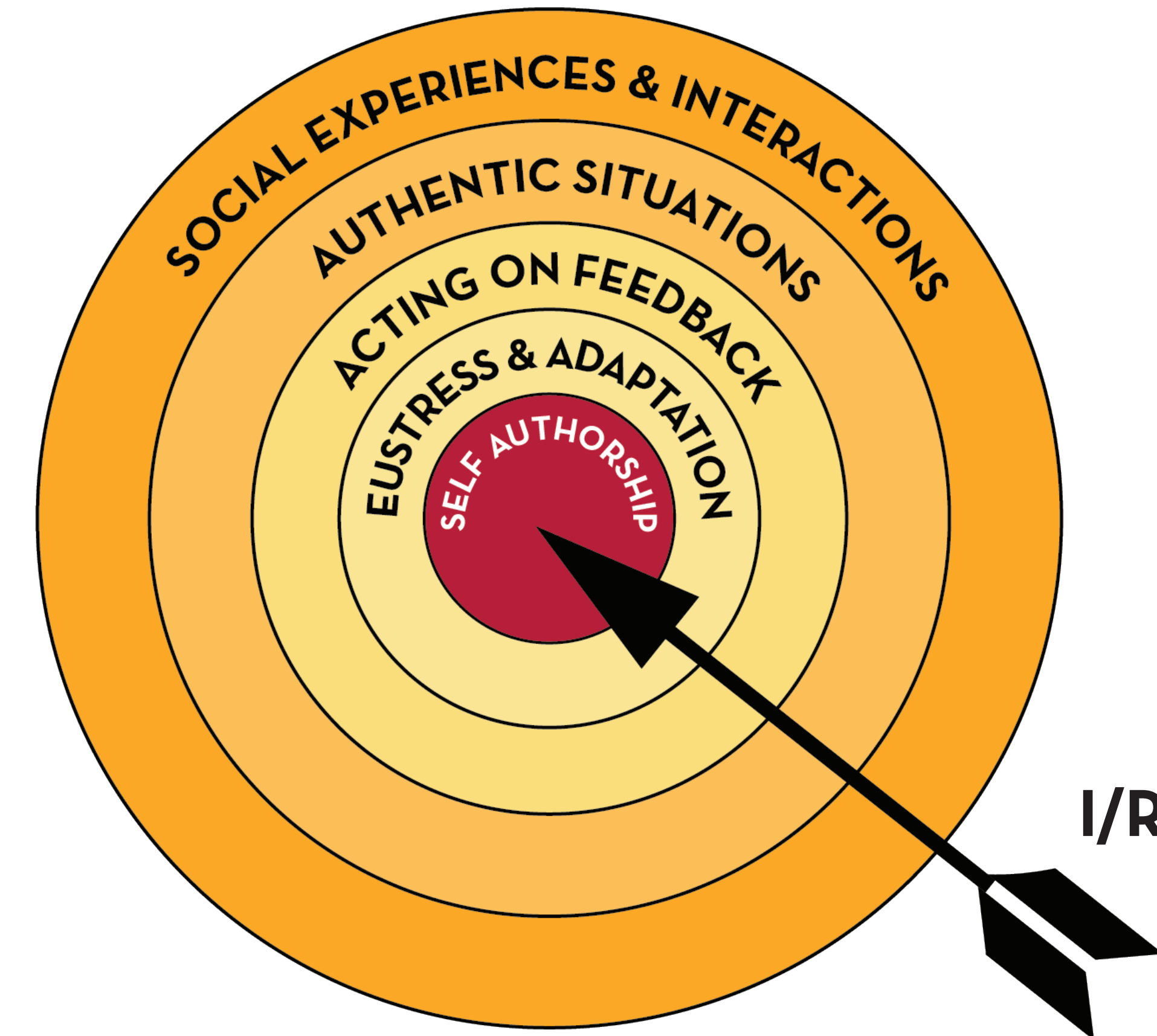


Intention/Reflection as a Low-Resource, High-Impact Arrow in the Professional Identity Formation Quiver

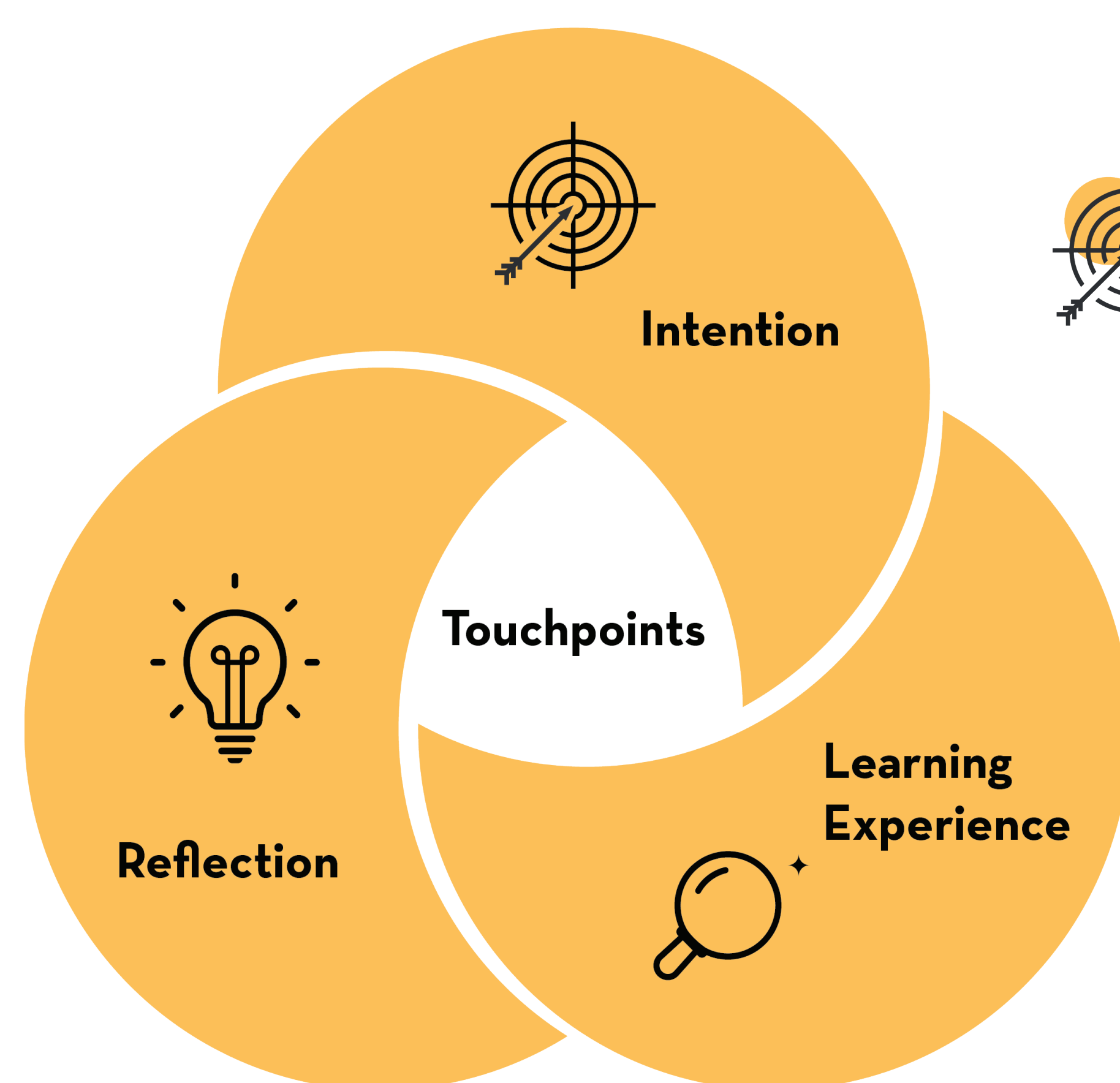
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Professional Identity Formation (PIF) can be achieved through multiple approaches. **Intention/Reflection (I/R)** is used at the University of Minnesota to foster students' self authorship skills.

I/R fosters self authorship through helping students: 1) develop habitual ways of contextualizing and directing their own learning, 2) mature their internal influence via defining values, goals and desired professional characteristics, and 3) address the disequilibrium that is created in social interactions and supporting adaptations.



DESCRIPTION OF INTENTION/REFLECTION



Intention
Students use a series of questions to contextualize the learning experience into their personal frame of reference, expectations and goals in regards to their education and future pharmacy practice.

Reflection
Students use a series of questions to assess the achievement of goals set at the beginning, their educational success and their relationship to the pharmacy profession.

Learning Experience
Can be a single class session or an entire semester, including didactic, experiential, simulations, assessments, or active learning exercises.

CURRICULAR IMPLEMENTATION

I/R is used in various courses across the curriculum (didactic, experiential, co-curriculum) and is embedded in all 4 years of the professional program.

Course/Learning Experience	P1	P2	P3	P4
Professional Development Sequence	✓	✓	✓	
Pharmacotherapy Courses		✓		
IPPEs	✓	✓	✓	
APPEs				✓

BENEFITS

Students
Self-identify, discuss and internalize desired skills and professionalism characteristics via survey and classroom discussion as they encounter a diversity of I/R-embedded educational experiences in the professional program

Faculty
Use I/R to help students reflect, explore and adapt to the cognitive disequilibrium often experienced in the professional pharmacy program.

Programs
Use I/R to foster self authorship (and therefore PIF) by helping students consider experiences in light of their personal frames of reference (e.g. culture, ethics, existing identities, personal history, etc.)

RESOURCES

- Johnson, JL, Arif, S, Bloom, TJ, Isaacs, AN, Moseley, LE, Janke, KK. (2023). Preparing Pharmacy Educators as Expedition Guides to Support Professional Identity Formation in Pharmacy Education. American Journal of Pharmaceutical Education, 87(1). ajpe8944; DOI: <https://doi.org/10.5688/ajpe8944>
- Lepp, GA, Fierke, KK, Friedrich, C, Sick, B. (2023). How Intention/Reflection fosters student learning in an interprofessional experiential escape room activity. Journal of Interprofessional Education & Practice, 30(March). doi.org/10.1016/j.xjep.2022.100589
- Fierke, KK, Lepp, GA, Maxwell, WD, Hager, KD, Sucher, BJ. (2019). Improving advanced pharmacy practice experiences with an intention/reflection practice. Currents in Pharmacy Teaching & Learning, 11(4), 394-401.

STUDENT QUOTES ILLUSTRATING SELF AUTHORSHIP VIA EXAMINATION OF AUTHENTIC SITUATIONS FOLLOWED BY ADAPTATION.



"This practice [I/R] has been helpful in terms of making me think at a deeper level about what I am learning not only in this class, but in other classes, and how that knowledge that I gain will be used in my career as a pharmacist."

PD2 student comment (Cardiovascular Pharmacotherapy course)

"The I/R activity has been helpful for enhancing my experience because it provides me with daily guidance ...it is [an activity] that I will take with me into my personal and professional life... whether that be a team of healthcare professionals, students, family members, I have confidence that I can have a positive impact..."

PD4 student comment (Advanced Pharmacy Practice Experience)

"This reflection practice [I/R] has allowed me to think deeper about my previous interactions with different healthcare roles in the hospital, and how I can utilize the collective knowledge of the multidisciplinary team to enhance patient care."

PD4 student comment (Interprofessional Escape Room)