



## Background

- Doctor of Pharmacy students at the University of Wisconsin-Madison School of Pharmacy in their fourth year participate in Advanced Pharmacy Practice Experiences (APPE)
- During each 6-week rotation students complete:
  - 3 Asynchronous seminars
  - 1 synchronous virtual discussion
- APPE seminar topics are selected based on 2016 ACPE accreditation standards and NAPLEX preparation<sup>1,2</sup>
- PIF discussions help bridge the gap in where a pharmacist's role starts and ends<sup>3</sup>
- Professional development within an APPE seminar allows students to mold their "double helix" relationship between personal and professional

## Objective

To determine APPE student preferences and reactions to a professional identity formation (PIF) discussion

## Methods

DEVELOPMENT

- Survey was developed by staff\* to determine APPE students' perspective on preferences, value, and acceptability
- \*piloted by six P3 students for clarity

ADMINISTRATION

- APPE students were invited via email to complete the survey at the end of the first 6-week block of 2023 via Qualtrics regarding their thoughts on PIF

SURVEY

- The survey consisted of 15-questions; 11 questions used a 4-point Likert scale (1=not at all agree to 4=completely agree) with the remaining questions being open ended or multiple choice
- Students were able to give recommendations for future APPE Seminar topics and any additional feedback

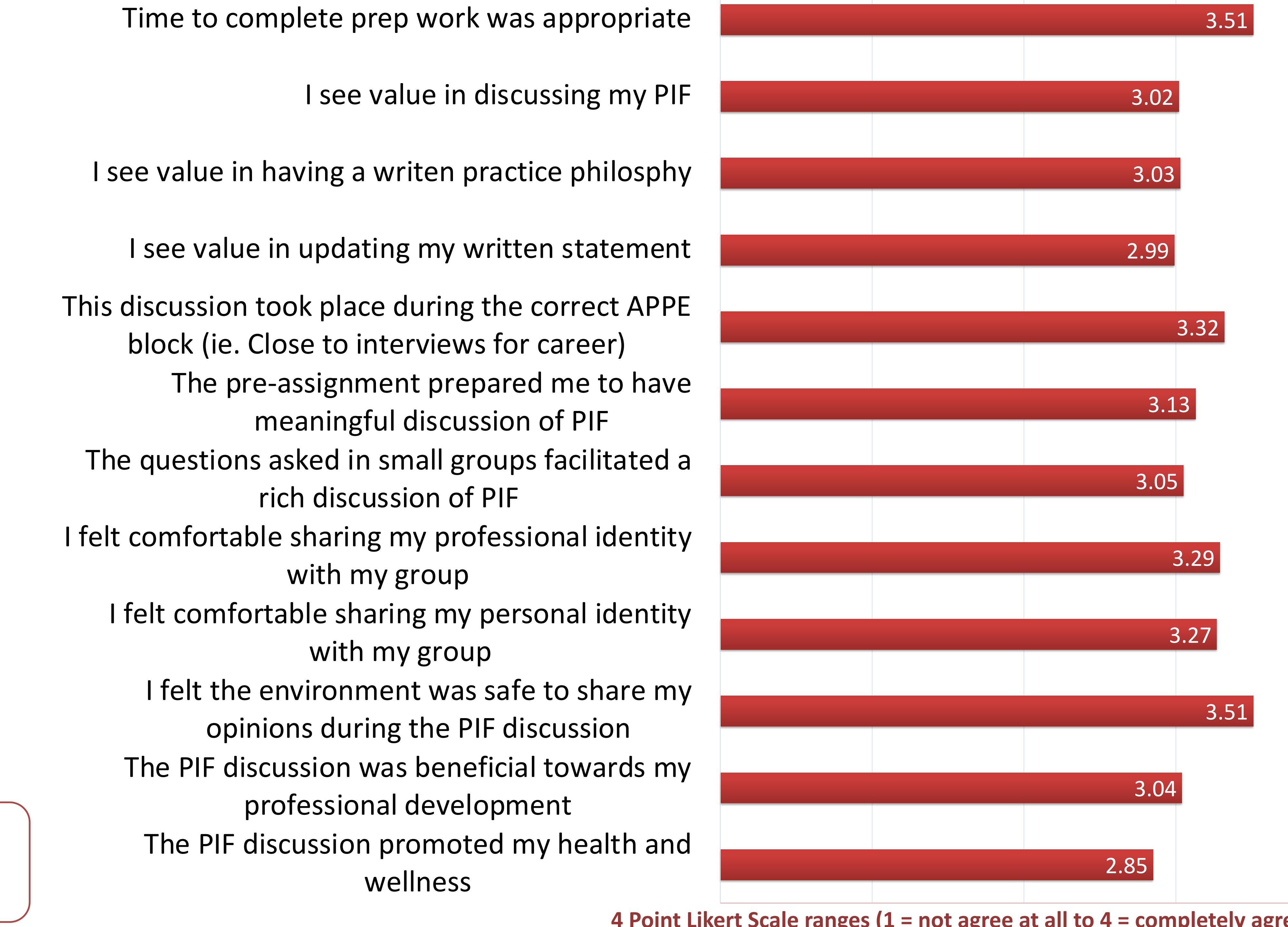
ANALYSIS

- Closed ended responses- Descriptive statistics
- Open ended responses- Summary of responses

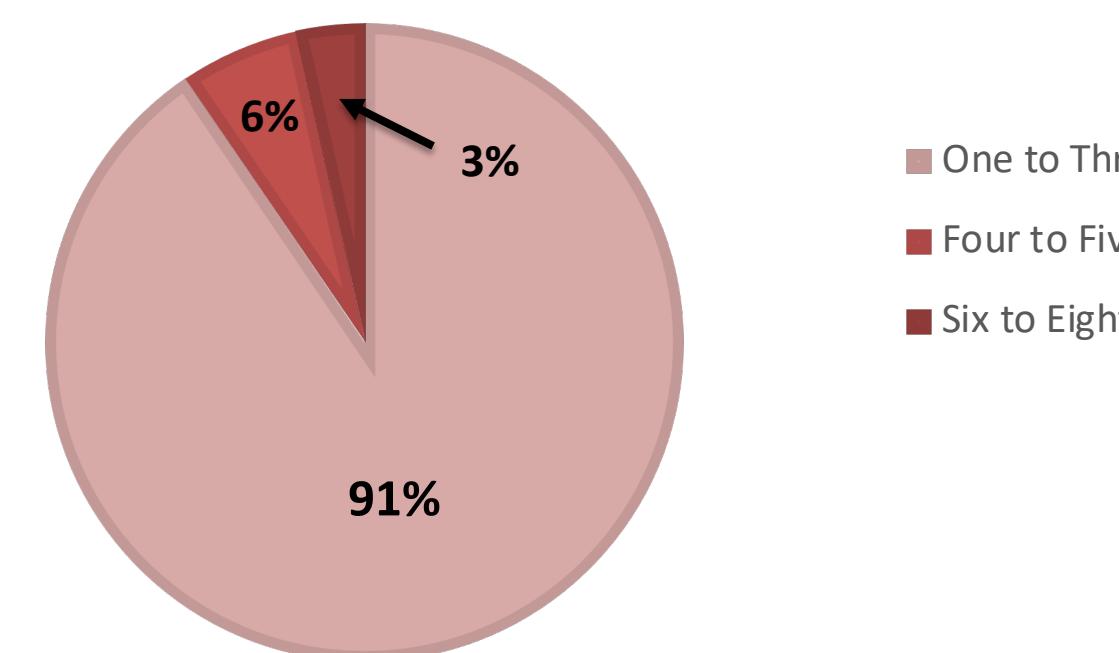
## Results

- 116 of 125 (93%) students completed the survey

**FIGURE 1: SURVEY RESPONSES**



HOW MANY OF THESE PROFESSIONAL DEVELOPMENT SEMINARS DID STUDENTS SUGGEST?



## Discussion

- Students found the discussion to be timely, valuable, and felt comfortable in their environment to share their professional and personal identity
- The preparation work was found to be more valuable than the discussion in some cases due to the lack of participation during the discussion
- Students felt there was a lack of health and wellness promoted, but this was not the focus of the discussion
- Students suggested 1-3 professional development discussions annually

## Limitations

- Students not applying to residency may find this discussion more useful earlier in the APPE year
  - i.e., pharmacist or fellowship position
- While this survey established student comfort with the discussion, more research will be needed to determine its value and application

## Future Directions

- The PIF discussion will continue to be offered as an APPE seminar discussion with revisions made per student feedback
- Additional engagement techniques for virtual learning should be employed to increase value of the discussion
- Additional professional development topics will be considered based on student suggestions

## References

1. Experiential Education Manuals. APPE Specific Policies. <https://expmanual.sop.pharmacy.wisc.edu/overview/general/appe-specific-policies/>
2. Accreditation Council for Pharmacy Education. (2016). Accreditation Standards And Key Elements For The Professional Program In Pharmacy Leading To The Doctor Of Pharmacy Degree (ACPE Standards 2016). <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>
3. Janke, Kristin K., et al. "A pathway to professional identity formation: report of the 2020-2021 AACP Student Affairs Standing Committee." *American journal of pharmaceutical education* 85.10 (2021).