**Student Perceptions of Concept Mapping, Reflective Writing, and Patchwork Assessment in a Pharmaceutical Care Course**
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**Objectives:**
Design, implement and evaluate student perceptions of a longitudinal sequence of Concept Mapping (CM), Reflective Writing (RW) and Patchwork Assessment (PA) activities intended to aid in students' understanding of Foundations of Pharmaceutical Care (FPC) course content and its relationship to students' future practice.

**Methods:**
First-year pharmacy students enrolled in a FPC course delivered across two campuses submitted a CM and RW the first week of class and a CM mid-semester. The sequence culminated in a final CM and a PA Activity to self-assess development in learning pharmaceutical care concepts over the semester.

Via Qualtrics, students completed an online survey of their perceptions of the sequence including the value of CM, RW and PA, as well as the value of pairing of these activities, working with peers, and instructor feedback.

**Results:**
The survey response rate was 94% (154 of 164 students). Respondents agreed/strongly agreed that the CM/RW process helped them: learn the pharmaceutical care framework (65%), reflect on what they were learning (68%), and understand how the course concepts apply to future practice (60%). Additionally, 80% agreed/strongly agreed with the statement “As I re-reviewed my work, I could see that my understanding of the topic had improved over time.” However, fewer students agreed/strongly agreed the process helped them think critically (40%) or develop as a reflective practitioner (45%).

**Implications:**
A combination of CM and RW activities can help students better connect course concepts and future application. PA may be particularly helpful in aiding the self-assessment of progress over time.