

Correlation between Preparation Methods and Performance Based Assessment Pass Rates among First-Year Student Pharmacists

Introduction

Performance-based Assessments (PBAs) are a prominent component of pharmacy education. They mimic various real-world tasks performed by pharmacists to prepare students for IPPEs, APPEs, and their eventual careers as pharmacists. The purpose of this study was to determine if a correlation exists between study methods/time spent studying and pass rates of PBAs in first-year pharmacy students.

Methods

For the 2018-2019 and 2019-2020 academic year, first-year pharmacy students completed a post-PBA survey regarding study methods used and time spent studying for each PBA. These survey results were then matched with pass/fail data for each PBA. We used this information to determine if any correlations exist between study methods/time spent studying and pass rates of each PBA.

Results

For the Fall PBA 1, the average hours spent studying outside of class in students who passed was 3.5. The most useful study methods were to review in-lab assignments, attend the pre-PBA discussion session, and review instructor feedback. For the Fall PBA 2, the average hours spent studying outside of class in students who passed was 2.7. The most useful study methods were to review pre-lab assignments, practice calculations, and practice technique with a friend. For the Spring PBA 1, the average hours spent studying outside of class in students who passed was 2.9. The most useful study methods were to review pre-lab and in-lab assignments and practice calculations. For the Spring PBA 2, the average hours spent studying outside of class in students who passed was 4.5. The most useful study methods were to review pre-lab assignments and own notes and practice with a friend.

Conclusion

We found that students who spent more time studying were not more likely to pass their PBAs than those who spent less time studying. Study methods used was a better predictor of success in these PBAs.