



# UNIVERSITY OF SAINT JOSEPH

## SCHOOL OF PHARMACY

# Development and Assessment of a Simulated Professional Meeting in the Experiential Curriculum

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## OBJECTIVE

- The objective of this project was to assess student preparation, performance, and engagement during a simulated professional meeting.
- Secondary objectives were to determine if this experience served as a valuable mechanism to develop professionalism, self-awareness and communication skills among students.

## INTRODUCTION

- The University of Saint Joseph (USJ) School of Pharmacy is an accelerated, 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 block.
- The focus of this APPE Friday meeting is on practice based skill development and career readiness.
- Self-awareness, professionalism and communication are key elements for career readiness and are outlined in the Center for the Advancement of Pharmacy Education (CAPE) 2013 Educational Outcomes and defined in Standards 3 and 4 of the Accreditation Council for Pharmacy Education (ACPE) Standards 2016.<sup>1-2</sup>
- Student participation in national or local pharmacy organization meetings and student self-reflection supports the professional development of students on a co-curricular basis.<sup>3-4</sup>
- Students are encouraged to attend professional meetings during their tenure at USJ, but due to the accelerated nature of our program it is difficult to ensure all students gain this experience.
- Therefore, a simulated professional meeting was developed in the experiential curriculum.

## METHODS

- A simulated professional meeting called Colloquium Day was developed for two of the six APPE Friday meetings.
- Students were required to present a research poster, patient case or clinical topic during one of the Colloquium Days.
- Presentations were grouped by rooms and student attendees selected which presentations they wanted to attend according to interest.
- All students were required to attend presentations either in person or virtually unless on an off rotation block.
- Faculty were required to attend and evaluate the presentations via a rubric.
- A survey was developed to collect feedback and assess student responses in the areas of professionalism, self awareness and communication. Some questions were specifically designed for self-reflection by students.
- The survey was distributed electronically to all faculty and student participants after the first Colloquium Day experience.

## RESULTS

- The survey consisted of 20 Likert scale questions and 3 open ended questions
- Scale: (1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree
- All faculty and students answered Section 1 and Section 3, but only students who presented during Colloquium Day were required to answer Section 2 (see Table 1).
- Response rate
  - Faculty 8/22 (36%)
  - Students 36/80 (48%)

Table 1. Survey Instrument

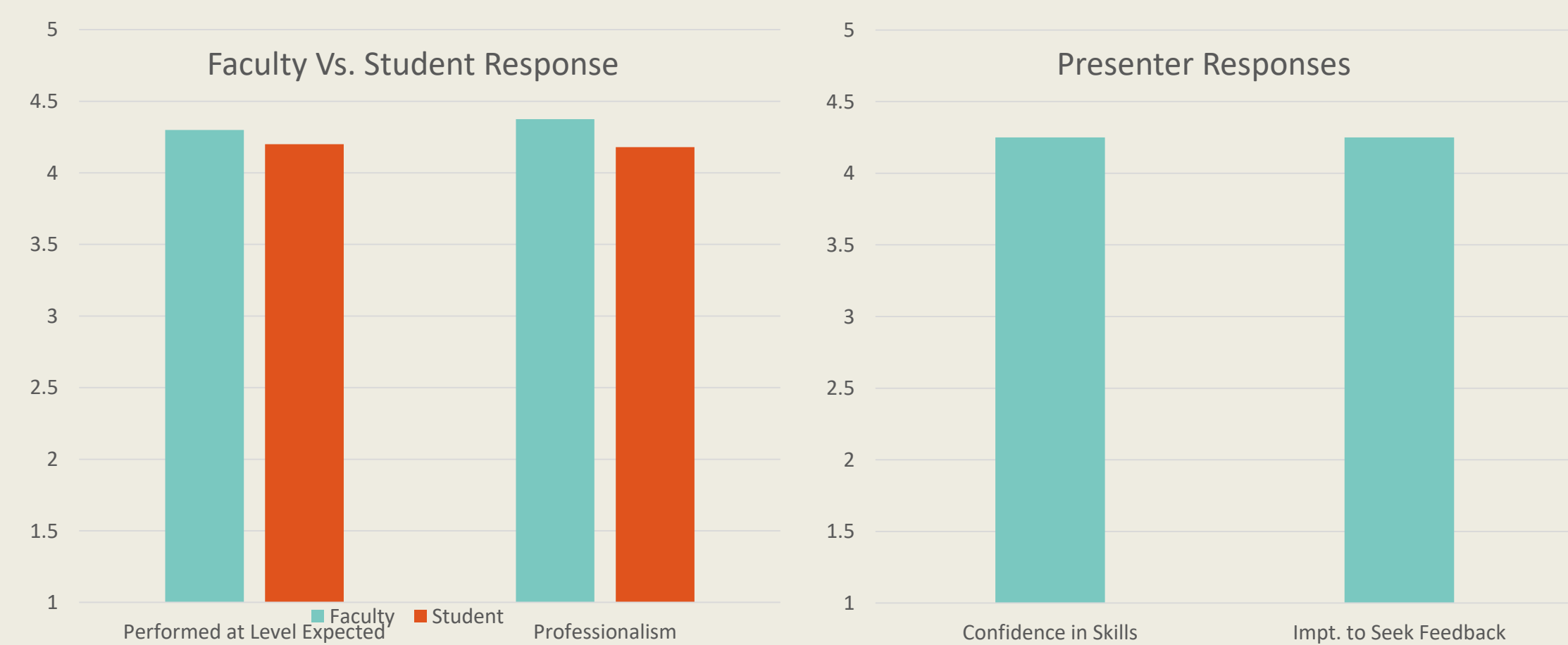
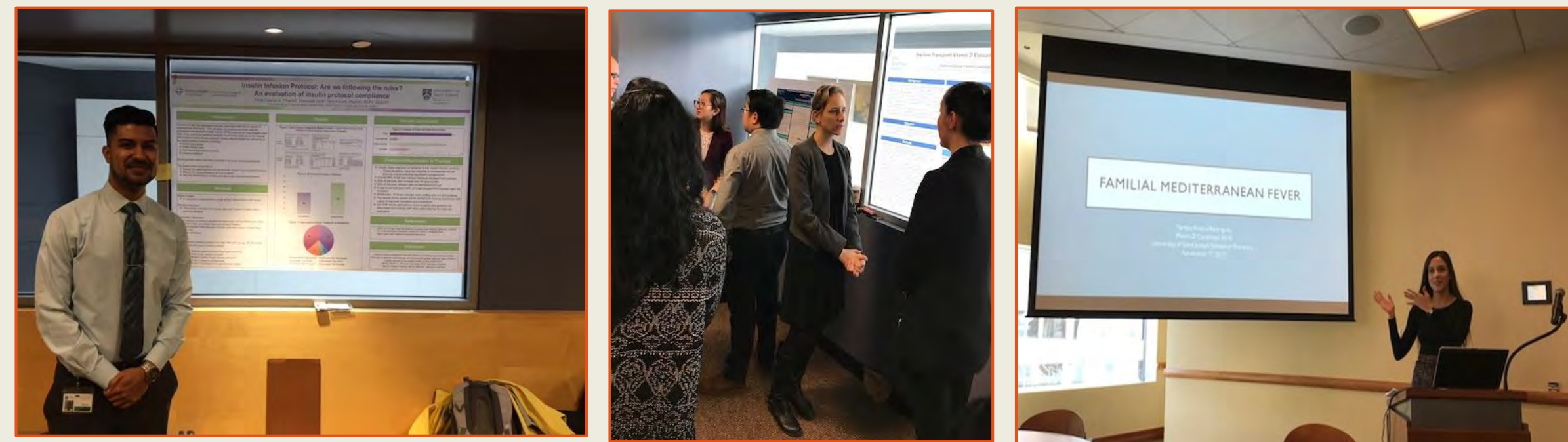
Section 1: Faculty and Students	Mean
I looked forward to the Colloquium Day Experience.	3.50
The format for Colloquium Day was representative of a professional meeting experience.	3.95
Presentations and posters were of a high quality during the Colloquium Day experience.	4.30
Presenters were enthusiastic about their topics.	4.10
The use of distance presentation technology did not distract from the overall meeting experience.	3.80
The allotted time for individual presentations was appropriate.	4.25
The allotted time for poster presentations was appropriate.	4.35
Students in the audience were actively engaged in the presentations.	3.70
Faculty in the audience were actively engaged in the presentations.	4.50
Student presenters performed at a level expected of an APPE student.	4.25
Student attendees demonstrated a high level of professionalism throughout the day.	4.15
The Colloquium Day experience should be continued.	4.85
Participation in Colloquium day was a valuable learning experience	4.00
Section 2: Student Presenters Only	
I approached Colloquium Day with a high level of confidence in my presentation skills.	4.25
I was committed to presenting my highest quality work during Colloquium Day.	4.58
It was important to seek feedback on my presentation or poster from a mentor prior to Colloquium Day.	4.25
The didactic and APPE curriculum adequately prepared me to develop a presentation or poster.	4.15
I displayed confidence in presenting during Colloquium Day.	4.20
I will use faculty feedback from Colloquium Day to improve presentation performance in the future	3.20
If I had to present the same material again, I would present the material differently	4.50
Section 3: Faculty and Students	
What was the most valuable aspect of colloquium day?	n/a
What was the least valuable aspect of colloquium day?	n/a
Please list any suggestions for improvement of the colloquium day experience	n/a

Student Responses: Most Valuable Aspect of Colloquium Day

- “Practice 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 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 nor look at the posters.”
- “I felt 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.”
- “Students that were disruptive by coming in late or leaving early while people were presenting. The rooms were on the exact same schedule.”



## CONCLUSIONS

- Respondents agreed that Colloquium Day was highly representative of a professional meeting environment.
- The time allotted for individual presentations was adequate.
- Faculty and students were in agreement regarding student performance at an APPE level and that students demonstrated a high level of professionalism throughout the day.
- Student presenters 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, participants felt that the Colloquium Day was a valuable learning experience and should be continued.

## IMPLICATIONS

- The Colloquium Day experience will be continued at USJ with some modifications to the original format.
- Modifications may include:
  - grouping presentations by topic to eliminate distractions by students entering and exiting rooms
  - 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.

## REFERENCES

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