

Assessing the impact of using video application as a learning method for the top 250 Drugs

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Objective: Assess student confidence and knowledge with the top 250 drugs before and after the use of video application and how students feel about utilizing an online healthcare simulation compared to traditional study tools.

Methods: Third-year pharmacy students (P3) from the class of 2024 were given a chance to take pre-survey and post-surveys to assess student knowledge, confidence, and effects of reviewing the simulation videos. The videos were approximately 10-15 minutes long containing helpful pearls and ways to remember important drug information such as brand/generic names, pharmacologic class, and dosing. All survey responses were anonymous and the summative data was compared.

Results: Thirty-five 3rd year pharmacy students (54%) participated in the presurvey, and 31 responded (48%) to the post-survey. The post-survey showed that 70.97% (22) students felt confident whereas only 14.29% (5) were confident before using the video. Students' preparedness also improved (table 1) without spending additional study time on those videos. 74.19% of participants (23) were satisfied or very satisfied with the videos and 90.32% (28) students found the video somewhat or very helpful to increase their knowledge of the top 250 drugs. 80.65% (25) student would recommend it to their students and 87.1% (27) prefers the school to use similar videos in the future.

Conclusion: The results of this study show the use of video application increases student confidence and knowledge without increasing the time students spend studying. This suggests the implementation of video application would be a beneficial learning tool for students to utilize when learning the top 250 drugs.