

PROFESSIONAL IDENTITY FORMATION

Using an Institutional EPA based IPPE assessment

INTRODUCTION

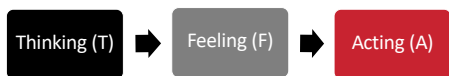
- AACP Strategic Plan 2021-2024 emphasizes professional practice identity of future pharmacists

Have you done this yet?

- **We hadn't**, so we evaluated our university's embedded model of immersive co-operative education (co-op)/IPPE as a change agent in the development of professional identity formation (PIF) in our students
- Our co-op/IPPE model's tenets of preparation, activity and reflection allows our students to complete 1320 IPPE hours immersed in pharmacy practice settings

METHODS

- Retrospective analysis of our 18-question EPA based co-op/IPPE student self-assessments compared to preceptor evaluations
- We coded co-op/IPPE questions to PIF tenets



Coding EPA Statements	Professional Identity Formation (TFA)	Thinking/Acting (TA)	Acting (A)	Non-PIF
Professionalism	✓			
Communication	✓			
Self-awareness	✓			
EPA 1.1		✓		
EPA 2.1		✓		
EPA 3.1		✓		
EPA 4.1		✓		
EPA 5.1			✓	
EPA 6.1			✓	
EPA 7.1			✓	
EPA 8.1		✓		
EPA 9.1		✓		✓
EPA 10.1		✓		
EPA 11.1		✓		
EPA 12.1		✓		
EPA 13.1				✓
EPA 14.1			✓	
EPA 15.1	Not in IPPE evaluation form			
EPA 16.1		✓		

- Summary statistics and observed trends were identified



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SCAN ME

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An immersive institutional coop/IPPE experience appears to be a strong scaffold for students to develop their professional identity, particularly in the areas of thinking and acting

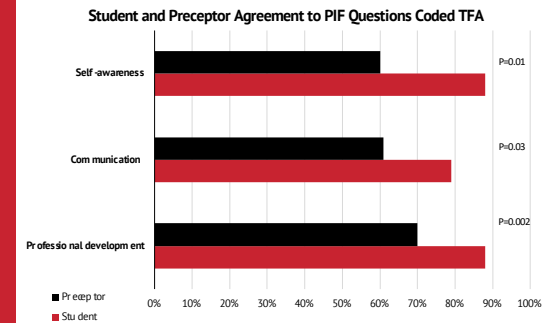
N Northeastern University

Bouvé College of Health Sciences

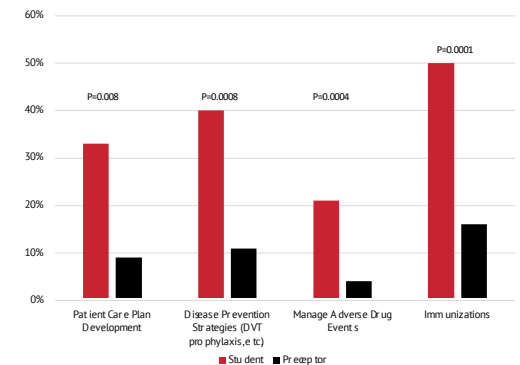
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RESULTS

- Seventy-eight (72%) students and 57 (53%) preceptors completed evaluations
- Of 15 EPAs in an institutional practice setting, student alignment with preceptor evaluations was mixed



- Four TA coded questions revealed a statistically significant difference from students' self-report of "does not meet (DNM)" compared to preceptor evaluations



CONCLUSIONS

Our results align with previously published reports that students are more critical evaluators of themselves than their preceptors, which is an opportunity for further IPPE, curricular, and student emotional intelligence development