



The U of S Pharmacy ***Education Focus*** Survey

Fall 2021

The *Education Focus* Survey

Thank you for agreeing to complete this questionnaire.

It deals with a broad look at the main topics in a program and the focus they should receive during the education of pharmacy students. We also wonder about the best timing for some of those topics, and whether enough practice takes place.

As you will see, the perspective here is for input from pharmacy students and community pharmacists. Thus, we have taken some liberties on our list of topics.

Now, the questions ...

Information About You (students)

These questions are asked simply to help describe our participants.

1. In what year of the pharmacy program are you currently enrolled?

☐ Year 3
☐ Year 4

2. Beyond the community pharmacy experience required for your degree (eg summer placements), to what extent have you worked in a community pharmacy?

☐

None

☐

Minimal
amount

☐

Somewhat

☐

Moderate
amount

☐

Extensively

3. How satisfied are you with your pharmacy education at this point in your program?

☐

Very
unsatisfied

☐

Unsatisfied

☐

Neutral

☐

Satisfied

☐

Very
satisfied

4. Gender – How do you identify?

☐

Woman

☐

Non-binary

☐

Man

☐

Prefer to self-describe

☐

Would rather not say

Information About You (pharmacists)

These questions are asked simply to help describe our participants.

1. In what year did you graduate from your pharmacy program?

2. Since graduation, to what extent have you been active as a community pharmacist?

☐

None

☐

Minimal
amount

☐

Somewhat

☐

Moderate
amount

☐

Extensively

3. Over this time, which of the following would best describe your role?

☐

Staff pharmacist

☐

Manager

☐

Owner

☐

Other

4. How satisfied were you with your pharmacy education?

☐

Very
unsatisfied

☐

Unsatisfied

☐

Neutral

☐

Satisfied

☐

Very
satisfied

5. Gender – How do you identify?

☐

Woman

☐

Non-binary

☐

Man

☐

Prefer to self-describe

☐

Would rather not say

Instructions

Resources and time are precious commodities. To get the best value for each, and to improve on the training of future pharmacists, we are seeking feedback on what level of focus should be paid to various topics during pharmacy education.

Maybe you feel all topics are important and should get about the same. Some responders will think certain topics need more attention, others less.

We have created a list of several topics for this exercise. We know it is not comprehensive. But, we feel it represents a good starting point.

Also, the topics are very broad!

Hospital practice could have been divided into many sub-topics. For the sake of brevity, and that this process represents the views of community pharmacists, we left that area broad.

Same for THERAPEUTICS – it covers dozens of topics!

Another term that could be an issue is *Pharmaceutical Sciences*, where (like the others), several important components are contained within it. Some might feel **pharmaceutics** needs more attention than **med chem**, yet they are grouped together.

We understand the limitations there.

With that said, we welcome your opinions on where the extent of focus should lie. IF you think a topic on the list demands greater educational focus, put that item nearer to HIGH. IF not a priority in your opinion, put it nearer to LOW. By doing so, we will see a relative comparison amongst topics.

1. To help guide the time/resources of the PharmD program at the College of Pharmacy, what level of attention should the following topics be given?

For this, drag and click each task onto the following line that best reflects your view. The line represents a gradient, so you can put a topic at any spot on the line. This means you can indicate subtle differences between topics, if you choose to do so.

Care Plans, how to create	Communicating, professional
Compounding	Dispensing
DRPs, identifying and solving	Ethical decision-making
Evidence-based medicine	Hospital practice
Injections, how to	Managerial duties
Minor ailment prescribing	OTC therapeutics / Self-care
Patient counselling	Pharm sciences (<i>kinetics, med chem, ceutics, etc</i>)
Prescribing (<i>emerg supply, extending, etc</i>)	
Professionalism	
Therapeutics	

☐

Sorry, I feel I don't know the situation well enough to give feedback – skip to Q2

Level of Attention Needed

Low

Intermediate

High

It is quite difficult to cover all the necessary aspects of a pharmacist's duties within any program, irrespective of how well it might be designed.

As a result, for pharmacy education, some areas will be best (or must be) dealt with during the program, whereas others may be best served after a student graduates.

2. In a similar manner to the last question, when should the various topics be addressed for best effect?

As before, the line represents a gradient, so you can put a topic at any spot on the line.

Care Plans, how to create	Communicating, professional
Compounding	Dispensing
DRPs, identifying and solving	Ethical decision-making
Evidence-based medicine	Hospital practice
Injections, how to	Managerial duties
Minor ailment prescribing	OTC therapeutics / Self-care
Patient counselling	Pharm sciences (<i>kinetics, med chem, ceutics, etc</i>)
Prescribing (<i>emerg supply, extending, etc</i>)	
Professionalism	
Therapeutics	

☐

Sorry, I feel I don't know the situation well enough to give feedback – skip to Q3

Best Time to Cover Topics

Best dealt with
during College
training

An **equal** mix
of both

Best left until
after graduation

Any pharmacy program has hundreds of hours of content, both in-class and practice lab settings. But, is the distribution of all those hours done in the most appropriate manner?

Based on the knowledge and/or perceptions you have of the program, we are looking for feedback on this, for the same topics.

If you feel a topic is currently given too little attention, place it on the left side of the line. If too much attention is given, that gets it placed on the right. The greater the discrepancy that you feel exists, move the item closer to either pole.

3. Does the pharmacy program at the U of S currently devote the right amount of attention to the following topics?

As before, the line represents a gradient, so you can put a topic at any spot on the line.

Care Plans, how to create	Communicating, professional
Compounding	Dispensing
DRPs, identifying and solving	Ethical decision-making
Evidence-based medicine	Hospital practice
Injectables, how to	Managerial duties
Minor ailment prescribing	OTC therapeutics / Self-care
Patient counselling	Pharm sciences (<i>kinetics, med chem, ceutics, etc</i>)
Prescribing (<i>emerg supply, extending, etc</i>)	
Professionalism	
Therapeutics	



Sorry, I feel I don't know the situation well enough to give feedback – skip to Q4

Current Level of Attention

Currently
too little
attention

Right amount

Currently
too much
attention

In any program, there will be content in a variety of courses. That is one aspect of education.

Another important aspect is the time to practice and apply the skills and concepts covered. While a lot of that is handled by experiential learning in community pharmacies and hospitals, there is dedicated practice lab times in the program.

4. Does the pharmacy program at the U of S currently devote enough time for practice / applying concepts covered within our list of topics?

As before, the line represents a gradient, so you can put a topic at any spot on the line.

Care Plans, how to create	Communicating, professional
Compounding	Dispensing
DRPs, identifying and solving	Ethical decision-making
Evidence-based medicine	Hospital practice
Injectons, how to	Managerial duties
Minor ailment prescribing	OTC therapeutics / Self-care
Patient counselling	Pharm sciences (<i>kinetics, med chem, ceutics, etc</i>)
Prescribing (<i>emerg supply, extending, etc</i>)	
Professionalism	
Therapeutics	

☐

Sorry, I feel I don't know the situation well enough to give feedback

Time in Curriculum to Practice/Apply

Currently
not enough
time

Right amount

Currently
too much
time

Thank you for your input. We know you
have other things to do!