### Discussions

**Background**

- The three categories of learning domains are addressed by Bloom's taxonomy: cognitive, affective, and psychomotor.1, 2
- Standards 3 and 4 of the ACPE Guidelines outline expectations for pharmacy programs to impart and facilitate growth in these areas.
- The cognitive (knowledge) and psychomotor (skills) domains are well supported within the pharmacy curricula via didactic, laboratory and experiential courses.3
- The affective domain, which includes our emotional dealings – feelings, values, appreciation, entrepreneurship, innovation, and motivation and attitude – should receive equal focus and development in both curricular and co-curricular activities.
- A consistent approach to laying the foundation for these skills is necessary to ensure consistent application across the curriculum.
- A longitudinal professional development program spanning the fall and spring semesters of the didactic curriculum could serve as the central hub for communicating these expectations and facilitating the development of the building blocks necessary to practice these skills.
- Perceived self-efficacy is an accurate predictor of authentic performance, and thus was used in this study to evaluate student professional growth in goal setting.4

**Objective**

Evaluate a professional development program's effect on student self-efficacy in goal setting.

**Methods**

A structured goal setting session was provided to first-year students as a part of a professional development program in fall 2017. This IRB-approved case cohort study assessed self-efficacy in goal setting via student consent to a validated, 8-item, 5-point likert scale pre- and post-survey.

**Student Professional Development Program’s Effects on Student Self-Efficacy in Goal Setting**

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#### Background

- For more information or a reprint of this poster, please contact Bethany Kalich at kalich@uiwtx.edu

#### Results

- **We measured student self-efficacy (confidence in their abilities to perform a task) in goal-setting based on the theory that perceived self-efficacy provides a connection between knowledge and ability to perform a task. Furthermore, there are data to support that perceived self-efficacy is positively-associated with authentic performance.**
- **This professional development process enhanced student self-efficacy related to five of the eight self-efficacy statements.**
- **Meeting with a mentor to discuss goals had a positive effect on student self-efficacy for only one statement (statement 2).**
- **This professional development activity may be a simple strategy to adapt and incorporate into schools of pharmacy looking for methods to facilitate development of the affective domain.**

#### References

8. Rubin, R.S. Will the Real SMART Goals Please Stand Up? The Industrial-Organizational Psychologist 2002;53(2)

#### References

- Pharmacy programs are expected to facilitate student personal and professional growth to demonstrate self-awareness, leadership, innovation, entrepreneurship and professionalism.
- The improvements in self-efficacy size in this study are hypothesized to support enhanced authentic performance in goal-setting and achievement.

#### Limitations

- Though students met with their mentor for facilitated reflection and feedback on goal setting and progress toward goals, objective measurement of progress toward goals was not collected and analyzed.
- Absence of standardized methods for mentor evaluation and feedback may have introduced variability and confounding.

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**Figure 1. Pre-Survey: Self-Efficacy In Goal Setting**

Academic Goal Setting Questionnaire: Please think about your university studies and react honestly to the listed statements. For each statement, please indicate how accurate the statement is. There are three possible responses to each statement ranging from “Not at all accurate” to “Completely accurate.” Indicate your response by clicking the radio button on the scale value that best describes your response. This survey is modeled after a survey created by Samantha Goodwin for a project entitled, “The relationship between self-efficacy, goal-setting and achievement motivation among final year students at a selected university in the Western Cape province.”

**Figure 2. Goal Setting Session Outline**

**Student Development Session**

- What is a goal?7
- Principles of Goal-Setting: SMART8
- Goal setting development activity:
  - Modelled
  - Facilitated
  - Coached
- Students submitted 3 professional goals and 1 personal goal: Feedback provided

**Faculty Development Session**

- What is a goal?
- Principles of Goal-Setting: SMART8
- Goal setting development activity

**Accountability Check**

- As part of the mentor-mentee semester meeting, mentors reviewed goals to monitor progress and consider modification, if necessary

**Figure 3. Post-Survey: Self-Efficacy In Goal Setting**

In addition to the consent & 8-item questionnaire on the pre-survey, 2 additional questions were asked:

1. Did your faculty mentor request a meeting with you to discuss the SMART goals that you set in fall 2017? Yes ☐ No ☐
2. Did you and your faculty mentor meet to discuss the SMART goals that you set in fall 2017? Yes ☐ No ☐

**Figure 4. Mean Rank by Survey Question for Matched Pair Data**

**Table 1. Pre- and Post-Survey Responses**

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<th>Post-Survey</th>
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