



Co-Curricular and Curricular Efforts To Enhance Student Pharmacist Awareness of Professionalism in Self and Peers

Alicia S. Bouldin, David F. Gregory, Chelsea W. Bennett, T. Kristopher Harrell, Katie S. McClendon, David D. Allen

University of Mississippi School of Pharmacy

BACKGROUND

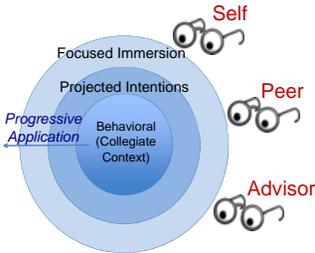
The University of Mississippi School of Pharmacy has been utilizing several strategies to enhance student awareness of professionalism throughout all years of the program.

- In the **first two years** of our program, students evaluate themselves and anonymously evaluate a randomly assigned set of peers for the purpose of providing feedback concerning professional development in a co-curricular context. This P1-P2 process has been in place for more than 10 years, with slight variations based on student feedback.
- When the students progress to the **third year** of the curriculum, a personal SOAP note is created by each student that focuses on their development plans for their fourth year in the curriculum.
- During the **final year** of the curriculum, each student has multiple reflective exercises that explore various aspects of professionalism and practice. Also, their preceptors provide evaluation of student pharmacist professionalism in context.

These curricular and co-curricular elements are consistent with the intent of the ACPE 2016 standards and CAPE Domain 4 in the areas of self-awareness and professionalism.

PURPOSE

- To promote self-, peer-, and mentor-evaluation of professionalism, and to guide progressive goal development for improving professionalism within a curricular and co-curricular socialization framework
- This multimodal approach provides opportunities for both students and faculty to examine development of professionalism in student pharmacists from different angles.
- The progressive contexts enable building across the levels of professional socialization.



Years One and Two

- The Behavioral Professionalism Assessment (BPA) (Hammer et al, 2000) is a 26-item battery which has been deployed in the peer context in multiple studies, to measure observable professional behaviors.
- The items are attitudinal, registering perceived performance on various behaviors tied to professionalism in the context of pharmacy education.
- This BPA is administered to students in their first and second professional years (P1 and P2), in randomized within-cohort groups. Each student evaluated 12-13 peers in another group.
- The Qualtrics platform is used for electronic data collection, and student identities are protected. Peer evaluators are anonymous to each individual, promoting sincerity in responses.
- Faculty advisors review peer and self-evaluations of professionalism in an individual meeting with each student pharmacist, occurring in the context of a co-curricular program labeled Professional Development Advising Teams (PDAT).
- The program is evaluated annually; student feedback is generally positive.



Year Four

Fourth year students must complete several APPE activities that encourage student reflection on their own self-awareness and professionalism related to patient care. Preceptors assess professionalism as part of each APPE midpoint and final evaluation.

Activities include the following concepts:

- Health Literacy**
- Cultural Competency**
- Empathy**
- Team Care**

General Professionalism Objectives on APPE Evaluations (Scale Used Below)

Demonstrate a positive attitude toward practice of pharmacy.

Use good professional judgment and demonstrate ability to cope with a variety of situations.

Communicate effectively and appropriately.

Show initiative.

Exercise punctuality and maintain expected attendance.

- 1 = Poorest Anticipated Performance (0-20%)
- 2 = Less than Expected Performance (20-40%)
- 3 = Minimum Expected Performance (40-70%)
- 4 = Better than Expected Performance (80-90%)
- 5 = Best Anticipated Performance (90-100%)



FUTURE PLANS

- The UMSOP is currently undergoing a curricular transformation slated to commence in the fall of 2018. As part of the newly approved curricular framework a longitudinal series of professional and personal development courses will consist of content to place further emphasis on professionalism and self-awareness throughout each year of the curriculum.
- In the future the UMSOP plans to enhance mentoring of students in hopes of teaching them the value of self-reflection and how this provides a foundation of continuous improvement in their future practices.

REFERENCES

Accreditation Council for Pharmacy Education (ACPE) Standards 2016. <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>.
 Medina MS, Plaza CM, Stowe CD, et al. Center for the Advancement of Pharmacy Education 2013 Educational Outcomes. Am J Pharm Educ. 2013;77(8):Article 162.
 Hammer DP, et al. Development and testing of an instrument to assess behavioral professionalism of pharmacy students. Am J Pharm Educ. 2000; 64: 141-151.

Program Evaluation Item (2017)	PY1 Mean (out of 5)	PY2 Mean (out of 5)
Self-reflection is a useful means of guiding professional development.	4.3	4.0
Having a formal process of feedback and assessment encourages professional growth.	4.1	3.9
This process provides me with more feedback about professionalism than I would otherwise get throughout my professional education.	4.1	4.0
The benefits to the students from this process were adequate for the amount of time invested.	3.9	3.7

Year Three

- All students complete a personal SOAP note (Subjective, objective, assessment, plan) prior to a developmental meeting with their PDAT advisor in the spring semester. Students assess areas aligning to CAPE Domain 1 (GPA, PCOA results), Domain 2 (patient care skills), Domain 3 (oral and written communication skills, empathy), and Domain 4 (professionalism, motivation, and self-confidence).
- This Personal SOAP process was also evaluated by students. There is room to improve implementation of this tool for student self-reflection.

Program Evaluation Item (2016)	PY3 Mean (out of 5)
I see value in self-evaluation of my overall development as a student pharmacist.	3.5
What I got from the Personal SOAP Note process was worth the time it took to do.	2.2
It was just busy work; there was little if any significant value in the Personal SOAP Note Exercise.	3.8