

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

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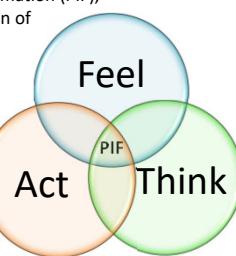
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### Background and Objective

**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

#### 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)

Learning Outcomes for PIF

Learning Experiences for PIF

Assessment of PIF

### 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.