

BACKGROUND

- Online curricular resource platforms available through institutional subscriptions have become an integral part of pharmacy education.
- They are convenient to use, and accessible from anywhere and since these platforms are frequently updated, students have access to the latest medical content at their fingertips, but are they utilizing these resources to support and expand their learning?
- Research in this area is limited, focused on use of YouTube, Wikipedia, Google, or subscription-based drug information databases such as Lexicomp, Micromedex.
- The **purpose of this study** was to assess how PharmD students at a school of pharmacy utilize an online curricular resource platform, identifying the most frequently used resources and potential barriers to usage.

METHODOLOGY

- An anonymous, voluntary electronic survey using Qualtrics was administered to all students at our institution in spring 2023.
- Survey included demographic questions and questions related to frequency of use of the platform, which resources within platform were used, and reasons for using/not using the platform and/or resources within the platform.
- This study was approved by the University's Institutional Review Board.

Data Analysis

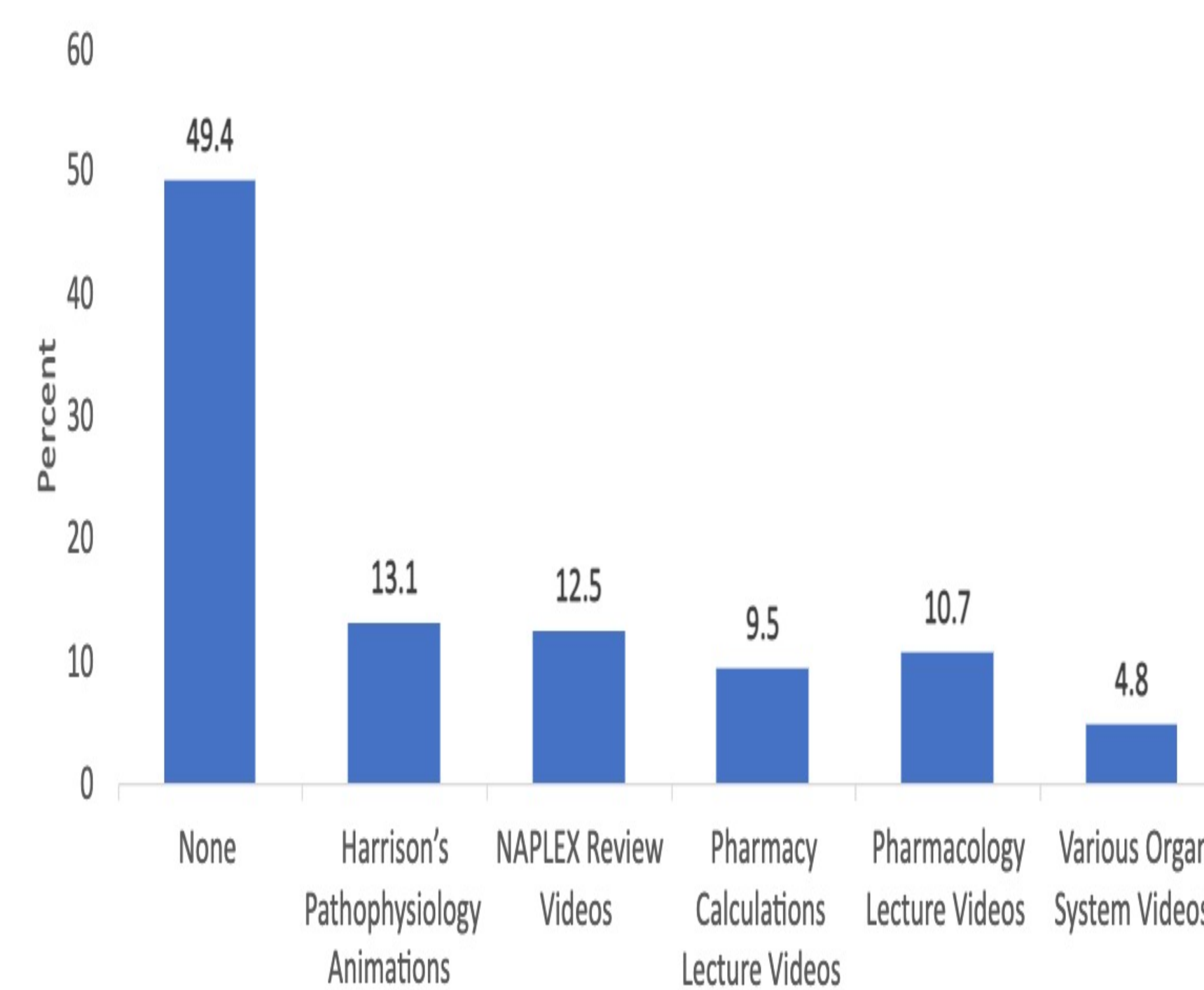
- Descriptive statistics were used to characterize the study population.
- Chi-square tests were used to examine whether platform utilization was impacted by professional year and GPA.

RESULTS

Demographic characteristics of student respondents (n=180)

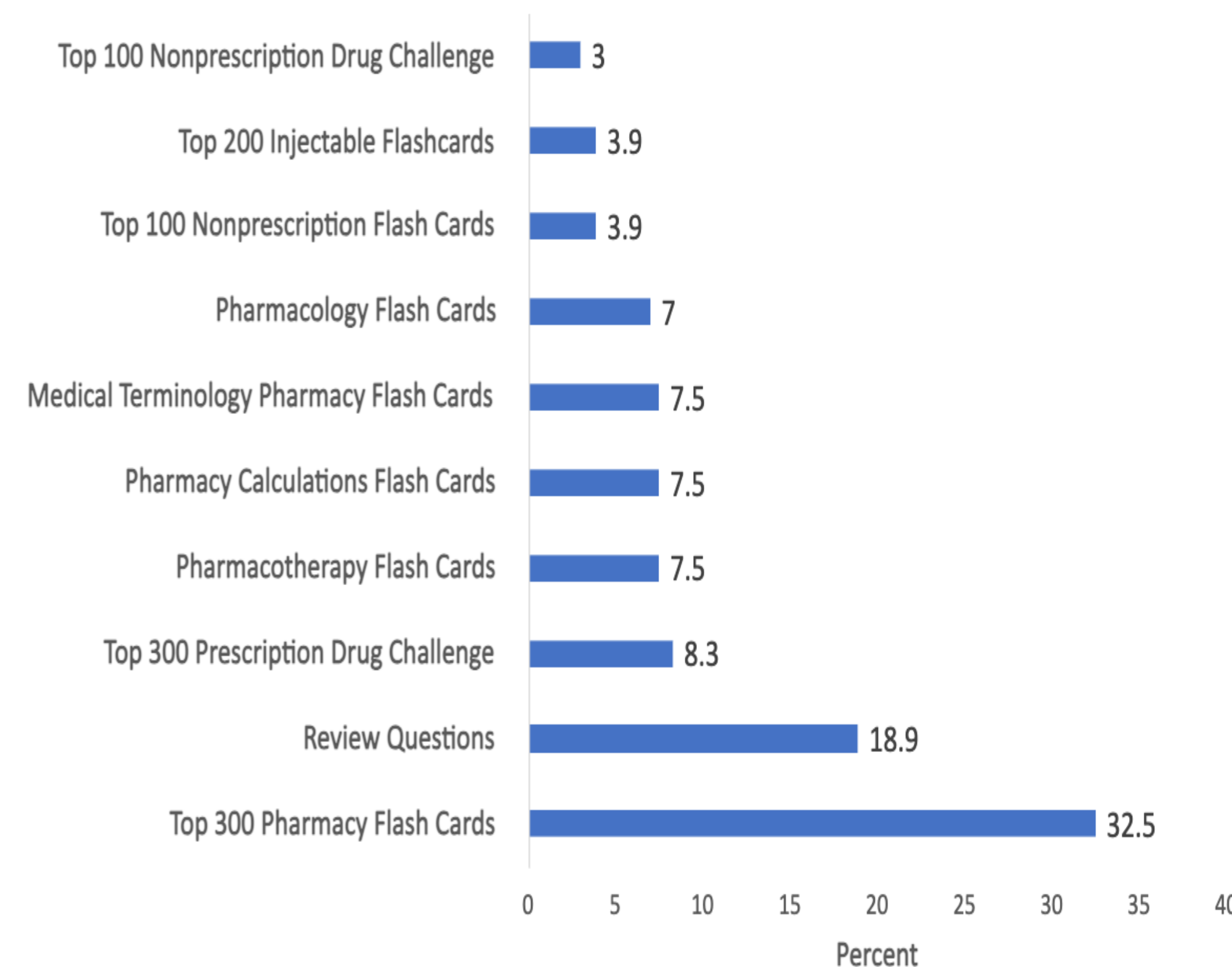
Characteristic	n (%)
Professional Year	
Year 1 (P1)	37 (20.6)
Year 2 (P2)	33 (18.3)
Year 3 (P3)	42 (23.3)
Year 4 (P4)	68 (37.8)
Age range in years	
19-21	20 (11.1)
22-25	97 (53.9)
26-30	42 (23.3)
30+	21 (11.7)
Approximate GPA	
> 3.5	87 (48.3)
3.0 - 3.5	66 (36.7)
2.5 - 3.0	21 (11.7)
< 2.5	6 (3.3)

Multimedia usage *



*Participants had the option to select all that apply.

Study tool usage *



*Participants had the option to select all that apply.

Motivations for using the Online Curricular Resource Platform

Response Choices*	n (%)
Recommended by faculty or faculty advisor	61 (19.6)
Clarify lecture information	61 (19.6)
Supplement class notes	59 (19.0)
Complete course assignment	43 (13.8)
Test my knowledge/understanding prior to exams	42 (13.5)
Prepare for class	31 (10.0)
Recommended by a peer or tutor	14 (4.5)

*Participants had the option to select all that apply.

RESULTS

- A little over half (52.2%) of students reported occasionally using the online curricular resource platform.
- A significant ($p < 0.01$) association between professional year and frequency of use of the online curricular resource platform was observed.
- Nearly half (49.2%) of participants reported not using any of the multimedia available on the platform.
- Frequency of use increased as students advanced through the curriculum, a possible indication that as students gain knowledge, they better realize the benefit of such resources.
- Most common motivators for utilization of the platform included: faculty/faculty advisor recommendation, clarifying lecture information, and supplementing class notes.

CONCLUSIONS

- Possible reasons for low utilization include lack of instruction on how to use the platform, student reliance on instructor slides, weak drug information skills combined with the complexity and difficulty of reading requirements in pharmacy school.
- Because the financial investment by institutions to supply online curricular resources to students is significant, it would benefit institutions to identify avenues to better illustrate the benefit of such resources to students.
- The next step involves conducting a nationwide study on this issue to gain a broader perspective.