

Assessment of a Competitive Study Website to Enhance Student Pharmacists' Study Time

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OBJECTIVES and BACKGROUND

Objectives

1. To develop, pilot and assess perceptions of a competitive study website for use in a first-year professional pharmacy course
2. To engage first professional year pharmacy students in learning, and enhance retention of medication facts
3. To improve communication of medication information between pharmacists, health care professionals, and patients

Background

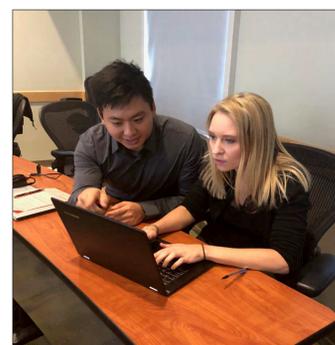
- Pharmacists and student pharmacists assess a variety of elements pertaining to a patient's medication regimen to ensure safety, effectiveness and appropriate communication of information.
- To wield this knowledge base requires a high level of engagement in learning.
- Colleges/schools of pharmacy seek novel ways to engage students in active learning strategies that aid in retention of medication information.

METHODS

- The "Study in a Flash" website was created in collaboration with pharmacy, engineering, and computer science students through the Engineering Projects in Community Service (EPICS) program at Purdue.
- The new website was piloted in three recitation sessions of a first year, experiential pharmacy course at Purdue University.
- Seventy-four first professional year students volunteered to participate in the pilot and responded to questions about their current study habits in the course.
- The students then created an account on the website, played at least one round of quizzes, and provided feedback on their experience through a series of multiple-choice, free response, and 5-point Likert-like questions.

Screenshots of immediate feedback provided to students after responding to questions on the "Study in a Flash" website

| | |
|--|---|
| What is the brand name of metoprolol tartrate? | What is the dose of Diovan for hypertension? |
| Lopressor | 1 (75 mg) tablet by mouth daily |
| Prinivil | 1-2 (37.5/25 mg) tablet by mouth daily |
| Maxzide-25 | 1 (80, 160, 320 mg) tablet by mouth daily (MAX: 320 mg/day) |
| Toprol XL | 1 (112.5, 225, 338 mg) capsule by mouth once or twice daily |



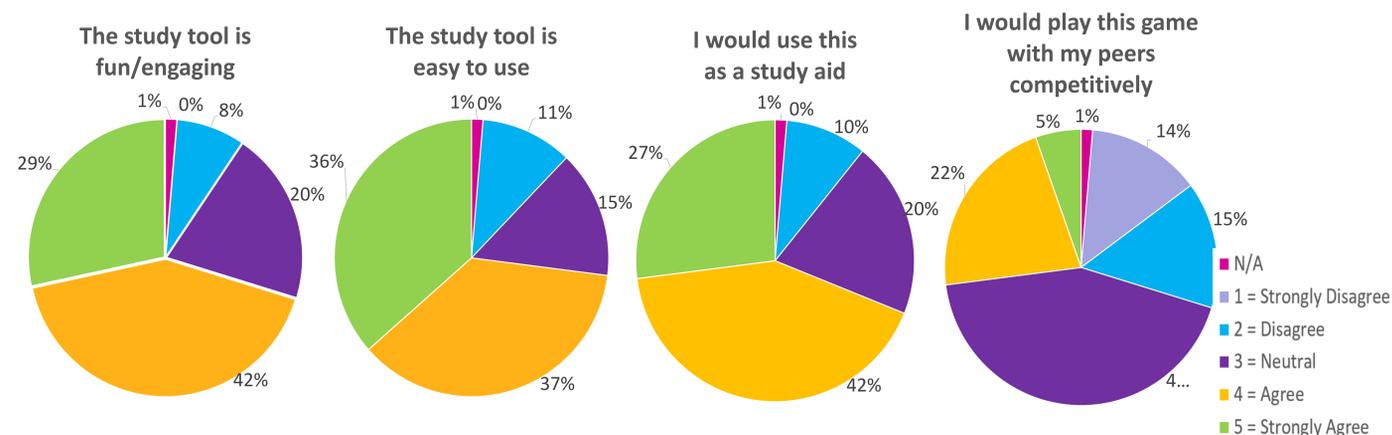
Max Yang and Lindsey Eble working on the "Study in a Flash" website

RESULTS

| Baseline Study Habits | | | |
|------------------------------|-------|-------------------------------|-------|
| Frequency Studied Per Week | | Time Studied Per Week (hours) | |
| One day per week | 32.4% | ≤ 1 | 13.5% |
| Twice weekly | 47.3% | > 1 and ≤ 2.5 | 52.7% |
| Three or more times per week | 16.2% | > 2.5 and ≤ 4 | 25.6% |
| Other | 4.1% | > 4 | 8.1% |

| Current Study Techniques | | |
|---|----|------------|
| Method (may choose more than one) | N | % Students |
| Repetitively writing down information | 43 | 58.1% |
| Mentally reviewing and self-quizzing | 42 | 56.8% |
| Online study websites (e.g., Quizlet®, StudyBlue® online flash cards) | 33 | 44.6% |
| Paper flash cards | 22 | 29.7% |
| Quizzing/reviewing with peers | 17 | 23.0% |
| Other methods | 4 | 5.4% |

Responses to Likert-Like Questions



IMPLICATIONS

- As students progress through the curriculum, courses become more rigorous, generating an inherent desire by instructors and students to find ways to maximize study time.
- Based on the pilot results, "Study in a Flash" could be an addition to pharmacy students' toolkit of study methods.
- While the competitive aspect may not have been the most compelling part of this tool, the pilot demonstrated the importance of finding engaging ways to help students study material more frequently to increase retention of content.

Authors have nothing to disclose.