Tracking Longitudinal Progression of Accreditation Standards for Personal and Professional Development Using Individual Development Plans

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Background

- The Individual Development Plan (IDP) is a structured mechanism originally used in graduate science education.1,2
- Its value is widely recognized by the National Institutes of Health (NIH).
- The IDP is used to self-evaluate skills, define personal and career goals, and develop individualized implementation plans to help achieve stated goals.
- Touro University California is the first to have applied the IDP concept to pharmacy education and uses this tool as a cornerstone of our Personal and Professional Development Plan for students.

Hypothesis & Aims

IDPs can be used to assess tracking the longitudinal progression of students’ awareness and achievement of key elements of Personal and Professional Development required by the Accreditation Council for Pharmacy Education (ACPE).

Methods

IDPs completed by Doctor of Pharmacy Class of 2020 (N=85) during Fall semester of P1 and P2 years.

Study investigators rated key elements of IDP personal and professional development as wanting to develop or attained.

Descriptive and non-parametric statistics were used to summarize results.

Academic advisors (N=6) completed a survey to evaluate advisor perception of the IDP.

Results & Discussion

IDP Fulfillment of ACPE Standard 4: Key Element Wanting to Develop vs Attained in the First and Second Year

- Self-Awareness and Professionalism were addressed in 100% of IDPs in both P1 and P2 years.
- Leadership was addressed as wanting to develop in 55.2% (P1) and 62.4% (P2) of IDPs, with a significant increase (P<0.001) in the proportion of students documenting attainment of leadership skills in the P1 (3.5%) vs P2 (47.1%) year.
- Only 76.5% of the 51 students elected to school leadership positions in the P1 (3.5%) vs P2 (47.1%) year.
- 62% of students documented attainment of entrepreneurship skills in the P1 (1.2%) vs P2 (16.5%) year.

Conclusions

- The IDPs can assist in tracking progression of personal and professional development in Doctor of Pharmacy students.
- Students enter pharmacy school recognizing the importance of Professionalism and Self-Awareness.
- Students require additional guidance and programmatic development to instill awareness of the importance of Leadership and Innovation/Entrepreneurship.
- IDPs can help stimulate productive and constructive academic advisor meetings.

Acknowledgements

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References

3 Entrepreneurship skills in the P1 (1.2%) vs P2 (16.5%) year.
4 Innovation/Entrepreneurship wanting to develop showed significant increase (P<0.005) during the P1 (22.4%) vs P2 (44.7%) year, with significant (P<0.001) growth of those documenting attainment of Innovation/Entrepreneurship skills in the P1 (1.2%) vs P2 (16.5%) year.