The survey consisted of 20 Likert scale questions and 3 open ended questions.

The survey was distributed electronically to All students were required to attend.

"Feedback received from faculty on my poster.

All APPE rotation students are required to participate in a school based meeting held during one of the Colloquium block.

Response rate

4.50

4.25

A

Student presenters noted a high professionalism.

It is difficult to make conclusions based on a single data set given the low response rate.

A

"Students day was a valuable learning experience.

Overall

Presentations were grouped by rooms and student attendees selected which grouping presentations by topic to eliminate distractions by students entering the rooms.

36/80 (48%)

Students

KK,

N

Students 36/80 (48%)

I

I

The objective of this project was to assess student preparation, performance, and engagement during a simulated professional meeting.

The focus of this project was to assess student preparation, performance, and engagement during a simulated professional setting.

The University of Saint Joseph (USJ) School of Pharmacy is an accredited, modified, block-style curriculum over 3 calendar years.

All APPE rotation students are required to participate in a school based meeting held the fourth Friday of every rotation.

The Colloquium Day experience should be continued.


Student Responses: Most Valuable Aspect of Colloquium Day

"Practical and gaining confidence presenting.

I felt that I was an expert in the topic I presented and I was teaching everyone else about it.

It was a great opportunity to share with the class what I learned during my APPEs and it was a chance to practice my presentation skills.

Feedback received from faculty on my poster.

It was great to practice my presentation skills in a professional, yet stress-free environment. And the feedback was very helpful.

Student Responses: Least Valuable Aspect of Colloquium Day

"As a presenter from the internet I was not able to listen to the presentations I wanted.

I had as much time to present as I would have liked. Other than that, I think Colloquium Day should stay for the next classes to come.

"Students that were disruptive by coming in late or leaving early while people were presenting. The rooms were on the exact same schedule."

Student Responses: Least Valuable Aspect of Colloquium Day

"(As a presenter from the internet I was not able to listen to the presentations I wanted nor look at the posters."

"I was in a class yesterday and I did not have as much time to present as I would have liked. Other than that, I think Colloquium Day should stay for the next classes to come."

Student Responses: Most Valuable Aspect of Colloquium Day

"I approached Colloquium Day with a high level of confidence in my presentation.

I felt that I was an expert in the topic I presented and I was teaching everyone else about it.

"Students that were disruptive by coming in late or leaving early while people were presenting. The rooms were on the exact same schedule."

The Colloquium Day experience was continue at USJ with some modifications to the original format.

Modifications may include:

- use of peer to peer evaluations to increase student engagement.
- explore ways to utilize the virtual platform to enhance the experience for students unable to be onsite.

It is difficult to make conclusions based on a single data set given the low response rate. Use of the survey for future Colloquium days may generate additional useful information. Inclusion of an alternate survey instrument may also be considered.

The incorporation of a Colloquium Day experience as part of the experiential curriculum may be a valuable tool to assess progress towards achieving elements of ACPE Standards 3 and 4.

CONCLUSIONS

- Respondents agreed that Colloquium Day was highly representative of a professional learning environment.
- The time allotted for individual presentations was adequate.
- Faculty respondents were in agreement regarding student performance at an APPE level and that students demonstrated a high level of professionalism throughout the day.
- Student respondents noted a high level of confidence in presentation skills and the importance of seeking feedback from mentors prior to the presentation.
- Respondents indicated students were less engaged during presentations then faculty.
- Overall, presenters felt that the Colloquium Day was a valuable learning experience and should be continued.

IMPLICATIONS


