

BACKGROUND

- Instilling and evaluating professionalism has become a major component of the PharmD program.
- There are many challenges including logistics, time, and personnel, associated with assessing individual student professionalism in a large classroom setting.
- Utilizing the APhA-ASP’s The 10 Traits of a Professional a rubric was designed to evaluate 7 of the 10 traits in a 201 student IPPE/Seminar course.

METHODS

- The first IPPE in the LIU Pharmacy sequence is a course that combines practice visits with on-campus seminars and teaching and assessing professionalism is a central focus of this course.
- All students enrolled in the introductory experiential education course were assessed on professionalism and included in this analysis.
- Using the APhA-ASP’s The 10 Traits of a Professional, a rubric was designed to evaluate 7 of the 10 traits applicable to this course on a 3 point Likert scale (Meets Expectations, Needs Development, and Needs Significant Improvements/Unacceptable).
- Assessment relied on multiple items: attendance, assignments, active engagement via audience response system, and documentation of incidents/violations as reported by course faculty.
- Students were evaluated on the individual traits throughout the semester
- Performance on individual traits was combined for a final professionalism assessment.
- A passing professionalism grade resulted from receiving “Meets Expectations” (3) and/or “Needs Development” (2) on each trait. A failing professionalism grade resulted from “Unacceptable” (1) in any of the components and could lead to course failure.

RESULTS

- Of the 201 students evaluated, 192 (96%) received a passing professionalism grade. Of these, 137 (68%) received a “3” in all components and 55 (27%) received a combination of “3” and “2”. The greatest area needing improvement was “Accountability for his/her work” which relied on punctuality and meeting deadlines (23%), followed by “Knowledge and Skills of a Profession” which relied on participation in course activities and assignment completion (8%), and “Commitment to Self-Improvement of Skills and Knowledge” which relied on assignment resubmissions where applicable (5%).

RESULTS

Table 1: Professionalism Grading Rubric for IPPE/Seminar Course

Professional Competency	3	2	1	Not applicable	Comments
Knowledge and skills of a profession Participation in all course activities Completion of all course assignments					
Commitment to self-improvement of skills and knowledge Assignment resubmission where applicable Seeking help where applicable Not engaging in activities that compromise learning					
Service orientation				X	
Pride in the profession Well prepared for all visits/sessions, including professional attire					
Covenantal Relationship with Client				X	
Creativity and innovation				X	
Conscience and trustworthiness Truthful about facts or events					
Accountability for his/her work Meeting submission/resubmission deadlines On-time attendance at all scheduled sessions					
Ethically sound decision making Adheres to high ethical and moral standards (LIU Pharmacy Honor Code, etc.)					
Leadership Satisfactory completion of pharmacy organizations assignment					

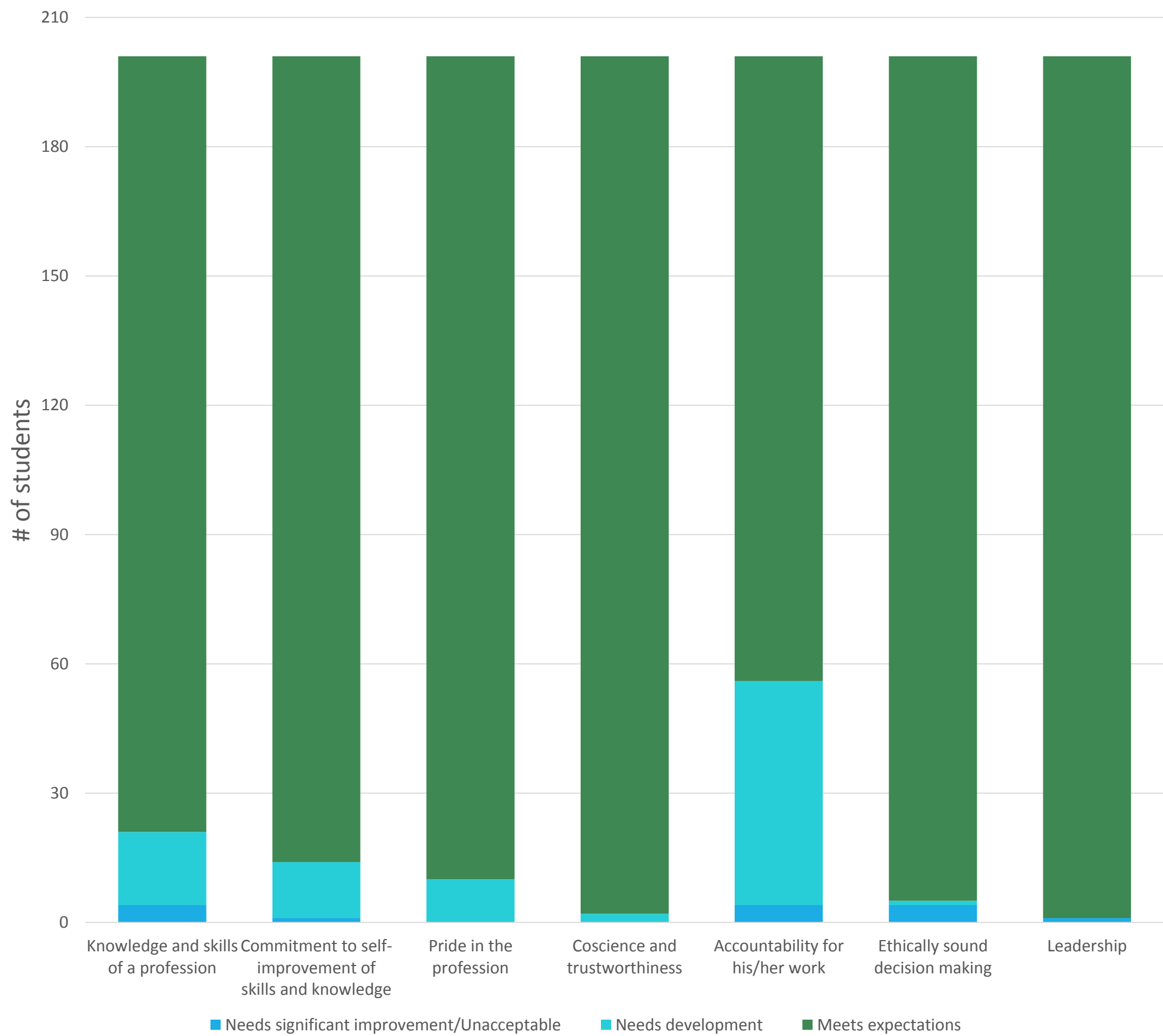
**Meets expectations (3):** Student performed the competency at an acceptable level in effectiveness and/or consistency. Student performed the competency 100% of the time.

**Needs development (2):** Student attempted, but did not perform the competency in effectiveness and/or consistency. Student performed the competency most of the time (more than 80%). Student needs further development to perform the competency at an acceptable level and/or consistency.

**Needs significant improvement/Unacceptable (1):** Student did not attempt, and/or failed to perform the competency at an acceptable level. Student performed the competency less than 80% of the time. Student needs significant development to perform the competency at an acceptable level.

RESULTS (continued)

Figure 1: Aggregate Student Evaluation by Professionalism Trait



IMPLICATIONS

- Individual student assessment of professional behavior is possible in a large classroom setting.
- This type of evaluation, which can be done in a large class setting, can be used to document professionalism in a specific course or as a tool to longitudinally track professional development and growth throughout the PharmD program.

