

Promoting Professional Identity Formation: Parallel Pathways in the Didactic and Experiential Doctor of Pharmacy Curriculum

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Background and Objective

Background: Professional identity formation (PIF), an important concept in the education of future health professionals that:

- Extends the concept of professionalism to focus on self-constructed, internal adoption of professional norms.
- Incorporates beliefs, values, motives, core knowledge, skills, attitudes, behaviors and other attributes that students develop over time as they become professional health care providers.
- Strengthens skills and attitudes needed to address professional challenges in the profession of pharmacy.
- Enhances the profession's longstanding commitment to professional development.

Objective: Redesign the Ernest Mario School of Pharmacy PharmD program to promote PIF across the curriculum.

Methods

*PIF is being explicitly incorporated in didactic, skills-based, and co-curricular activities across the curriculum.

*Learning objectives in several didactic courses have been aligned with ACPE 2016 Standard 4 to engage students in the process of identity-formation as members of an interprofessional practice-community.

*The Pharmacists' Patient Care Process (PPCP) framework has been incorporated into therapeutics modules and skills development courses, encouraging students to think and act like pharmacists.

*Experiential education is engaging students in diverse practice and co-curricular experiences to encourage PIF development through engagement with external stakeholders and patients.

Reference

Janke, K. K., Bloom, T. J., Boyce, E. G., Johnson, J. L., Kopacek, K., O'Sullivan, T. A., Petrelli, H. M., W., Steeb, D. R., & Ross, L. J. (2021). A Pathway to Professional Identity Formation: Report of the 2020-2021 AACP Student Affairs Standing Committee. *American journal of pharmaceutical education*, 85(10), 8714. <https://doi.org/10.5688/ajpe8714>

Programmatic Approach to Professional Identity Formation

Didactic Curriculum

- 3.1 Problem Solving
- 3.3 Patient Advocacy
- 3.4 Interprofessional Collaboration
- 3.5 Cultural Sensitivity
- 4.1 Self-Awareness
- 4.4 Professionalism

- iPASS (integrated Pharmacotherapy Assessment Skills Series): patient case studies, simulation lab experiences, SOAP notes, PPCP in role play, skill development labs, Objective Structured Clinical Examinations (OSCEs)
- LEAP AHEAD (Leadership – Entrepreneurship & Innovation – Assessment of Self – Professionalism): self-awareness tool, career panel, elevator pitch, mosaic of mentors, emotional intelligence tool, strategic thinking activity, cover letter activity, capstone project, Continuous Professional Development (CPD) document

- Longitudinal assessment of PIF in CPD document, capstone project, skill development - (OSCEs)
- CPD Document: Self assessment in SMART Goal setting, reflection prompts and responses

Learning
Outcomes
for PIF

Learning
Experiences
for PIF

Assessment
of PIF

Experiential Curriculum

- 3.3 Patient Advocacy
- 3.4 Interprofessional Collaboration
- 3.5 Cultural Sensitivity
- 3.6 Communication
- 4.1 Self-Awareness
- 4.4 Professionalism

- IPPE Community Rotation Log
- IPPE Hospital/Institutional Rotation Log
- APPE Orientation Session on PIF
- Two post-APPE rotation reflections (cycle 4+8)
- CV review
- Annual co-curricular/IPE inventory, self-reflection, SMART goal setting

- IPPE & APPE Grade Evaluations (EPA based)
- IPPE Hospital and IPPE Community Post Rotation Reflections
- APPE Rotation Interventions, Seminar, Patient Case, Journal Club & Written Project Requirements
- APPE Rotation Community Service Outreach Requirement (CSOR)

Future Goals, Actions, and Conclusion

Foster a culture of intentional support of PIF that aids students in explaining, presenting, and conducting themselves within the scope of student work and professional priorities

Engage student leaders as role models/ambassadors of professionalism and PIF for the larger student body

Encourage ongoing communications with faculty/staff about importance of PIF; align faculty responsibilities and development to ensure adequate support for assessment of PIF

Expand co-curricular and IPE programs to promote PIF

Evaluate PIF opportunities in curricular review of PharmD courses

Conclusion: Instill and embrace the concept of PIF as a strategic, transformative goal of the School.