Effect of Integrating Adult Learning Concepts and Curriculum Structure into Customer Service Training for Specialty Pharmacy Employees

Date: July 10, 2019
Time: Noon to 2:00 p.m.
Place: Conference Room 1, TLC

Abstract

The purpose of this research was to explore the effect of integrating adult learning into a structured curriculum specifically designed to address the learning needs of patient services coordinators (PSCs). The research was conducted for two primary reasons: (a) to determine the effect, if any, of presenting new hire training created using adult learning principles and sound curriculum design had on satisfaction levels with that training, and (b) to determine the effect, if any, of presenting new hire training created using adult learning principles and sound curriculum design had on the length of time needed a new hire to demonstrate proficiency.

Two instruments were developed for data analysis: The Training Evaluation Form and the OJT Checklist. The Training Evaluation form was used to explore the effect on training satisfaction. The OJT checklist was used to explore the effect on time to proficiency.

With regard to Training Satisfaction, the $t$ score of 4.145 exceeded the critical value of $t=1.683$ indicating, over the course of administration of all instruments used during the study to determine if there was an increase in training satisfaction, the answer was in the affirmative and the alternative hypothesis was accepted. Regarding improvement in time to proficiency, the $F$ value of 26.764 exceeded the critical value of $F=3.18$. Hence, the alternative hypothesis was accepted ($F=26.764$, $p<.05$, $df 4,13$) meaning there was improvement in time to proficiency. The findings from this study can be used to assist businesses like Caring Pharmacy in structuring curricula that provides a satisfying training experience for the employee. The structure and content of the training can be used to bring an employee to competence more quickly.

Defense of Dissertation Committee
E. Paulette Isaac-Savage, Ed.D. - Chairperson
Catherine H. Monaghan, Ph.D.
Michael D. Porterfield, Ph.D.
Steven D. Spaner, Ph.D.