



Short Communication

Utility of a professionalism assessment form activity: A survey of students and teaching assistants

Jamie L. Shelly, PharmD^{a,1}, Kelly L. Scolaro, PharmD^{b,*}

^a Department of Pharmacy Practice, St. Louis College of Pharmacy, 4588 Parkview Place, St. Louis, MO 63110

^b Division of Practice Advancement and Clinical Education, UNC Eshelman School of Pharmacy, The University of North Carolina at Chapel Hill, CB# 7574, 204A Beard Hall, Chapel Hill, NC 27599

Abstract

Objective: To seek student and teaching assistant (TA) perceptions of a professionalism assessment form (PAF) activity.

Methods: Online Qualtrics surveys distributed to first (PY1) through third year (PY3) students and TAs.

Results: A total of 68.6% ($N = 334$) PY1–3 students completed the survey. Approximately, 51% reported the PAF “not very useful” but 90% reported feedback given by their TA as “useful.” In all, 81.1% ($n = 43$) TAs completed the TA survey. TAs provided the most feedback on confidence (81.4%) and communication (72.1%). Overall, 70.4% of students and 88.4% of TAs suggested continuing the activity.

Conclusions: The PAF activity was positively perceived. Respondents found SMART goals and TA feedback as the most beneficial aspects of the activity.

© 2015 Elsevier Inc. All rights reserved.

Keywords: Professionalism; Self-assessing professionalism; Goal setting; Teaching assistant; Skills lab

Background

If a group of students or practitioners is asked to define “professionalism,” chances are a variety of answers would be obtained. Many people say it is often easier to define what professionalism is *not* versus what it is. Merriam-Webster defines professionalism as “the conduct, aims, or qualities that characterize or mark a profession or a professional person.”¹ A white paper on professionalism in pharmacy defines it as “the active demonstration of the traits of a professional,” while further describing ten traits.²

Within the medical literature, numerous definitions of professionalism exist.^{3–8} Evolving trends in practice could be a contributing factor to the variety of definitions. The American Board of Internal Medicine (ABIM) states the definition of medical professionalism is evolving “...from autonomy to accountability, from expert opinion to evidence-based medicine, from self-interest to teamwork and shared responsibility.”⁹ A study of paramedics, therapists, and podiatrists found that views of professionalism varied within and between the groups.¹⁰

Since the concept of pharmaceutical care was defined by Hepler and Strand in 1990,¹¹ the pharmacy profession expanded its view of professionalism due to the patient-centered focus of pharmaceutical care.² Inclusion of professionalism into the Accreditation Council for Pharmacy Education (ACPE), Accreditation Standards and Guidelines for Professional Programs Leading to the Doctor of Pharmacy degree, as well as the Center for the Advancement of Pharmacy Education (CAPE) Educational

* Corresponding author: Kelly L. Scolaro, PharmD, Division of Practice Advancement and Clinical Education, UNC Eshelman School of Pharmacy, The University of North Carolina at Chapel Hill, CB 7574, 204A Beard Hall, Chapel Hill, NC 27599.

E-mail: kelly_scolaro@unc.edu, kl.scolaro@gmail.com

¹During this study Dr. Shelly was an Academic Postdoctoral Fellow in Pharmaceutical Care Labs at the University of North Carolina Eshelman School of Pharmacy in Chapel Hill, NC.

Outcomes demonstrates the value pharmacy educators and practitioners place on professionalism.^{12,13} Although not specifically defined, “professionalism” is found throughout the current ACPE accreditation standards in relation to the following categories: school values, incorporation into curricula, evaluation of student learning, student government and committees, environment, culture, responsibilities of administrative leaders, and development of preceptors, staff and faculty.¹²

The 2016 ACPE standards list professionalism as a key element in two standards, Personal and Professional Development (Standard 4) and Organizational Culture (Standard 9). Professionalism is also mentioned in other standards, such as Curriculum Design, Delivery, and Oversight (Standard 10).¹⁴ The CAPE Educational Outcomes list professionalism as one of the 15 subdomains designed to reflect what students should demonstrate upon graduation and state the mindset of professionalism is needed for pharmacy practice.¹³

Despite professionalism being emphasized in the ACPE standards and the CAPE outcomes, there remains no standardized approach to teaching and/or assessing professionalism in pharmacy curricula. Efforts have been made, most specifically within pharmacy schools in the United Kingdom, to understand how pharmacy students learn professionalism and what factors contribute to this learning.^{15–17} This literature also describes assessment of professionalism across a curriculum.^{15–17} However, limited information on formal curricula associated with assessing students’ attainment of professionalism exists.¹⁸ What is described more in the literature is a variety of ways in which professionalism is taught; examples of activities include virtual communities, team-based learning (TBL), simulation, short stories, and immersion prior to the first year of a PharmD curriculum.^{19–23} Competency checklists for use during Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs) are a common way to assess student professionalism but can be limited in scope and may not translate well into the traditional classroom environment.^{24,25} Four articles describe the development of instruments to measure behavioral or attitudinal aspects of professionalism in pharmacy students, with the first instrument being developed by Hammer et al.^{26–29}

Ten years ago, within the skills lab of the University of North Carolina Eshelman School of Pharmacy (UNC ESOP), an activity was created using an adaptation of the revised instrument by Hammer et al.²⁶ Goal setting and evaluation as well as teaching assistant (TA) feedback were incorporated into the exercise, which we call the Professional Assessment Form (PAF) activity. The goal of the exercise is to address and assess professionalism of the students enrolled in the PharmD curriculum. While the PAF activity has been used at the UNC ESOP for quite some time, it had not been critically evaluated until this study. The aim of this evaluation was to seek

student and teaching assistant perceptions of the PAF activity.

Methods

To address and assess professionalism at UNC ESOP, students are required to complete a PAF activity in each of five consecutive semesters of Pharmaceutical Care Lab (PCL), a skills lab series. The PAF form at the UNC ESOP was adapted from the 25-item *Professional Behavior Assessment* form developed by Hammer et al.²⁶ (Appendix A). The adapted form condenses Hammer’s revised 25-items to ten “areas” of professionalism. Some of these areas come directly from Hammer’s instrument (e.g., “student is empathetic” and “student communicates articulately”), whereas others are a combination of items from Hammer’s instrument (e.g., “student is respectful *and* cooperative” and “student effectively uses time *and* prioritizes responsibilities”). An area for students and TAs to provide open-ended comments was added.

The PAF activity also adds a goal setting section that differs from Hammer’s instrument. During each PCL semester, students are divided into groups of 8–12, and these groups are facilitated by a teaching assistant. The TAs facilitating first year (PY1) students are third year (PY3) PharmD students. PY3 students who are selected to be TAs must be in good academic standing, have strong leadership qualities, and are selected after a competitive application process including completion of essay questions and interviews with PCL faculty. TAs leading second (PY2) and PY3 students are pharmacists and pharmacy residents from a variety of local institutions and pharmacy practice sites. The PAF activity requires students to rate themselves numerically using a Likert-like scale of 1–5 as well as provide written comments on ten “areas” of professionalism. This occurs at the beginning, mid-point, and conclusion of each semester. The professionalism areas include the following: professional work ethic, empathy, time management/task prioritization, attitude of service, self-motivation/active learning, accepting of and offering feedback, respect and cooperation, articulate communication, assertive communication, and confidence. As part of the initial PAF, students also set two goals for themselves using the “SMART” acronym (specific, measurable, achievable/action, realistic, and timely). During the PY1 year, students receive guidance in class about goal setting including the “SMART” acronym. A detailed document with examples of “SMART” goals is also provided to the students during PY1–PY3 years.

Prior to the activity, TAs are trained by PCL faculty, who review the activity with them and provide examples including types of TA feedback that may be of use to students. TAs then review the students’ ratings, comments, and goals, provide written feedback each time the students fill out the PAF, and provide verbal feedback at the mid-point and conclusion of each semester (Fig.). While TAs do

Download English Version:

<https://daneshyari.com/en/article/353070>

Download Persian Version:

<https://daneshyari.com/article/353070>

[Daneshyari.com](https://daneshyari.com)