

Pharmacy students' perspective regarding integration of Professional identity Formation discussion into an APPE Seminar

Morgan M Paul, 2024 PharmD Candidate, Amanda R Margolis, PharmD, MS, BCACP, Denise Walbrandt Pigarelli, PharmD, BC-ADM, Karen Kopacek MS, RPh, Mara Kieser, MS, RPh, BCGP

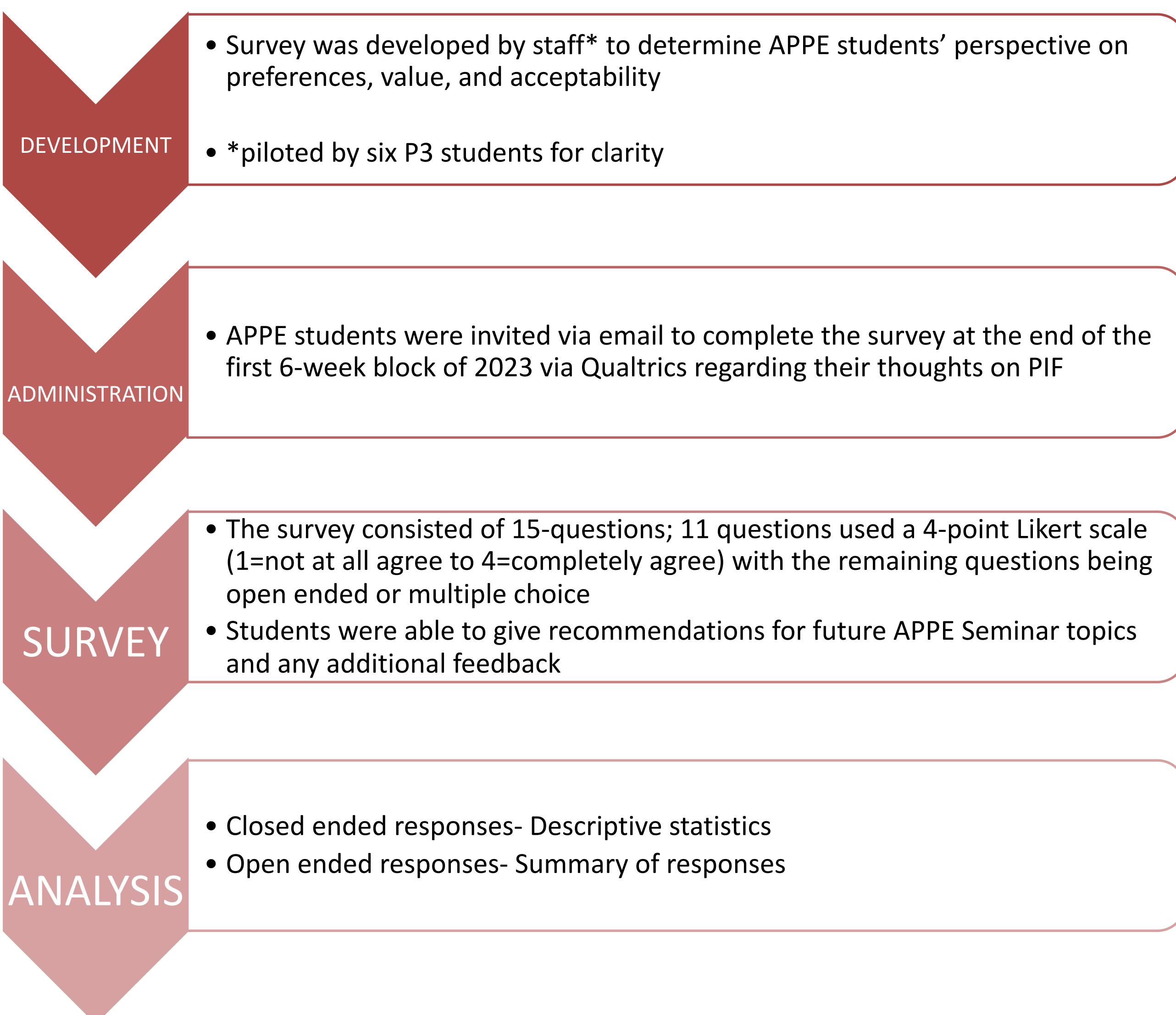
Background

- 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^{1,2}
- PIF discussions help bridge the gap in where a pharmacist's role starts and ends ³
- 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



Results

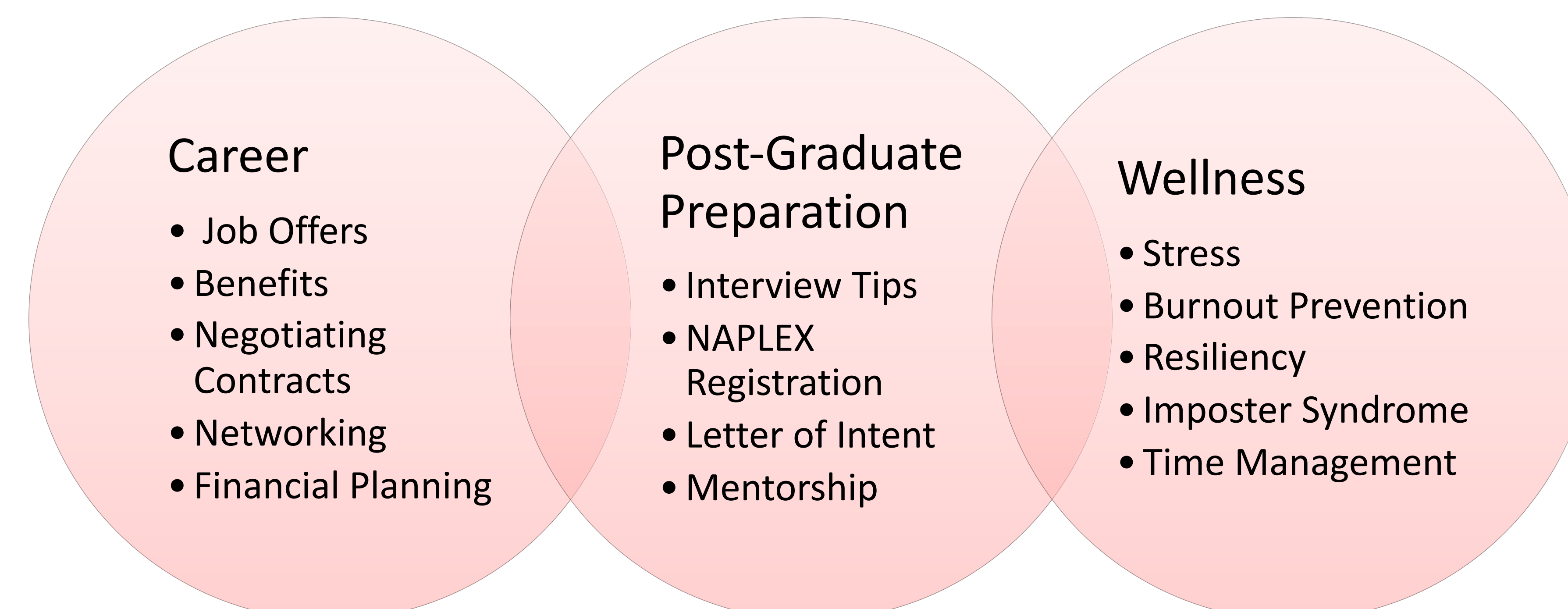
- 116 of 125 (93%) students completed the survey

FIGURE 1: SURVEY RESPONSES

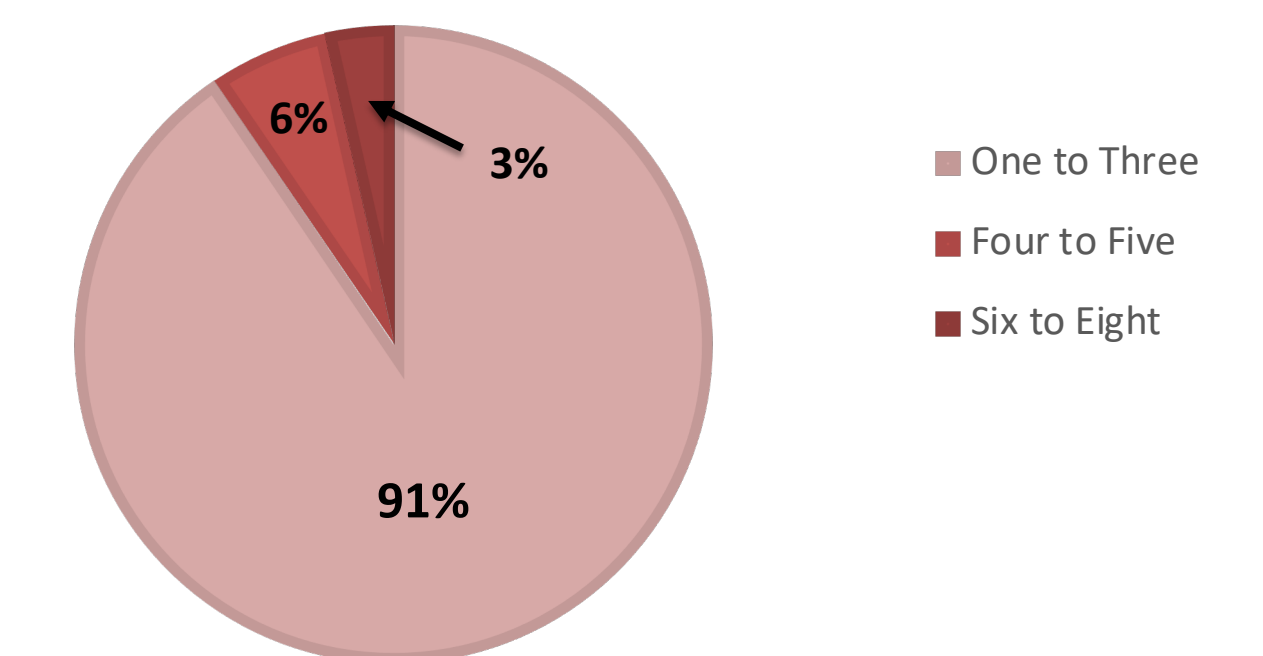


4 Point Likert Scale ranges (1 = not agree at all to 4 = completely agree)

Figure 2: Future APPE Seminar Developmental Topic Suggestions



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).