

### **P3 Focus Group Results Fall 2007**

1. What are your thoughts about pharmacy school as an educational experience?

- It's good unless one wants to be in retail pharmacy.
- Retail pharmacist needs more information on insurance.
- Clinical pharmacy should be separate (personal decision).
- There should be two tracks, clinical or retail.
- Need the BS revival for a person between tech and PharmD

2. What specific comments do you have about ULM College of Pharmacy?

- Organizational structure needs better communication

3. What about Dean Pritchard? Dr. Leader? Dr. Blaylock?

- Dean Pritchard is a good administrator
- Dean Pritchard does understand the problems of the group.
- Dr. Leader is very interactive and very visible.
- Dr. Blaylock is very friendly.

4. What are opinions of the design of the curriculum (scheduling of courses)? What are your thoughts about the new integrated modular curriculum?

- Some classes can be combined e.g. Research Methods can be combined with Drug Information class.
- Research Methods is just a repeat from pre-pharm.
- Students do not learn applications from research methods class.
- For disease class, 2 hours at one time is too much, need a break of 5 minutes between classes.
- Need to plan hard breaks between classes.
- Curriculum structure is great for clinical pharmacy and not so great for retail pharmacy.

- Board of Pharmacy expects 1,500 hours of retail experience hence the curriculum should be more retail focused.

5. Are there adequate opportunities for personal and professional development (non-curricular)?

- Convocations not good
- Mostly towards residencies; other areas not discussed

6. Do you have adequate academic and career advising?

- No: Career advising. Need job updates.
- No: Academic advising. It should be more than just “study hard,” Should focus on identifying problems
- Needs to be more holistic
- Before starting the third year students should get required information of the third year pharmacy courses.

7. Are there additional services that you need that we are not providing?

- Do not get college updates.
- Regular communication with the OSPA is required.
- It would be better if we modified progression. E.g. counseling to pinpoint weaknesses and mentorship program.
- Mentorship program could be optional.
- Need workshops on how to communicate with the Board of Pharmacy

8. Do you want more social events or professional events?

- All agreed on having more personal development, career fair etc.
- Professional interaction between faculty and students will help.
- All said that they liked the formal relations.

- Preceptor (rotations) relationship should be developed.

9. What do you think of the experiential component of our curriculum? What about service learning?

- There should be more student attendees for service learning, e.g. nursing program does a better job of student attendees for their service learning.
- Advertise location and price.
- Look at different locations for the service learning, e.g. super-one, mall etc.
- Some preceptors do not understand the difference between early experiential students and advanced.
- First year students should be aware of present OTC drugs.
- Internship could be substituted for early experiential.

10. What improvements can we make in Bienville building?

- Better microphones.
- More faculty training on equipment.
- Would like a recreation room.
- Tech person should check equipment before the class, like a student worker.
- Need more plugs that work consistently
- Parking is great

Other Items:

- Not posting grades on Blackboard (excessively late, inconsistent, some posted some not).
- Not allowing a break for a two hour class.
- Starting class late or going overtime.
- Not testing on what was emphasized in class and testing with vague questions that have more than one answer but are in MCQ format.
- Saying one's grade out loud such that other students can hear it
- Not following up on questions that were posed during a previous class that weren't answered.
- Not having a back up microphone.
- Not being excited to teach or talking to students with an attitude or being rude.

- Presenting too much information, too fast when answering a question without conclusion or summary.
- Not distributing class time effectively between lecturing and class activities.
- Having too many professors for one class and too many guest speakers.
- Not being culturally competent. Using offending slides or words etc that hurt other student's feelings (e.g. different races, different religions, gender discrimination comments etc).
- Not using effective means to present material e.g. not using diagrams, tables or examples of calculations and practice questions, presenting via an outline rather than posting complete notes set. Not being concise and clear especially when class has no required textbook.
- Not answering (why?).
- Not allowing question and answer or review time during or outside class time.
- Not being prepared before class and not posting specific instructions for projects. (Not defining the objective or the purpose of the project).
- Stubborn and inflexible e.g. not allowing writing on the test and not giving a valid reason as to why
- Asking non-bonus exam questions that are irrelevant to the subject of the course.
- Construction noise that takes over the voice of the professors such that students can't hear. Also mowing while class in session.