

BACKGROUND

- Schools of Pharmacy currently utilize many strategies to predict future academic success of potential students during the application process, including standardized testing, GPA analysis, and verbal interviewing.
- Many of the current strategies for prediction of future academic success focus on objective data (GPA, exam scoring)
- The impact of prior pharmacy-field work experience on pharmacy school academic success is largely unknown.

OBJECTIVE

- Identify the impact of pharmacy work experience prior to beginning pharmacy school on first-year pharmacy student's subjective self-reported confidence of various pharmacy practice skills and abilities.
- Identify the impact of pharmacy work experience prior to beginning pharmacy school objectively through scoring analysis of written and verbal assessment performed in class of various pharmacy practice skills and abilities.

METHODS

Study Design

- Observational, retrospective, longitudinal, survey-based study. The study protocol was approved by IRB, protocol number 1353

Inclusion Criteria

- Currently enrolled first year pharmacy students (P1) at SIUE SOP who are enrolled in the Fall 2021 Pharmacy Skills Lab 1 course and responded to at least one survey.

Exclusion Criteria

- All students who did not respond to at least one survey or withdrew consent at any time.

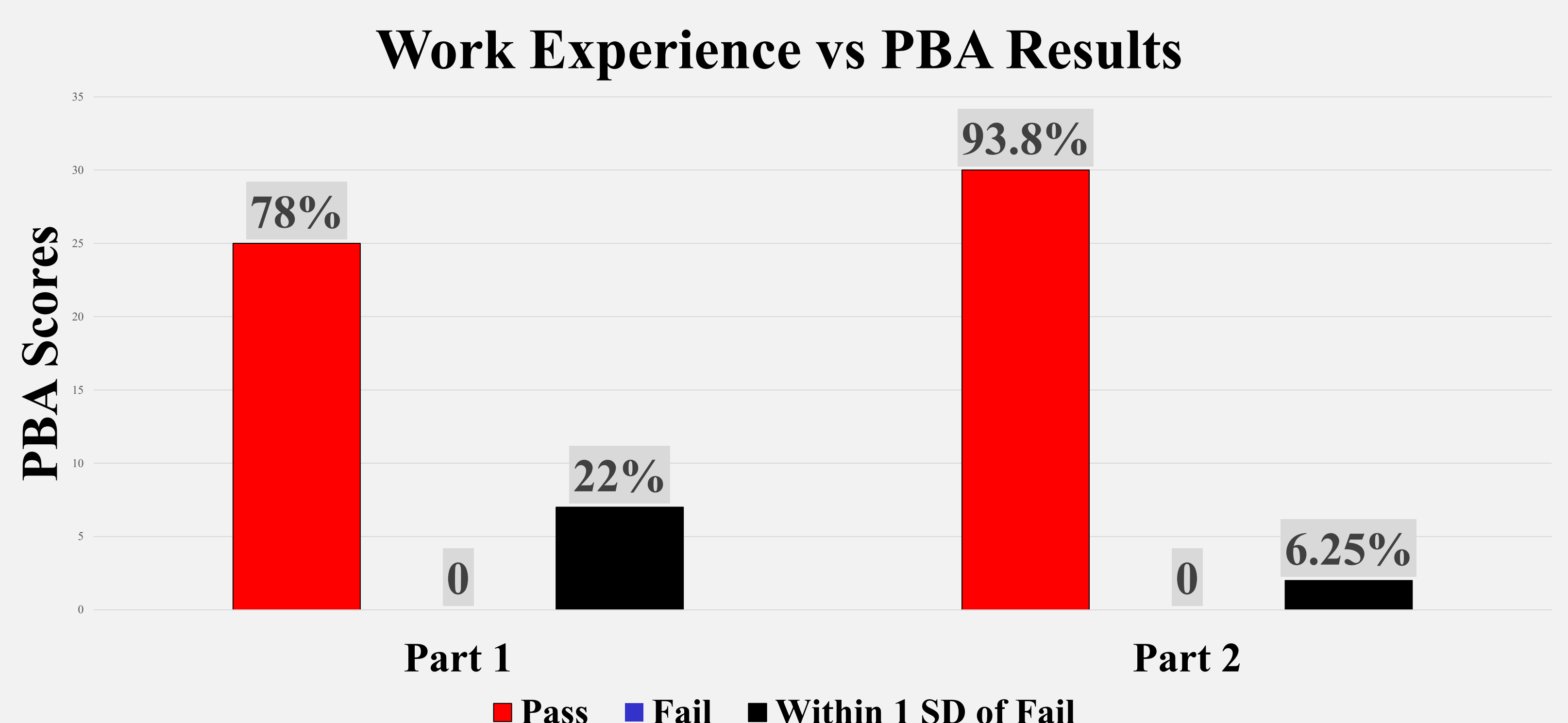
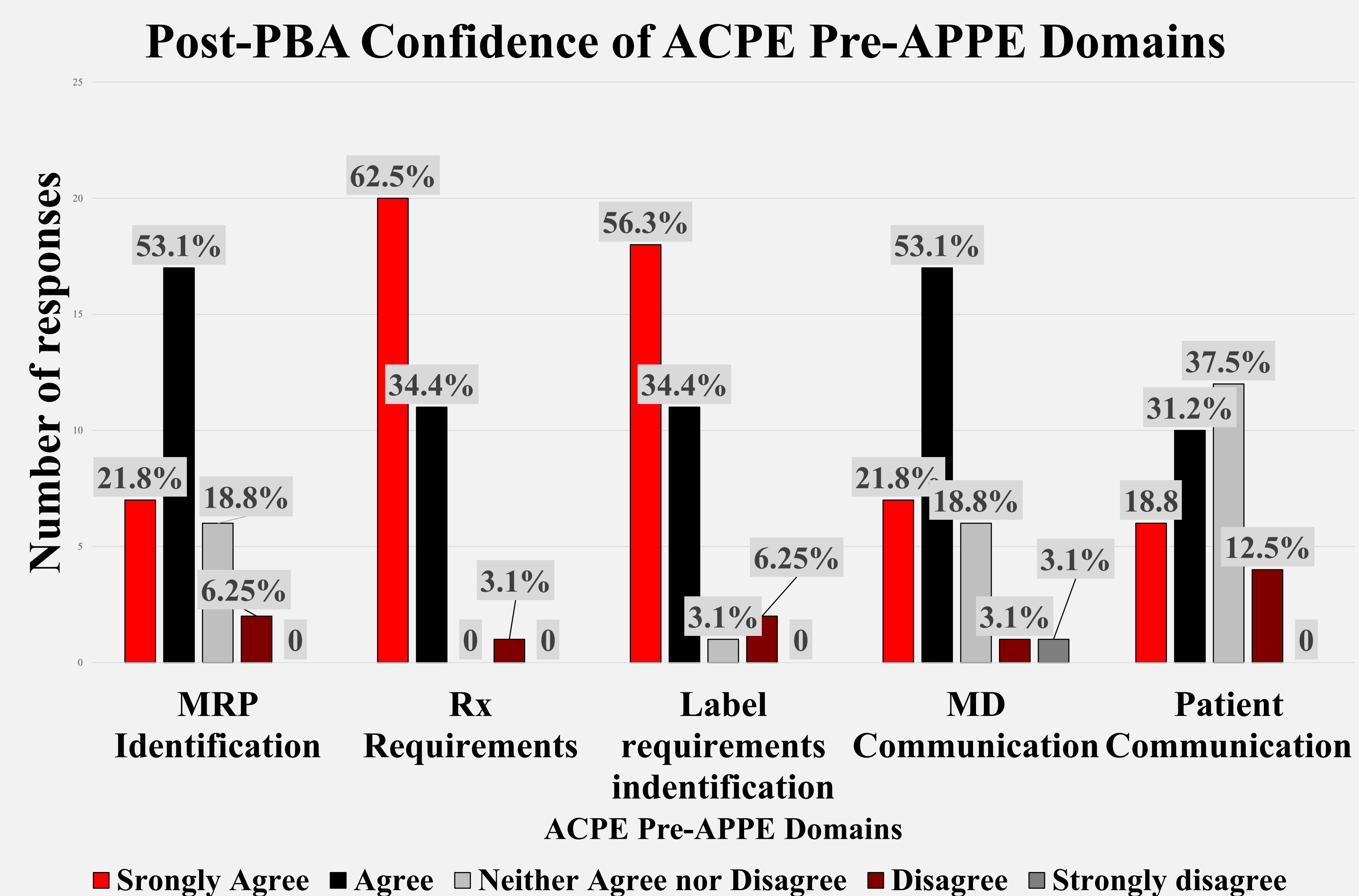
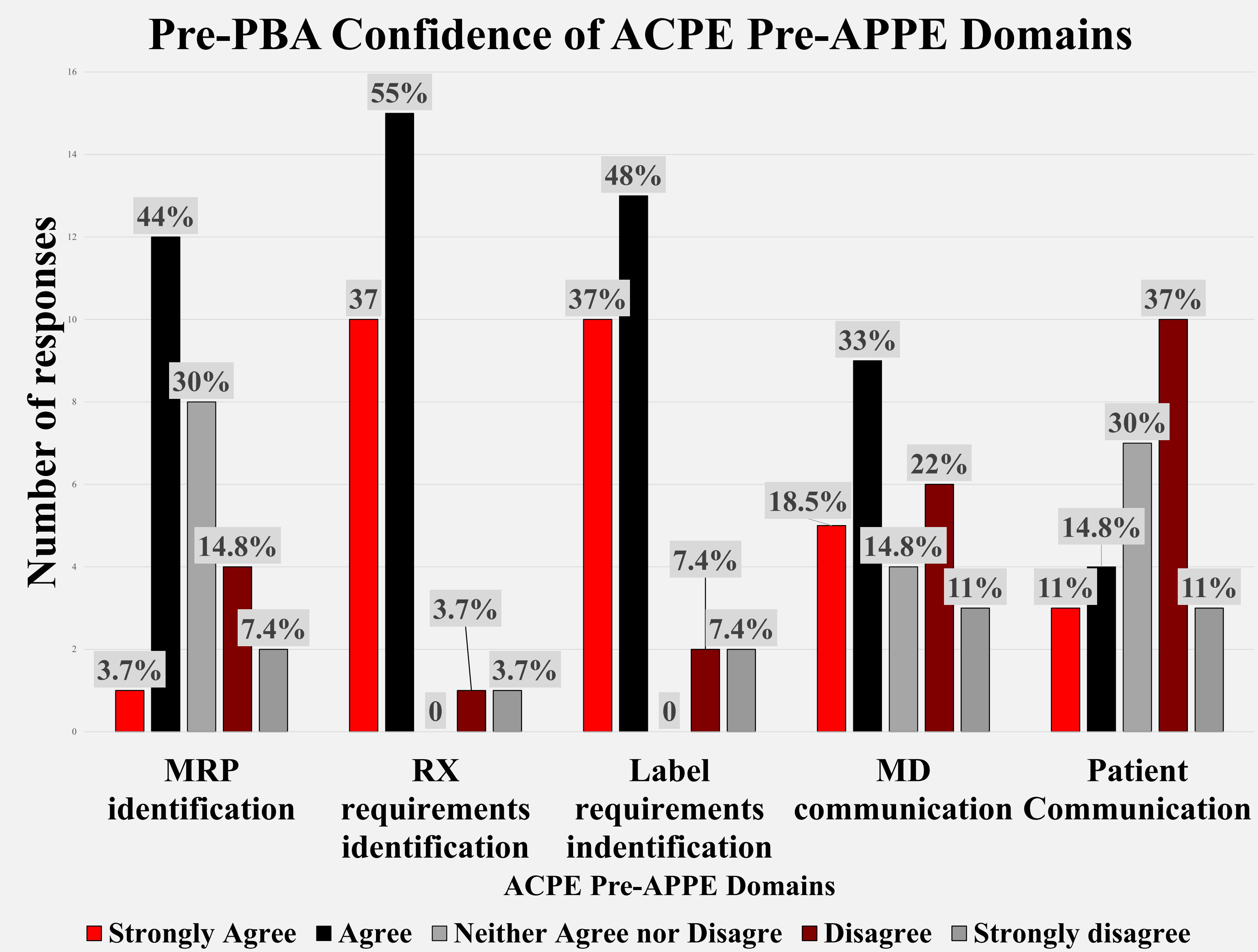
Study Measures – Dependent Variables

- Difference between pre- and post- survey response of self-reported confidence of ACPE Pre-APPE domains
- PBA 1 scoring

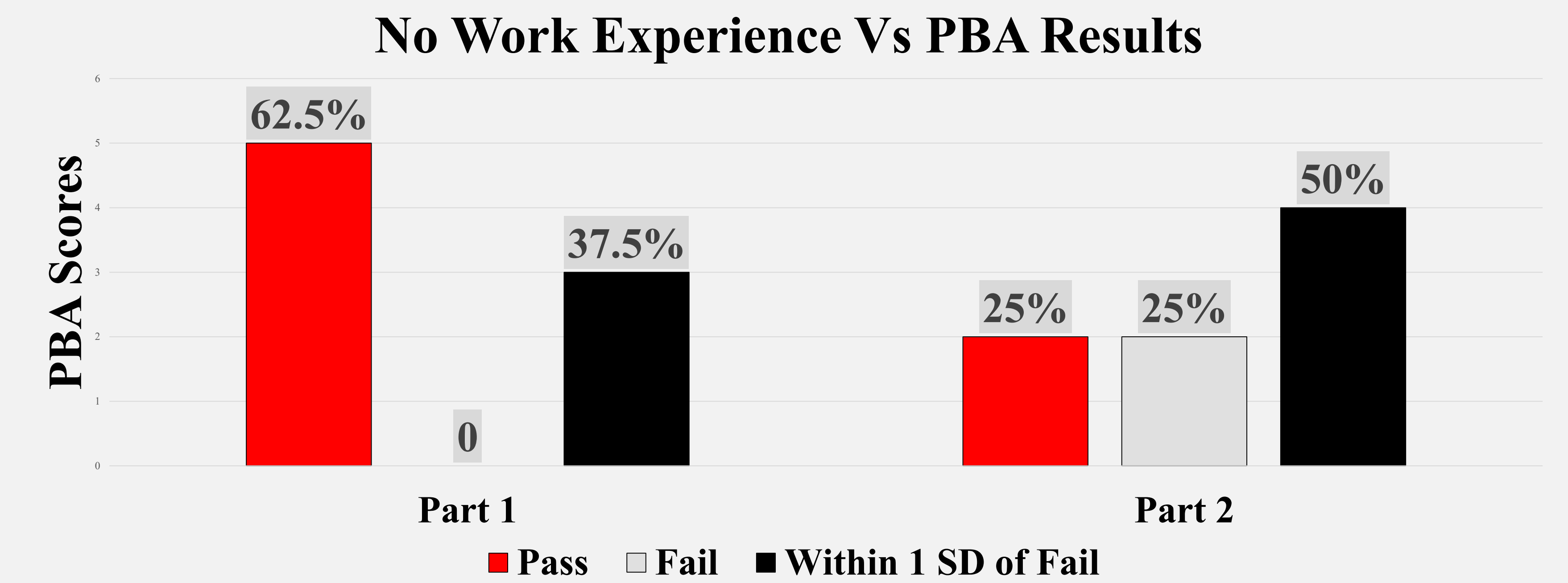
Data Analysis

- Data was collected as a whole and stratified based on whether or not students had prior pharmacy work experience.
- Each individual survey question was analyzed via mean scoring of a 5-point Likert scale, with 1 being very unconfident and 5 being very confident
- PBA scores were assessed via mean scoring of a 3-point scale, with 1 being fail, 2 being within 1 standard deviation of fail, and 3 being pass
- The summative mean of all 10 survey questions, as well as each PBA portion, were compared with a student's *t* test to determine a difference between strata.

RESULTS



RESULTS



ACPE Pre-APPE Domains	Pre-PBA		Post-PBA		P-value
	Work Experience	No Work Experience	Work Experience (Change in Mean)	No Work Experience (Change in Mean)	
Medication-Related Problems	3.27	3.00	3.92 (+0.65)	3.83 (+0.83)	0.33
Prescription Requirements	4.18	4.20	4.54 (+0.36)	4.67 (+0.47)	
Label Requirements	4.09	3.60	4.46 (+0.37)	4.17 (+0.57)	0.194
MD Communication	3.23	3.40	3.88 (+0.66)	3.83 (+0.43)	
Patient Communication	2.91	2.20	3.65 (+0.74)	3.17 (+0.97)	0.52
	Work Experience Mean (95% CI)		No Work Experience Mean (95% CI)		
Pre-Survey	4.08 (3.55-4.61)		3.30 (1.58-5.02)		
Post Survey	4.22 (3.84-4.60)		4.05 (3.16-4.94)		<0.01
PBA 1 Part 1	2.77 (2.61-2.93)		2.67 (2.29 - 3.05)		
PBA 1 Part 2	2.94 (2.85-3.03)		2.11 (1.51-2.71)		

CONCLUSION

The objective of our study was met as there were more passing grades in the prior work experience group of students than in the no work experience group of students and there were also more failing grades in the no prior work experience than in the prior work experience group. Although our research shows relevant data which could impact future pharmacy students, additional research is recommended in this area for a larger population across multiple schools of pharmacy.