



Mixed Method to Develop Content Valid Teaching Materials and Rubric for Employee Management in Pharmacy



Courtney L. Bradley, PharmD, BCACP; Hannah K. Cozart, PharmD, Sun Lee, PharmD, MPH
Fred Wilson School of Pharmacy, High Point University, High Point, NC

BACKGROUND

- Employee management is a critical component of pharmacist responsibilities.
- Literature on pharmacy management is limited to developing business plans and provides little focus on employee management skills.

OBJECTIVE

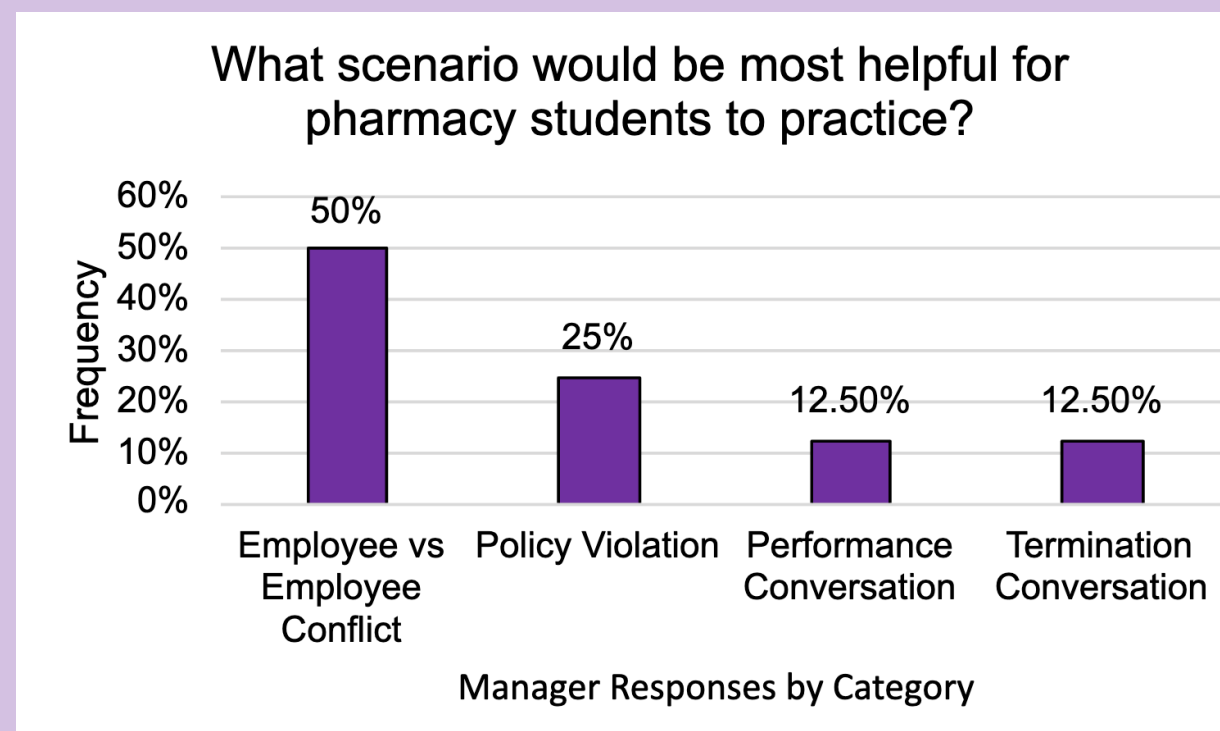
- To develop teaching materials for management conversations by collecting recommendations from current pharmacy managers.
- To develop and perform content validation on a communication rubric for management conversations.

METHODS

- One-hour semi-structured interviews with eight pharmacy managers were conducted.
 - Qualitative findings used to develop educational materials and rubric on employee communication, which was implemented in Fall 2022.
- Objective-Structure-Clinical-Exam (OSCE) was used to assess rubric performance which contained 13 items (7 verbal, 5 nonverbal, 1 trust).
 - Convergent validity** - Fall 2022 OSCE on employee management case was compared with the course grade, using Pearson's correlation
 - Discriminant validity** – Fall 2022 scores compared with Fall 2021 and Fall 2020 on the same topic, using two-samples t-test
 - Construct validity** – Fall 2022 score was used for factor analysis with orthogonal varimax rotation
 - Psychometric properties were assessed in StataBE17.

HIGHLIGHTS

- There is a growing need in pharmacy education to address employee management skills for pharmacists.



- The rubric developed in collaboration with pharmacy managers demonstrated both convergent and discriminant validity.

| Rubric item (examples for each action also provided) |
|--|
| Opens the conversation by describing to employee the general concern as a supervisor |
| Allows the employee to describe the concern from their perspective |
| Describes why employee's behavior is problematic; Cites the policy in violation |
| Investigates root cause of employee's behavior |
| Prompts employee to develop goal for improvement |
| Offers resources as a supervisor |
| Develops an action/monitoring plan to track the employee's progress toward achieving the goal. <ul style="list-style-type: none"> define goals and expectations set timeline for when the goals must be met set follow-up expectations (who is monitoring and when) outline next corrective action if they do not meet action plan |
| De-escalates emotions; demonstrates empathy |
| Upholds policy and values |
| Utilizes appropriate tone and volume of voice |
| Utilizes appropriate body posture, body language, and eye contact |
| Uses open-ended questions and prompts to engage employee in conversation |

RESULTS

- Pharmacy managers agreed on need for training on effective employee management in pharmacy school. (100% stated pharmacy school did NOT prepare them)
- Thematic analysis of pharmacy manager suggestions were incorporated into revised lecture and lab activities.
- The content-valid rubric performance showed Cronbach's alpha of 0.604 and 2 factor loading, in line with the hypothesized domain of distinguishing verbal and nonverbal communication aspects.
- Convergent validity showed correlation between OSCE performance and final grade ($r=0.264$, $p=0.004$).
- Discriminant validity showed improved OSCE performance and final grade in Fall 2022 cohort compared to Fall 2021 and Fall 2020.

CONCLUSIONS

- Content-valid teaching and rubric were developed in consultation with pharmacy managers to introduce and evaluate student performance on an employee communication case.
- Pharmacy curricula could benefit from including course work and hands-on training in employee management.

REFERENCES

- Augustine et al. *Am J Pharm Educ* 2018;82(8):6364
- Scott DM et al. *Am J Pharm Educ* 2019;83(10):7486

CONTACT & DISCLOSURES

- cbradley@highpoint.edu
- No conflicts of interest or disclosures