

Abstract:

Background:

There are many challenges associated with longitudinally applying key therapeutic knowledge in the pharmacy curriculum. Additionally, the COVID-19 pandemic challenged educators to create virtual learning environments that still effectively teach and engage students. This study investigated using the messaging platform, WhatsApp, as a discussion based platform for pharmacy students.

Educational Activity:

The created WhatsApp group chat named “The Daily Dose” was a longitudinal learning experience occurring throughout pharmacy students last year during clinical rotations. Students were asked daily clinical questions and participation was assessed. This study included a pre-survey, discussion in the Daily Dose, and a post-survey. The surveys assessed confidence levels, North American Pharmacists Licensure Examination (NAPLEX) preparedness, and a learning assessment. The post-survey asked students to provide feedback for improving The Daily Dose.

Critical Analysis of the Educational Activity:

Overall, students enjoyed, learned, and participated in The Daily Dose. Students’ confidence levels and NAPLEX preparedness increased. Fourth year students may have more benefit with questions sent less frequently in order to allow adequate time for responses in addition to other rotational responsibilities. The Daily Dose is an innovative way to engage students and reinforce pharmacy therapeutic knowledge. This tool could be expanded to use with multiple pharmacy learners.