

# Pharmacy Student Leaders' Perspectives on the Impact of COVID-19 on their Learning: SWOC Analysis

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## INTRODUCTION

- The COVID-19 pandemic has disrupted education provision around the world
- Students suddenly moved to unfamiliar learning environment with rapid restructuring of health education programs curricula and assessments, postponement of experiential placement and fear of graduation delay and fairness of process
- This is further complicated by the unique nature of health education programs
- Faculty members were faced with developing online practices instantly with limited evidence based practices
- Qatar University College of Pharmacy have already been implementing lecture capture using Echo360® media platform for all the pharmacy scheduled lectures since 2008
- All links to recorded lectures are posted on blackboard and are available to students throughout the semester
- During COVID-19 faculty utilized various online platforms including Blackboard Collaborate Ultra, Cisco WebEx meetings, Microsoft Teams and Zoom
- This study aims to explore pharmacy student leaders perspectives related to their learning during COVID-19 pandemic to move forward

## METHODS

- SWOC (Strengths, Weaknesses, Opportunities, & Challenges) analysis method was adopted
- Each student leader individually reflected on their experiences using a structured SWOC framework which was then used to guide group discussion
- Each student then anonymously rated the importance and the probability of the themes.
- Final scores were combined to prioritize the themes.

## RESULTS

<b>S</b>	<ol style="list-style-type: none"> <li>1. Self-directed learning</li> <li>2. Time management</li> <li>3. University Support</li> <li>4. College Readiness</li> <li>5. Flipped class approach</li> <li>6. Efficient communication</li> </ol>	<p>0.68</p> <p>0.56</p> <p>0.56</p> <p>0.53</p> <p>0.37</p> <p>0.33</p>
<b>W</b>	<ol style="list-style-type: none"> <li>1. Study load</li> <li>2. Unsuitability of certain courses for online learning</li> <li>3. Assessment uncertainty</li> <li>4. Limited engagement</li> <li>5. Lack of motivation</li> </ol>	<p>0.69</p> <p>0.66</p> <p>0.52</p> <p>0.38</p> <p>0.34</p>
<b>O</b>	<ol style="list-style-type: none"> <li>1. Expansion of student experiences: Telepharmacy</li> <li>2. Readiness and adaptability to future online learning</li> <li>3. Enabled more student collaboration nationally &amp; internationally</li> <li>4. Research</li> <li>5. COVID-19 national volunteering campaign</li> </ol>	<p>0.78</p> <p>0.64</p> <p>0.49</p> <p>0.43</p> <p>0.42</p>
<b>C</b>	<ol style="list-style-type: none"> <li>1. Summer experiential learning postponement</li> <li>2. Impact of online learning on student mental &amp; wellbeing</li> <li>3. Quality of practical learning</li> <li>4. Equity of learning experience</li> <li>5. Post-graduation licensing exam</li> <li>6. Extracurricular activities</li> </ol>	<p>0.82</p> <p>0.71</p> <p>0.66</p> <p>0.59</p> <p>0.54</p> <p>0.44</p>

## MOVING FORWARD

- The need to explore further the incorporation of the telepharmacy approaches including the use of technology trained standardized patients
- Need to capitalize on the enhanced readiness of college members to adapt to online and blended learning
- Active involvement of students in the education process and curricula reform is encouraged
- Pharmacy programs need to implement strategies within their programs about pandemic and disaster preparedness and build student resilience and wellbeing

## CONCLUSION

- The unprecedented situation of COVID-19 pandemic has led to major and rapid restructuring of curricula and assessments as students suddenly moved to unfamiliar learning environment
- The pandemic created opportunities that would positively affect the pharmacy education in the future