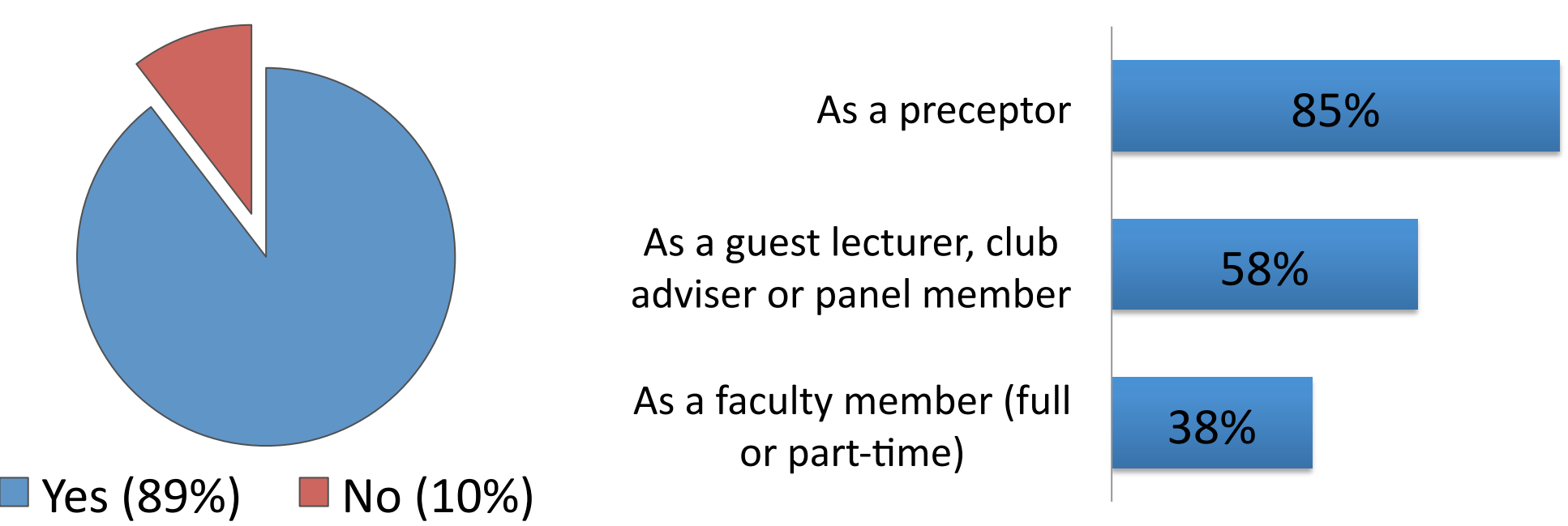


Student interest in specific teaching opportunities (Figure 6)



INTEREST CONT'D

Student interest in affiliation with a College of Pharmacy after graduation (Yes/No). If yes, in what capacity? (Select all that apply) (Figures 7 and 8)



(Note: Percentages are calculated as a percent of all survey respondents (N=194))

SUMMARY OF RESULTS

- Pharmacy students agree that teaching experiences during the PharmD program would benefit them during their job search (86% somewhat or strongly).
- By pharmacy school, many students still have never had any formal teaching or mentorship experience (28%).
- Survey data show a positive correlation between number of past teaching experiences and interest in precepting after graduation.
- Among those who select "Maybe" or "No" to precepting in the future, 71% cite a lack of prior teaching experience as a contributing factor.
- Students report the highest degree of interest in TA opportunities during pharmacy school.

IMPLICATIONS

- While not all students will pursue a career in academia, they acknowledge the value of teaching opportunities during their PharmD training.
- Colleges of Pharmacy should continue to expand teaching opportunities in their curricula to better prepare students for precepting, residency and careers in academia.
- Broadening courses and experiences that focus on preparation for a career in academia to include training in precepting skills may boost student interest and involvement in teaching.

REFERENCES

- Haines SL, Dy-Boarman EA, Clifford KM, et al. Methods used by colleges and schools of pharmacy to prepare student pharmacists for careers in academia. *Am J Pharm Educ.* 2017;81(1):6. doi: 10.5688/ajpe8116
- Haines SL, Summa MA, Peeters MJ, et al. Toolkit for US colleges/schools of pharmacy to prepare learners for careers in academia. *Curr Pharm Teach Learn.* 2017;9(5):750-762. doi: 10.1016/j.cptl.2017.05.002

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