INTRODUCTION & OBJECTIVES

- Challenges of current pharmacy education include increasing the qualified applicant pool and improving current student competency using co-curricular activities.

Objectives:
1. Develop a test preparatory workshop series that strategically addresses the needs of pre-pharmacy students
2. Increase the quality of applicant pool through Pharmacy College Admission Test (PCAT) readiness and relational recruiting
3. Engage current PharmD students in a unique co-curricular activity involving near-peer teaching

Terminology:
- Co-curricular - activities outside of the curriculum that complement and advance learning that occurs within the formal didactic and experiential curriculum
- Near-peer teaching – the provision of learning support to junior learners by senior peers
- PCAT – Pharmacy College Admission Test

METHODS

People:
- Steering Committee
- Key participants
- University of Kentucky (UK) Pre-Pharmacy Club

METHODS CONT.

Process:

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Planning</th>
<th>Execution</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student focus groups</td>
<td>Near-peer model development</td>
<td>Participant communication</td>
<td>Midpoint survey</td>
</tr>
<tr>
<td>Evaluation of resources and best practices</td>
<td>Advertising and registration</td>
<td>Workshop delivery and support</td>
<td>Summative survey</td>
</tr>
<tr>
<td>Prior instructional experience</td>
<td>Workshop content and delivery design</td>
<td>Facilitator preparation sessions</td>
<td>Steering Committee and Leader feedback session</td>
</tr>
</tbody>
</table>

RESULTS

- Fifty-three pre-pharmacy students from across the state of Kentucky participated in the series.
- The series held on three weekday evenings in February 2018 and the practice test one Saturday in April 2018.
- Of 16 students who responded to the summative survey:
  - 10 rated the experience "very helpful"
  - 5 rated the experience "mostly helpful"
  - 1 rated the experience "a little helpful"
  - "I really liked hearing from students who had recently been through the process of taking the PCAT and applying. I thought it was very helpful and made me feel more comfortable."
  - "I loved working through the problems in the breakout sessions because they helped me figure out how to work through the problems like [the leaders] discussed in the first part of the session."
  - Constructive feedback included student requests to teach more content and less strategy.

DISCUSSION & CONCLUSION

- There was perceived benefit from the PCAT Preparatory Workshop Series to participants, PharmD student workshop facilitators and leaders, and UK College of Pharmacy.
  - Participants developed a longitudinal relationship with the College of Pharmacy and were exposed to resources.
  - PharmD students gained experience with guided content development, presentational speaking, and small group teaching.
  - UK College of Pharmacy initiated relational recruiting with prospective pharmacy students in the state of Kentucky, providing an opportunity for further contact promoting application.

FUTURE DIRECTION

- Facilitator preparation sessions were implemented late in the workshop series. An opportunity for formalized teaching development sessions was identified for future cycles of programming.
- Challenges included communicating the focus of the sessions as strategy as opposed to content instruction and convenient school year versus PCAT test timing.

REFERENCES

1. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. 2016. Accreditation Council for Pharmacy Education.

DISCLOSURES

Authors have nothing to disclose in relation to this poster.