Evaluation of Student Professionalism in a Pharmacotherapy Skills Course

Catherine Kuecker, PharmD; Casey Gallimore, PharmD; Andrea Porter, PharmD; Amanda Margolis, PharmD, MS, BCACP

University of Wisconsin-Madison School of Pharmacy, Madison, WI

Background

- University of Wisconsin-Madison School of Pharmacy is a four-year Doctor of Pharmacy program where students that are required to complete four semester long sequence of one credit Integrated Pharmacotherapy Skills Laboratory courses beginning in fall of the second year
- Based on the Accreditation Council of Pharmacy Practice (ACPE) standards, a need was identified to further evaluate professionalism in student pharmacists within the first semester of the lab course sequence.

Purpose and Objectives

- To evaluate the impact of assessing professionalism within a skills-based course on student self-evaluation of professionalism and ability to self-identify strengths and areas for improvement

Methods

- All student pharmacists complete self-evaluation of professionalism2 pre- and post-semester using modified Miller’s Taxonomy3 for the following domains
  - Relationships with others
  - Integrity and respect
  - Reliability, responsibility, and accountability
  - Lifelong learning
- Wilcoxon signed-rank test for pre- and post-data
- Thematic analysis for student self-evaluation for identifying strengths and areas for improvement who completed both pre- and post-semester surveys

Results

- A total of 144 students (99.3%) completed pre-semester and 129 (89%) completed post-semester survey

Table 1. Mean pre- and post- professionalism survey scores for highest scored elements of each domain

<table>
<thead>
<tr>
<th>Professionalism Survey Question</th>
<th>Mean Pre-Score</th>
<th>Mean Post-Score</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with others: interact appropriately in course communications</td>
<td>3.5</td>
<td>3.9</td>
<td>0</td>
</tr>
<tr>
<td>Integrity and respect: wear professional attire</td>
<td>4.1</td>
<td>4.3</td>
<td>0.0013</td>
</tr>
<tr>
<td>Reliability, responsibility, accountability: leave space clean and orderly</td>
<td>3.8</td>
<td>4.1</td>
<td>0.0002</td>
</tr>
<tr>
<td>Lifelong learning: accept feedback</td>
<td>3.1</td>
<td>3.8</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2. Mean pre- and post- professionalism survey scores for lowest scored elements of each domain

<table>
<thead>
<tr>
<th>Professionalism Survey Question</th>
<th>Mean Pre-Score</th>
<th>Mean Post-Score</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with others: Provide effective feedback</td>
<td>2.5</td>
<td>3.6</td>
<td>0</td>
</tr>
<tr>
<td>Integrity and respect: use professional language</td>
<td>3.3</td>
<td>3.8</td>
<td>0</td>
</tr>
<tr>
<td>Reliability, responsibility, accountability: complete activities in self-directed manner</td>
<td>3.2</td>
<td>3.8</td>
<td>0</td>
</tr>
<tr>
<td>Lifelong learning: self-assessment</td>
<td>2.8</td>
<td>3.6</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 1. Percent change in survey score pre- and post-semester for highest and lowest graded elements of each professionalism domain

Conclusions

- Overall, self-reported professionalism scores improved following grading and feedback in a laboratory course
- Developing activities that target areas for improvement, such as interpersonal relationships and continuing professional development, is a mechanism to enhance professionalism
- Future directions include implementing a reflection activity to focus on student goals for professional development in the laboratory course

Disclosures

Authors of this presentation have nothing to disclose concerning possible financial or personal relationships that may have a direct or indirect interest in the subject matter of this presentation.

References

1. Accreditation Council for Pharmacy Education. Accreditation standards and key elements for the professional program in pharmacy leading to the Doctor of Pharmacy degree. Approved January 25, 2015.