

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^{1,2,3}
- Its value is widely recognized by the National Institutes of Health (NIH)⁴
- 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 assist in tracking the longitudinal progression of students' awareness and achievement of key elements of Personal and Professional Development required by the Accreditation Council of 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

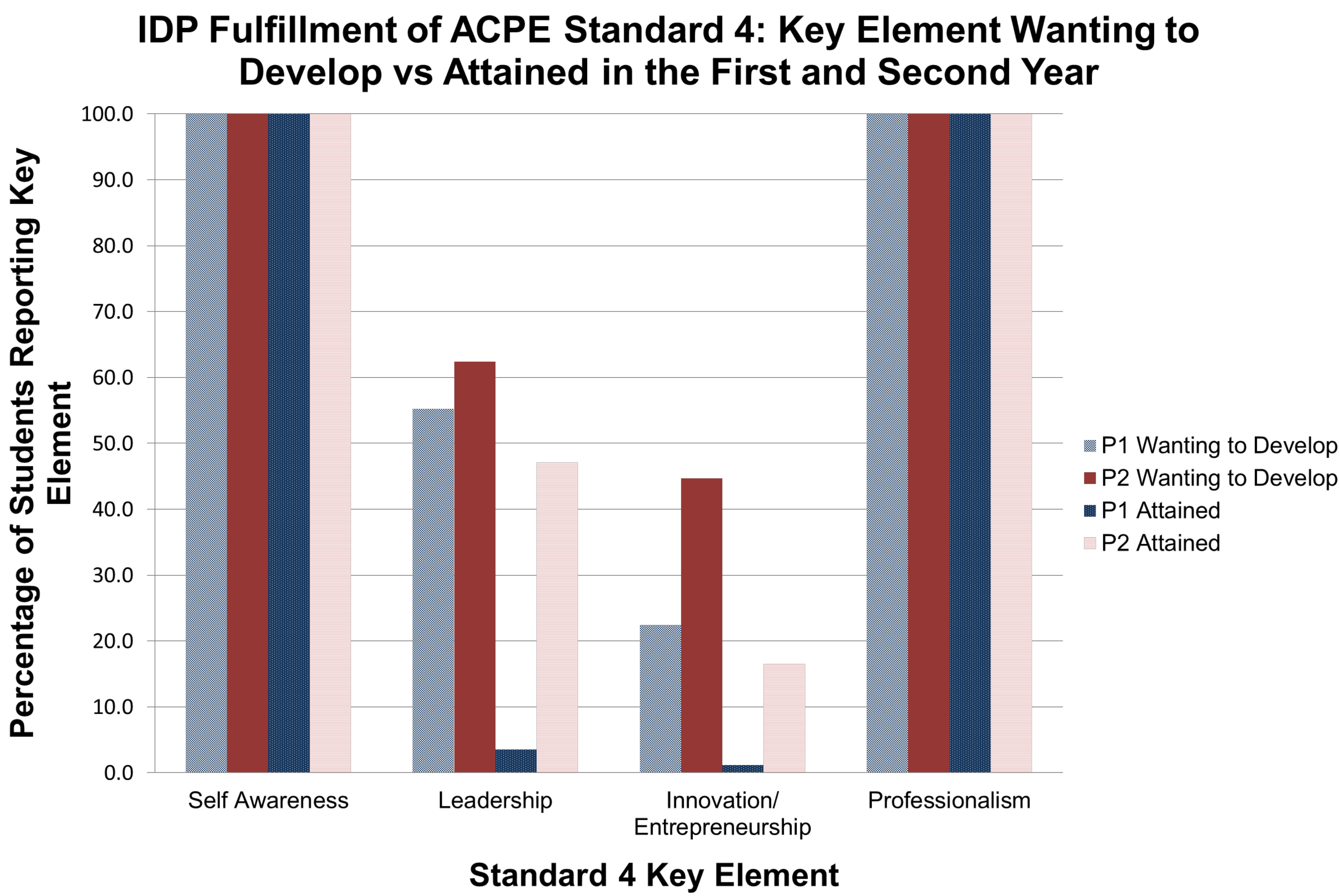
Academic advisors (N=8) completed a survey to evaluate advisor perception of the IDP

| Individual Development Plan (IDP) | | |
|--|-------------------|------------|
| Name: | Date: | |
| Professional Goals | | |
| My professional goals and career aspirations (in the next year, 5 years, 10 years): | | |
| Talents and skills needed to achieve these aspirations: (If long term goals are unknown, what information do you need to set these goals?) | | |
| Self Evaluation | | |
| Skills | Talents/Strengths | Weaknesses |
| Oral communication | | |
| Written communication | | |
| Interpersonal communication | | |
| Technical skills | | |
| Time management and organization | | |
| Problem solving (also consider creativity, initiative) | | |
| Decision making (also consider risk taking, CQI) | | |
| Collaboration and teamwork | | |
| Work ethic (also consider motivation and discipline) | | |
| Other | | |
| Action Plan | | |
| Opportunities available to improve in targeted areas and actions needed to achieve goals (include timeline): | | |

Standard 4 Key Element Definitions

| | ACPE 2016 Accreditation Standards and Key Elements ⁵ |
|---------------------------------|---|
| Self-Awareness | "The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth." |
| Leadership | "The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position." |
| Innovation and Entrepreneurship | "The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals." |
| Professionalism | "The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society." |

Results & Discussion

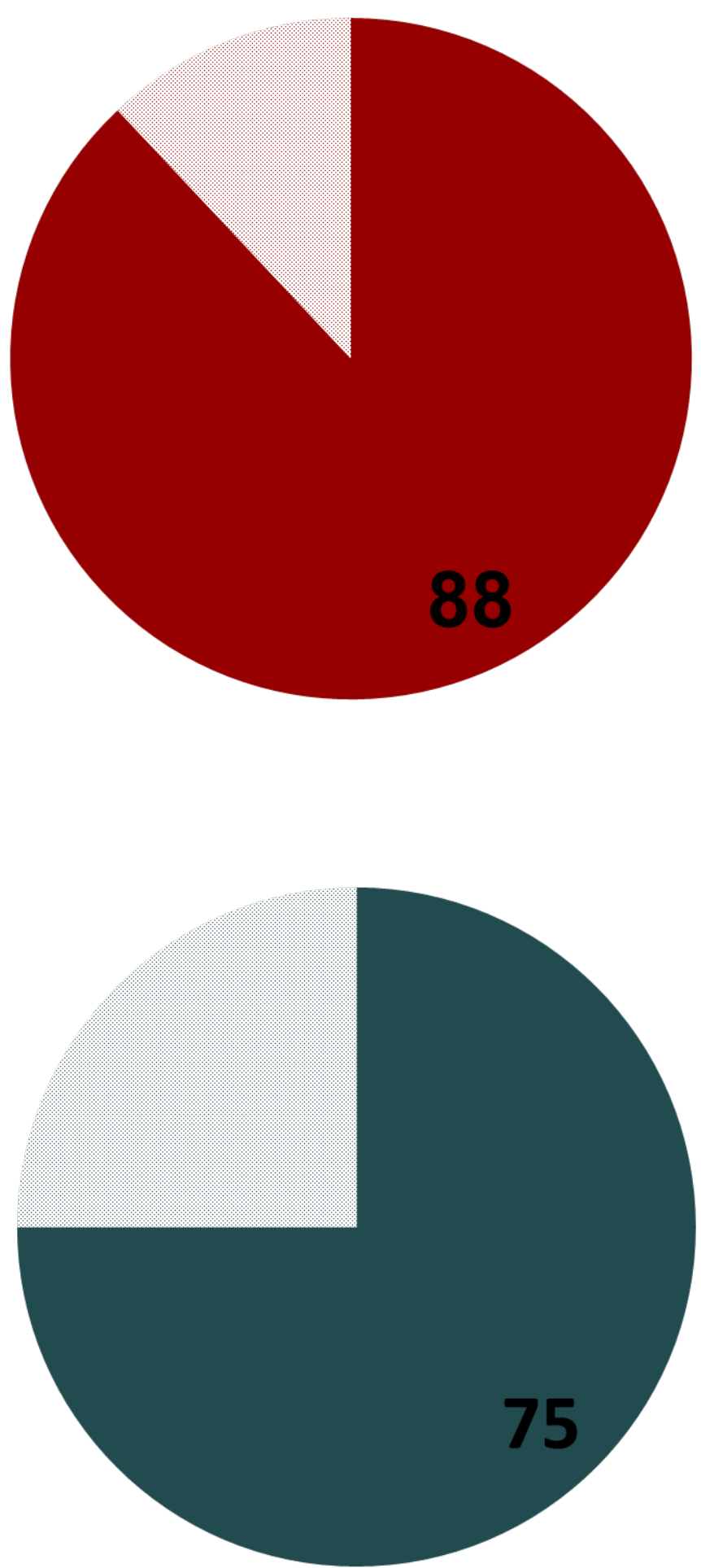


- Self-Awareness and Professionalism were addressed in 100% of IDPs in both P1 and P2 years
- Leadership was addressed as wanting to develop in 55.2% (P1) and 62.4% (P2) of IDPs, with a significant increase ($P<0.0001$) in the proportion of students documenting attainment of leadership skills in the P1 (3.5%) vs P2 (47.1%) year
- Only 76.5% of the 51 students elected to school leadership positions in the P2 year addressed leadership in their IDPs suggesting underreporting of this skill
- 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

Faculty Advisor Survey

8 of the 10 academic advisors responded

- 88% of the advisors reported that the IDP aided in stimulating more productive and constructive career planning meetings
- 88% of the advisors felt that the IDP is a beneficial tool for the personal and professional development of the students
- 75% of the advisors felt that the IDP is a beneficial tool for the personal and professional development for themselves



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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