

Assessing Student Pharmacists' Internal Motivation (IM) in a Top 300 Drug Assessment (IM-300)

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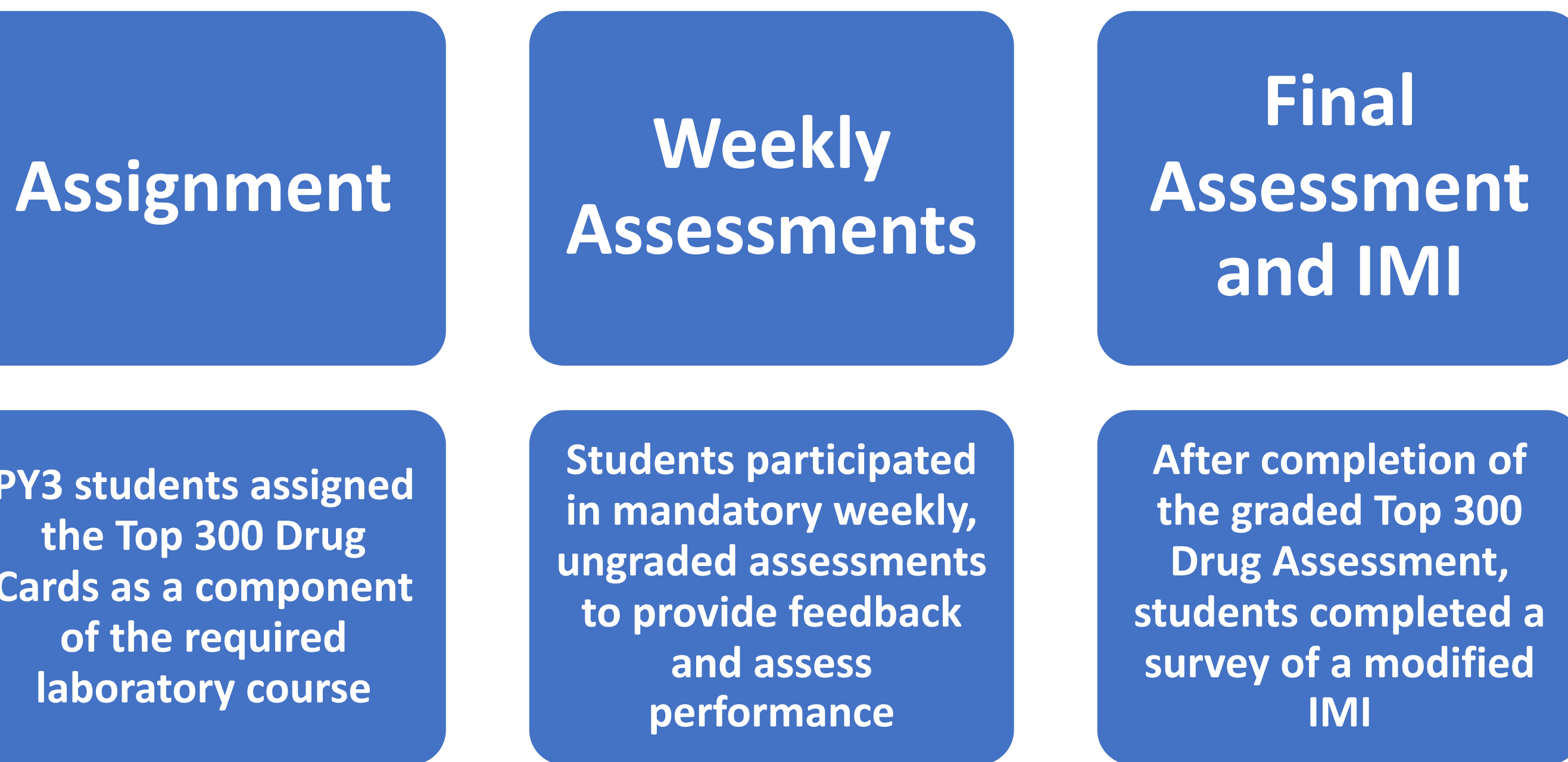
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PURPOSE

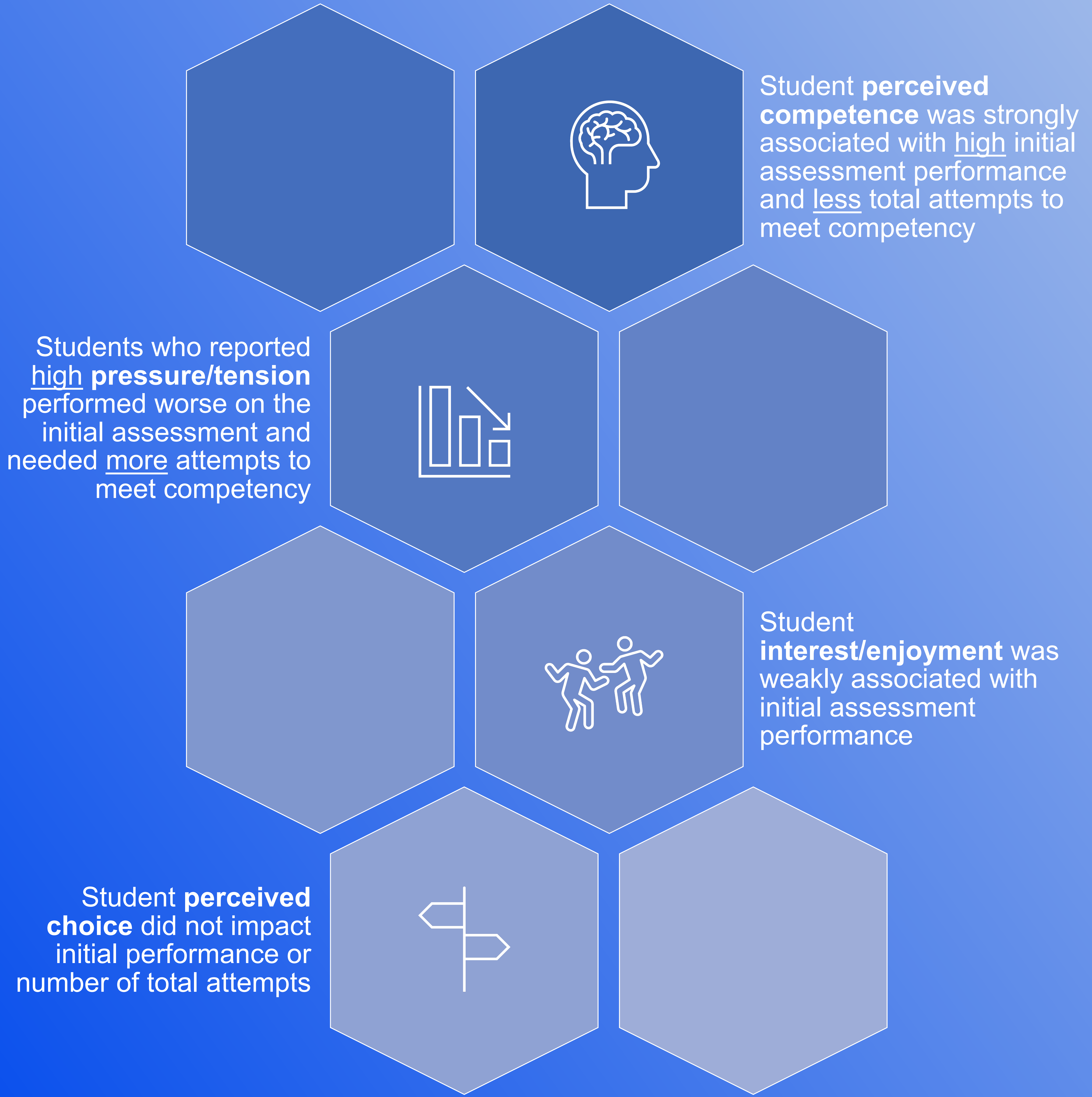
- Student Pharmacists are required by the Accreditation Council for Pharmacy Education (ACPE) to “develop the comprehensive knowledge base required to be ‘practice ready’ and that they will be able to retain, recall, build upon, and apply that knowledge to deliver quality patient care in a variety of entry-level practice settings.”¹
- As a result of ensuring student pharmacists are practice ready, faculty at the University of Kentucky College of Pharmacy developed a longitudinal assessment regarding the Top 300 Drug Cards through their respective Patient-Centered Care Experience (PaCE) course.
- The purpose of this study is to gauge student pharmacist’s knowledge and motivation in studying the Top 300 Drug Cards compared to assessment performance as measured by a modified Intrinsic Motivation Inventory (IMI),²

METHODS

- In Fall 2022, 3rd professional year (PY3) students were required to demonstrate competency (3 total Attempts; >70%) on the Top 300 Drug Assessment at the conclusion of the semester. Prior to this assessment, PY3 students completed mandatory, ungraded assessments on a weekly basis that provided feedback to assess student performance.
- A voluntary survey was administered via REDCap and disseminated via email to PY3 pharmacy students at the University of Kentucky College of Pharmacy (UKCOP) in their laboratory-based PaCE course.
- To measure internal motivation, a survey using a modified version of an Intrinsic Motivation Inventory (IMI) was developed and offered to all PY3 students at UKCOP. The survey included questions to collect responses across four domains including (1) interest/enjoyment, (2) perceived competence, (3) perceived choice, and (4) pressure/tension. An invitation to the voluntary survey was sent at the end of the fall semester when they completed the graded, competency-based Top 300 Drug Card Assessment.
- Statistical Analysis was performed using SPSS v29.0, 2023. Pearson’s correlation was used to compare IMI self-reported domains to initial assessment performance and one-way ANOVA was used to determine IMI self-reported domains to total number of assessment attempts to meet competency. Descriptive statistics were used for overall reporting of assessment performance and IMI results.



Beyond the Script



RESULTS

- 82 students started the survey; 73 students fully completed the IMI (56% RR; 73/131). IMI domain performance was scored on a 7-point Likert scale with students reporting overall low self-reported interest/enjoyment (2.06/7), and moderate perceived competence (3.20/7), perceived choice (3.55/7), and pressure/tension (3.81/7) related to the activity.

Figure 1. IMI Domain and Initial Assessment Performance

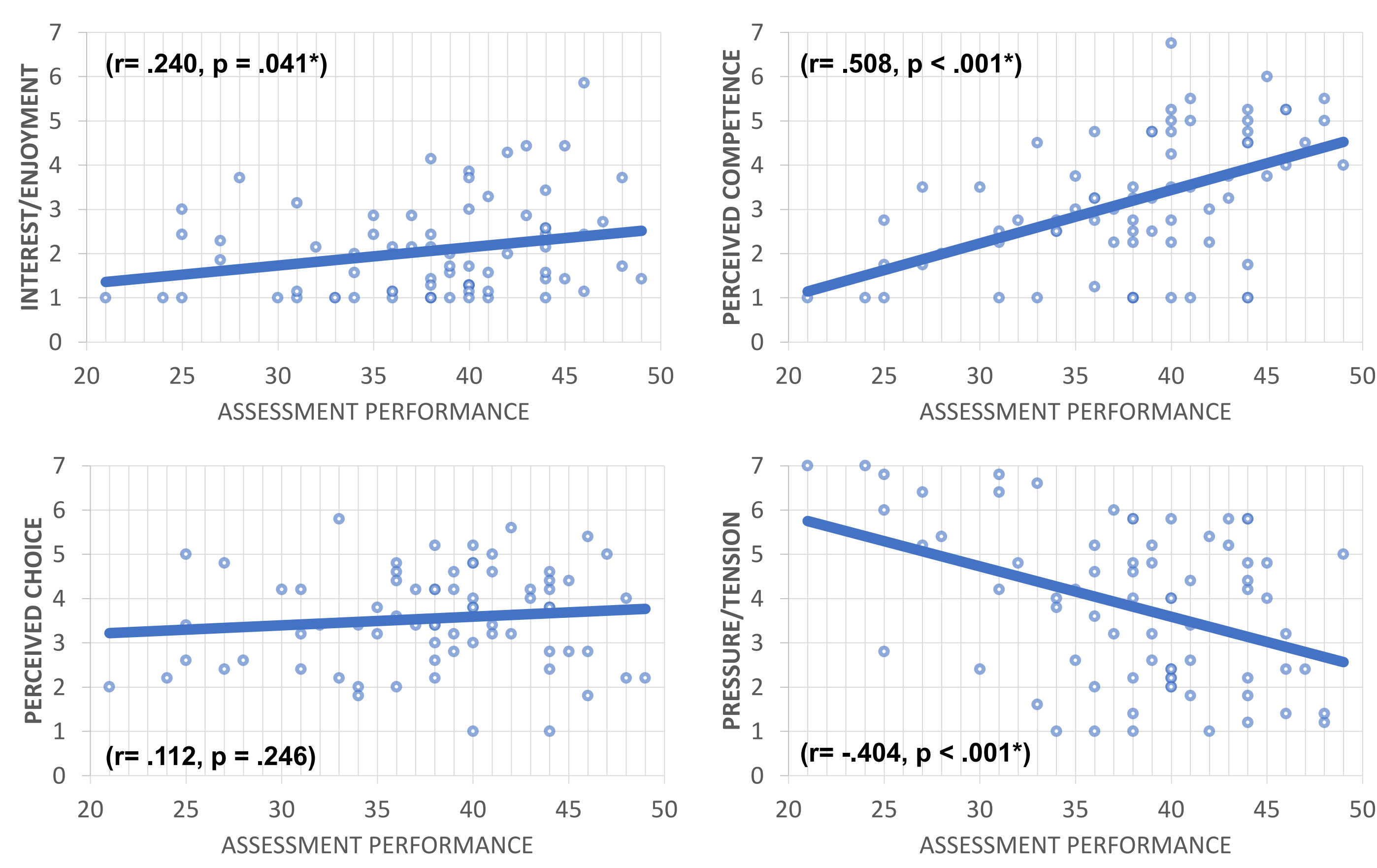
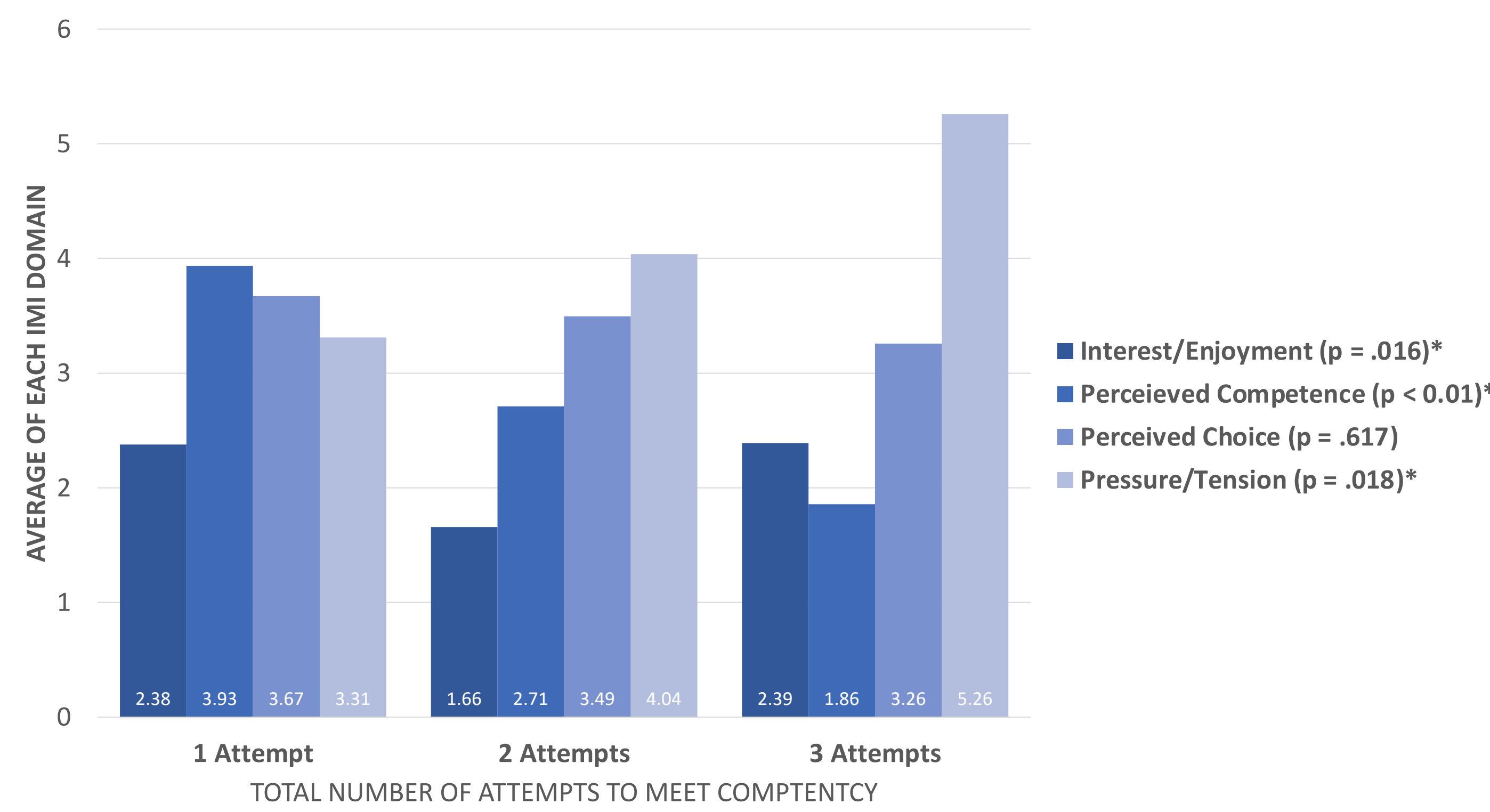


Figure 2. IMI Domain and Total Attempts to Meet Competency



*Statistically Significant at $\alpha=0.05$

CONCLUSIONS

- Self-reported interest/involvement, perceived competence, and pressure/tension per the modified IMI had a statistically significant linear relationship to initial assessment performance. Perceived choice in the activity had no correlation to initial assessment performance.
- Mean perceived interest/involvement, perceived competence, and pressure and tension per the modified IMI was significantly different for total number of attempts to achieve competency on the Top 300 Drug Assessment.
- Students self-reported internal motivation affected assessment performance to achieve competency in a Top 300 Drug Assessment. IMI results will inform future curriculum implementation and teaching strategies to reduce self-perceived pressure and increase competency.

REFERENCES

1. American Council for Pharmacy Education. Accreditation standards and key elements for the professional program in pharmacy leading to the Doctor of Pharmacy degree. 2015. <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>. Last Accessed July 6, 2023.
2. Inventory, Intrinsic Motivation. "Intrinsic Motivation Inventory (IMI)." The Intrinsic Motivation Inventory, Scale description (1994): 1-3.