



Contents lists available at ScienceDirect

## Currents in Pharmacy Teaching and Learning

journal homepage: [www.elsevier.com/locate/cptl](http://www.elsevier.com/locate/cptl)

## Research Note

## A comparison of baseline professional attitudes and behaviors among student pharmacists to inform a co-curricular professional engagement program

Maria Miller Thurston, Jill Augustine, C. Lea Bonner\*

Mercer University College of Pharmacy, 3001 Mercer University Drive, Atlanta, GA 30341, United States

## ARTICLE INFO

## Keywords:

Professionalism  
Student pharmacist  
Accreditation standards  
Professional attitudes and behaviors

## ABSTRACT

**Background:** Professionalism in pharmacy students is an area of great focus with the release of Accreditation Council for Pharmacy Education (ACPE) Standards 2016. This study assessed and compared student pharmacists' professionalism at one college of pharmacy to inform the implementation of a co-curricular professional engagement program.

**Methods:** Two validated instruments (Behavioral Professionalism Assessment Instrument [BPAI] and Pharmacy Professionalism Instrument [PPI]) were administered to assess baseline professionalism. Kruskal-Wallis tests compared responses among the three pharmacy classes. Analysis was conducted using SPSS. This research was approved by the Mercer University's Institutional Review Board.

**Results:** A total of 362 students completed the survey (75% response rate), of which 131 were first-year, 139 were second-year, and 92 were third-year students. There were significant differences in agreement among these classes of students as to whether a program focused on professional engagement was important and helpful ( $p < 0.001$ ). Seven BPAI statements and five PPI statements demonstrated significant differences in the level of agreement among the professional years. These behaviors include: completing assignments independently and without supervision ( $p = 0.004$ ); commitment to helping others ( $p = 0.004$ ); reporting a medication error ( $p = 0.005$ ); using time efficiently ( $p = 0.02$ ); and being respectful ( $p = 0.04$ ).

**Discussion:** At baseline, 12 statements were significantly different in the level of agreement among the three pharmacy classes. Differences may be explained by perceived professionalism (in first-year students) versus actual professional behaviors (second- and third-year students), as well as breadth and depth of experience. A co-curricular professional engagement program could increase student awareness of professionalism and professional behaviors and be tailored to meet assessed student needs.

## Introduction

Integrating professionalism into pharmacy education is an essential part of supporting a student's growth within the healthcare profession. Accreditation Council for Pharmacy Education (ACPE) Standards 2016 incorporates aspects of co-curricular professional experiences into various portions of the doctor of pharmacy degree program.<sup>1,2</sup> Specifically, Standard 4 states the doctor of pharmacy program "imparts to the graduate the knowledge, skills, abilities, behaviors and attitudes necessary to demonstrate self-awareness,

\* Corresponding author.

E-mail addresses: [Thurston\\_mm@mercer.edu](mailto:Thurston_mm@mercer.edu) (M.M. Thurston), [Augustine\\_jm@mercer.edu](mailto:Augustine_jm@mercer.edu) (J. Augustine), [Bonner\\_cl@mercer.edu](mailto:Bonner_cl@mercer.edu) (C. Lea Bonner).

<https://doi.org/10.1016/j.cptl.2018.04.007>

Received 5 May 2017; Received in revised form 25 January 2018; Accepted 2 April 2018

1877-1297/© 2018 Elsevier Inc. All rights reserved.

leadership, innovation and entrepreneurship, and professionalism.<sup>11</sup> Literature indicates that a variety of methods may be employed in interdisciplinary programs and continual professional development programs to integrate professionalism within the pharmacy curriculum.<sup>3-7</sup>

There is limited literature available that examines how professionalism among pharmacy students is cultivated within the curriculum and how it is assessed. The Pharmacy Professionalism Instrument (PPI) and the Behavioral Professionalism Assessment Instrument (BPAI) are two validated surveys used to assess student professionalism. The PPI, developed by Chisholm-Burns and colleagues, assesses depth of student professionalism in the didactic setting.<sup>8</sup> The BPAI, developed by Hammer and colleagues, assesses student professionalism in the classroom setting<sup>9,10</sup> and the experiential setting.<sup>11</sup> More recently in 2016, Peeters et al<sup>12</sup> published a mixed methods analysis in assessing students' approach to professional development. Previous studies have established that student pharmacists' professionalism differed by year<sup>13</sup> and increased over the progression of the pharmacy curriculum.<sup>4,13</sup>

At the time of this study, Mercer University College of Pharmacy had existing, informal groups, that consisted of faculty, alumni, and students who met to discuss professionalism topics such as networking, professional development, and curriculum vitae (CVs). Additionally, the college hosted speakers during the lunch hour to discuss future career opportunities, financial advisement, surviving pharmacy school, and professional dress and attire. The group meetings were voluntary and attendance was inconsistent amongst students. College administrators and faculty members felt that a structured, professional program should be added and required for all students. In preparation for the development of this program, the researchers' wanted to investigate the differences in professional attitudes and behaviors among first-, second-, and third-year pharmacy students. The researchers hypothesized that differences in professionalism exist among the professional years. Understanding the differences would allow for a tailored approach in the development of specific requirements of a co-curricular professional engagement program (PEP) that would progressively advance student professionalism from admission to graduation.

## Methods

### *Participants*

Student pharmacists were eligible to participate in this study if they were actively enrolled in the Mercer University College of Pharmacy and were entering their first (P1), second (P2), or third (P3) professional year of school. Fourth-year professional students (P4) were excluded because they were not taking courses in the classroom setting and they would have likely been exposed to different professional experiences during their advanced pharmacy practice experiences that may have impacted behaviors and attitudes.

### *Professional development network*

Since academic year 2011–2012, Mercer University College of Pharmacy has enrolled all students in a Professional Development Network (PDN) group on admission, that uses a co-curricular structure to provide academic and career advisement through faculty, alumni, and peer mentoring. In total, there are 21 PDN groups in the college of pharmacy. The composition of a single PDN group consists of a cohort of approximately 30 doctor of pharmacy students who remain in the group from matriculation to graduation. Within each group, there are approximately seven students from each professional year. Students are teamed with two faculty members and two or more alumni members. In addition to the informal advising and mentoring that takes place among PDN group members, students are also encouraged to participate in various structured professional activities offered in conjunction with the PDN program, such as group mentoring meetings, weekly seminars, ceremonies, legislative day, and a CV review. The dean of student affairs and various college faculty are in charge of organizing and coordinating these experiences. While participation in these events was strongly encouraged and monitored, there were no minimum requirements for student attendance and engagement at the time of this study, as ACPE Standards 2016 was not yet released and Standard 4 was not yet a requirement. Although our college implemented a professional development program (i.e., PDN) prior to the release of ACPE Standards 2016, further refinement was necessary to fully develop a co-curricular professional engagement program to fulfill Standard 4.

### *Data collection and analysis*

The final survey for this research was a compilation of two validated instruments and demographic questions (56 questions in total). Two instruments were utilized to assess student professionalism: the PPI and BPAI. The PPI<sup>8</sup> contains 18 questions on six tenets of professionalism: altruism, accountability, excellence, duty, honor and integrity, and respect for others. This questionnaire was validated among first-year student pharmacists at a public university, who were primarily engaged in didactic learning at the time of survey delivery. The PPI was designed as a self-assessment instrument that was validated by having pharmacy students, pharmacy residents, and newly employed pharmacists provide feedback. The BPAI<sup>9-11</sup> contains 25 questions to assess four professional areas: interpersonal/social skills, responsibility, communication skills, and appearance. This instrument was developed to measure student professional behaviors using two distinct versions: one for the classroom<sup>9,10</sup> and the other for the advanced pharmacy practice experiential setting.<sup>11</sup> For this research, the BPAI Classroom version was administered. The BPAI was validated by both instructors within the classroom<sup>9,10</sup> and experiential education coordinators and preceptors<sup>10,11</sup> as an expert-observer instrument, as well as a students' self-assessment instrument. Both instruments were validated using expert reviews, pilot testing, and exploratory factor analysis.

Download English Version:

<https://daneshyari.com/en/article/10225649>

Download Persian Version:

<https://daneshyari.com/article/10225649>

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