



Research

Student pharmacists' perceptions of access to student organization opportunities at colleges/schools of pharmacy with satellite campuses

Erin N. Adams, PharmD^a, John M. Conry, PharmD, BCPS, AAHIVP^b,
Pamela C. Heaton, PhD, RPh^c, Sushma Ramsinghani, PhD^d,
Philip T. Rodgers, PharmD^{e,*}, Natalie D. Eddington, PhD^f

^a Department of Pharmacogenomics, Bernard J. Dunn School of Pharmacy, Shenandoah University, Ashburn, VA

^b Department of Clinical Health Professions, College of Pharmacy and Health Sciences, St. John's University, Queens, NY

^c Division of Pharmacy Practice and Administrative Sciences, College of Pharmacy, University of Cincinnati, Cincinnati, OH

^d Department of Pharmaceutical Sciences, Feik School of Pharmacy, University of the Incarnate Word, San Antonio, TX

^e Division of Practice Advancement and Clinical Education, UNC Eshelman School of Pharmacy, University of North Carolina at Chapel Hill, Chapel Hill, NC

^f School of Pharmacy, University of Maryland, Baltimore, MD

Abstract

Background: An increasing number of schools of pharmacy offer part or entire doctor of pharmacy programs at satellite campuses. Co-curricular offerings such as student organization and student government facilitate professional and personal development of a student pharmacist. Multi-campus schools strive to ensure that the professional experiences at main and satellite campuses are equivalent.

Objectives: To compare perceptions of and satisfaction with access to student organization opportunities between students at main versus satellite campuses among four schools of pharmacy.

Methods: Using an 18-item online survey instrument, second- and third-year student pharmacists at main and satellite campuses rated their level of agreement and satisfaction regarding access to student organizations.

Results: Of 1013 total students, 314 completed the survey (31.0% response rate); 22.9% of respondents were on a satellite campus. Many respondents were members of a student organization (93.0% main campus and 92.2% satellite campus). There were similar responses between campuses for students who were interested but felt that they had no access to opportunities to be members. A higher proportion of the main campus students were satisfied with access to faculty advisors (93% versus 80%).

Conclusion: Regardless of campus site, student organizations were available to students, and lack of access was not perceived as a barrier to participation in student organizations. Access to faculty advisors for student organizations should be an area of focus for schools with satellite campuses.

© 2015 Published by Elsevier Inc.

Keywords: Satellite campuses; Distance learning; Professional organizations; Pharmacy school

Introduction

The number of schools/colleges of pharmacy in the United States with satellite programs that provide distance education to student pharmacists is increasing. Schools/

* Corresponding author: Philip T. Rodgers, PharmD, University of North Carolina at Chapel Hill, 109L Beard Hall 301 Pharmacy Lane, Campus Box 7566, Chapel Hill, NC 27599-7566.
E-mail: Heatonp@ucmail.unc.edu, prodgers@unc.edu.

colleges (herein referred to as “schools”) of pharmacy may offer in part or the full curriculum of their doctor of pharmacy program at satellite campuses. Satellite programs create additional complexities related to accreditation, communication, technology, and organizational structure between campuses. Schools strive to provide optimal and equivalent experiences for students at both campuses.¹

Numerous studies have addressed the academic and technological aspects of pharmacy programs being offered at main and satellite campuses.^{2–5} These have ranged from measuring student engagement in a pharmacokinetics course,² success using video conferencing in a pharmacy compounding laboratory,³ to comparison of academic performance in a pharmacotherapeutics course.⁴ Few studies have examined non-academic-type student experiences associated with distance learning, which may impact overall retention and engagement, and of those studies, the results are mixed. Congden et al.⁵ measured involvement in student organizations and stress levels. The investigators found no difference in participation between students at the main campus and those at the satellite campus.

Student participation in professional organizations is an invaluable part of a student pharmacist’s professional development. In addition, leadership roles within these professional organizations develop and hone leadership skills in student pharmacists. It is imperative that these opportunities for professional development be available at both main and satellite campuses. To our knowledge, no study has specifically evaluated student perception of and access to student professional organizations between main and satellite campuses.

Rationale and objectives

The objectives of this study were to compare perceptions of and satisfaction with access to student organization opportunities between students at main versus satellite campuses among four schools of pharmacy in the U.S. The study provides a framework that pharmacy schools with multiple campus sites can model to assess their own student perceptions.

Materials and methods

Study design

This study was a cross-sectional, self-report survey of students enrolled in schools of pharmacy with satellite doctor of pharmacy degree programs to measure current student involvement in professional organizations and perception of access to student organization opportunities. Responses were compared between students at main versus satellite campuses to identify whether differences in perception and satisfaction were present. Each Institutional Review Board among all universities at where the survey was administered approved the study.

Site and student selection

Four schools of pharmacy with satellite campus programs were selected as sites to administer the survey as a convenience sample. Each of the institutions offers the entire didactic component of the Doctor of Pharmacy degree program at their satellite sites, that is, students at the satellite campus do not complete any pharmacy courses at the main campus. The schools surveyed included both state-funded research intensive and private teaching-focused institutions. All schools included in the survey utilize video teleconferencing technology for academic delivery. Characteristics of each school are listed in [Table 1](#).

All student pharmacists in the second and third professional years at the selected institutions were invited to participate in the survey. Students in the first professional year of study were not surveyed because the investigators felt they would not have been in the pharmacy degree program long enough to become involved in student organizations and form perceptions regarding access to organization opportunities within a multi-campus model. Students in the fourth professional year were not surveyed because they often are not involved with organizational activities due to their demanding intern schedules and Advanced Pharmacy Practice Experiences (APPE).

Survey development

The authors developed survey items based on a review of prior literature reporting on pharmacy education and satellite campuses as well as expert opinion. A specialized research institute reviewed a draft of the survey. Using feedback from the institute, the authors revised the survey in an iterative item-review process in which each author suggested revisions to survey items until group consensus was reached. Subsequently, the revised survey was tested among a group of faculty. Faculty input from the survey test was used for a second iteration of survey revisions among the authors. The survey was revised and refined until consensus was reached on the final version of the survey.

Data variables

The final survey contained ten items relating to status of membership in student organizations, perceptions related to organization within a multi-campus model, and demographic information. See the [Appendix](#) for the survey instrument.

Organization membership status

The survey began with status of membership by asking students if they currently are a member of a pharmacy student organization or pharmacy student government. The survey used skip-logic to direct respondents to the next appropriate question depending on their answers to prior questions. The first part of the survey concluded with a set of statements to measure students’ perceptions related to

Download English Version:

<https://daneshyari.com/en/article/353300>

Download Persian Version:

<https://daneshyari.com/article/353300>

[Daneshyari.com](https://daneshyari.com)