

# Professional Identity Formation: What Do First Year Students Anticipate?

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## BACKGROUND

The Co-Curriculum is a logical place to introduce and assess Professional Identity Formation (PIF) to student pharmacists, but it should be done in tandem with the didactic and experiential curricula.

## OBJECTIVE

To showcase first year, Pharm.D.(Class of 2026) students' self-reported anticipated experiences that will promote professional identity formation (PIF) and to make future improvements to the Co-Curriculum regarding PIF.

## METHODS

At the beginning of their second semester in the Pharm.D. program student pharmacists completed a professionalism self-assessment and were asked "Over the course of your enrollment here, what experiences/opportunities do you anticipate will help you think, feel and act like a pharmacist?" Responses were coded into six categories.

1. Practice Experiences (IPPEs, APPEs and IPE).
2. Pharmacy Employment, Volunteering, and Internships.
3. Organizational Involvement.
4. Performance-based Assessments.
5. Didactic and Lab Coursework and Immunization Certification Training.
6. Teamwork and Collaboration.

## RESULTS

The class of 2026 completed a professionalism assignment and 108 students (82%) provided informed consent for this study. In an open-ended question, students were asked what experiences/opportunities they anticipated would promote their PIF. There were 164 unique results which were coded as participation in practice experiences (34%); performance-based assessments (21%); involvement in professional organizations (16%); didactic, lab, and immunization certification training (10%); pharmacy employment, volunteering, and internship opportunities (10%); and teamwork and collaboration (9%).

## CONCLUSIONS

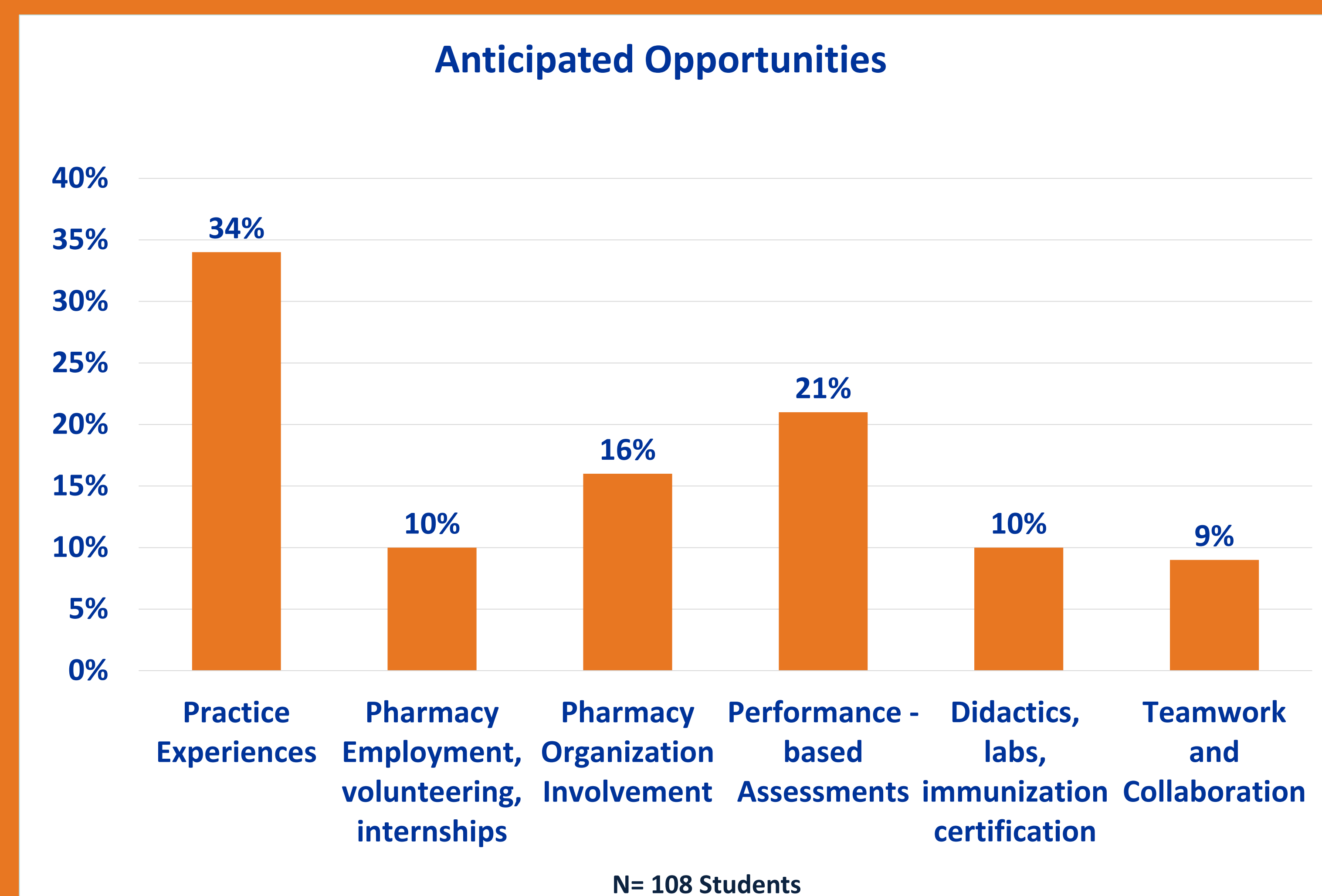
These results allow us to further understand how first year students identify future opportunities for professional identity formation. From these findings we plan to intentionally create additional opportunities within the co-curriculum for professional identity formation (PIF). Recently, we conducted a needs assessment to strengthen our college's strategic initiatives around PIF. This curriculum assessment model can be implemented at other pharmacy colleges to learn about, and ultimately adjust, PIF in the curriculum. This educational tuning process can have profound impacts on not only the co-curriculum but related didactic and experiential settings as well.

## PROFESSIONAL IDENTITY FORMATION & PHARMACY EDUCATION



## RESULTS: CLASS OF 2026

"Over the course of your enrollment at HCOP, what experiences/opportunities do you anticipate will help you think, act, and feel like a pharmacist?"



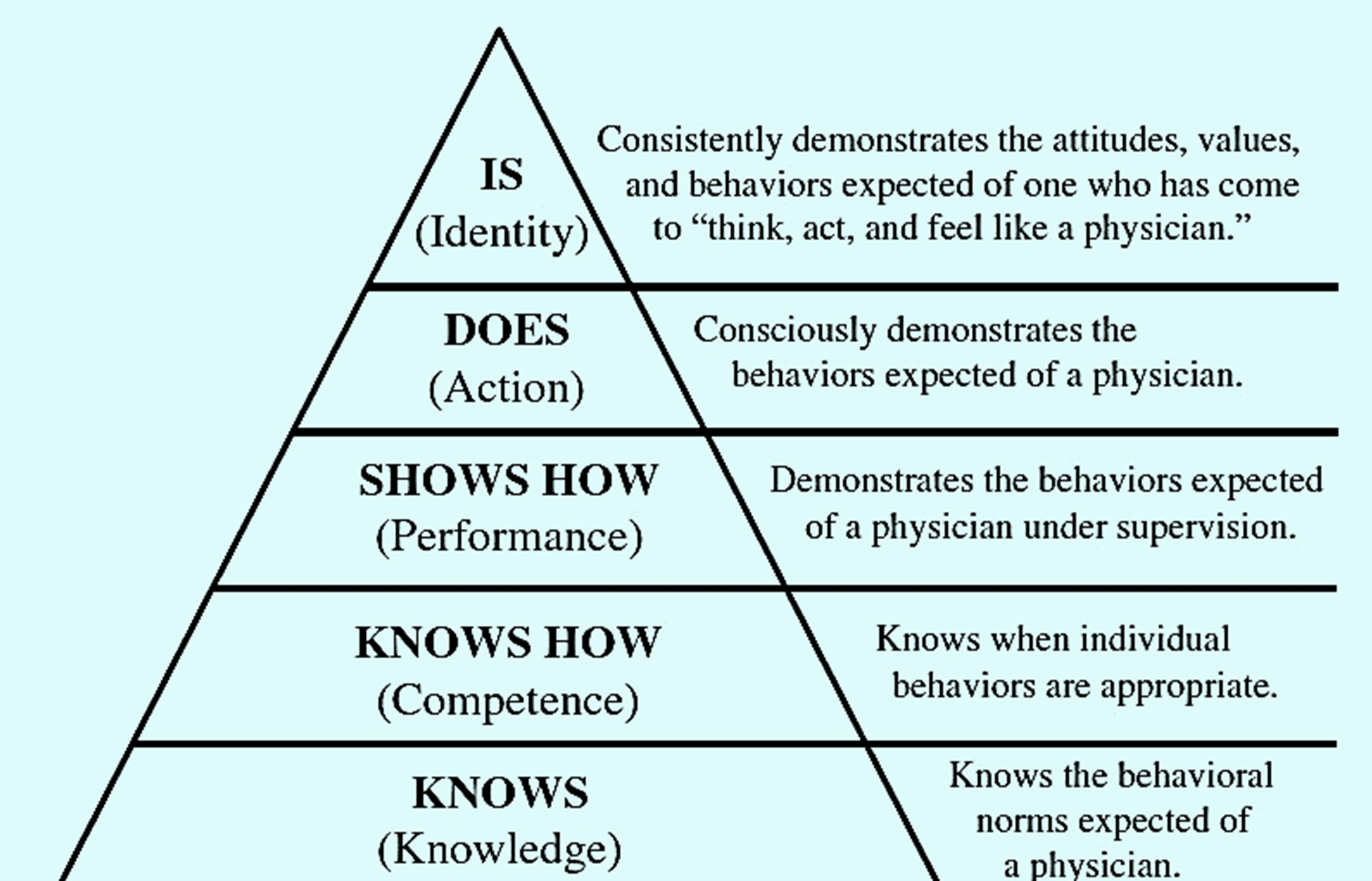
## FUTURE PLANNING AND ASSIGNMENTS

- Transition to a Miller's Pyramid pedagogy model for PIF.
- Continue to incorporate PIF socialization with more purposeful connections in the curricula.
- Implement guided reflective questions for each of the six identified categories.
- Pre- post PIF assessments before and after 2<sup>nd</sup> year students' IPPEs.
- Increase frequency of direct discussions about PIF.
- Provide PIF feedback regularly.

## PROGRAMMATIC NEEDS<sup>1,2</sup>

- Faculty buy in of PIF.
- Faculty development.
- Preceptor development.
- PIF needs a clear leader and a person responsible for the program.
- Is PIF an educational objective in the curriculum?

## MILLER'S PYRAMID FOR CLINICAL COMPETENCE<sup>3</sup>



## REFERENCES

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