Professional Identity
From pharmacy student to the practice

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Introduction

- Professional education: Competency-based.
  - Focus on achieving competencies around attitudes, values and behaviours.
    - Nature of professionalism (Jarvis-Selinger et al, 2012)
    - Losing richness and complexity (Holden et al, 2015)
    - Theoretical evidence (Aguilar et al, 2011)

“Competency-based approach to understanding professionalism alludes to a masterable practice and erodes the notion of professionalism” (Fish & de Cossart, 2006)
What is professionalism?

Three frameworks of professionalism

Virtue-based
- Moral character
- Moral reasoning
- Humanism

Behaviour-based
- Behaviours, milestones and competencies

Professional identity formation
- Evolving and changing identities

Irby & Hamstra (2016)
Becoming professional

THINK

ACT

FEEL

... like a pharmacist

Dall’Alba, G (2009)
Developing professional identity

How can professional identity be developed in pharmacy students?

FRAMEWORK

PEDAGOGIES

PROFESSIONAL IDENTITY PROGRAM

PIP
Self-Determination Theory (Deci and Ryan)

COMPETENCE

RELATEDNESS

AUTONOMY

WELL-BEING

CREATIVE

LOW ANXIETY

AUTONOMOUS

COGNITIVE FLEXIBILITY

HIGH SELF MOTIVATION

Increased motivation and autonomy

Identity formation

Increased motivation

Identity formation

Self-Determination Theory (Deci and Ryan)
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• Two validated instruments
  – Professional identity: MCPIS-9
  – Motivation/autonomy: Pharm-S

• Program evaluation survey

Program Evaluation

After two years of the PIP, there was a significant increase in student autonomy.

(n=44, 88% response rate, M=18, F=26), mean age=20 yrs, SD=4.2, range=17-35yrs.

- 100% felt that they gained a greater understanding of the importance of professionalism
- 91% felt that they had a greater understanding of the role of the pharmacist
- 84% felt that the PIP improved their sense of professional identity
Motivation style scores (mean, SE) of first year pharmacy students in a professional identity program at 0 (■), 12 (■) and 24 (■) months.

**Correlation analysis**

(r = 0.65)
Patient autonomy support

Students who are taught in an autonomy supportive manner are more likely to provide autonomy support for their patients.

Better health behaviours

(eg medication adherence, weight mgmt, improved glucose control in diabetes)

Improved health outcomes

Williams, (2002)
Summary

- Program focused on professional identity formation
- Demonstrated increase in motivation/autonomy
- Positively received by students
- Model for ongoing professional development
- Positive implications for patient care
References


Questions
Table 2. Autonomy-supportive teaching Strategies for stimulating intrinsic motivation developed by Kusurkar et al.,\(^1\) derived from self-determination theory.

<table>
<thead>
<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>Identify and nurture what students need and want</td>
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<tr>
<td>Have students’ internal states guide their behavior</td>
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<tr>
<td>Encourage active participation</td>
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<tr>
<td>Encourage students to accept more responsibility for their learning</td>
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<tr>
<td>Provide structured guidance</td>
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<tr>
<td>Provide optimal challenges</td>
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<tr>
<td>Give positive and constructive feedback</td>
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<tr>
<td>Give emotional support</td>
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<tr>
<td>Acknowledge students’ expressions of negative effect</td>
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<tr>
<td>Communicate value in uninteresting activities</td>
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<tr>
<td>Give choices</td>
</tr>
<tr>
<td>Direct with ‘can, may, could’ instead of ‘must, need, should’</td>
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Table 1. Strategies used in the PIP workshops for addressing SDT’s psychological needs.

<table>
<thead>
<tr>
<th>Competence</th>
<th>Relatedness</th>
<th>Autonomy</th>
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<tbody>
<tr>
<td>• Provide optimal challenges</td>
<td>• Respect students</td>
<td>• Identify what students want</td>
</tr>
<tr>
<td>• Provide structured guidance</td>
<td>• Give emotional support</td>
<td>• Provide different learning approaches</td>
</tr>
<tr>
<td>• Value students’ work</td>
<td>• Acknowledge student’s expression of negative effect</td>
<td>• Give value to uninteresting tasks</td>
</tr>
<tr>
<td>• Positive and constructive feedback</td>
<td></td>
<td>• Active participation</td>
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Orsini et al (2015)
### Professional Identity Program (PIP) Workshops

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction:</strong> Professional identity</td>
<td>Definitions of professionalism USA, Australia Code of Ethics 2011, Code of Conduct 2014 Explore Multiple identities of the Pharmacist</td>
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<tr>
<td>2</td>
<td>Pharmacist identities</td>
<td>Group discussions: The rural pharmacist</td>
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<tr>
<td>3</td>
<td>Professional identity development</td>
<td>The counsellor: video analysis The medicine maker: The APF Compounding activity</td>
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<tr>
<td>4</td>
<td>Exploring the role of the pharmacist</td>
<td></td>
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<tr>
<td>5</td>
<td>A pharmacist’s oath</td>
<td>Group discussions: creation of an oath</td>
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<tr>
<td>6</td>
<td>White Coat Ceremony</td>
<td>Welcome to the profession, oath and white coat</td>
</tr>
<tr>
<td>7</td>
<td>My professional identity</td>
<td>Extended reflective activity: PebblePad+ platform</td>
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<tr>
<td>8</td>
<td>Compounding group project</td>
<td>Compounding scenario activity (2 x 3hrs)</td>
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<tr>
<td>9</td>
<td>Emotional intelligence training</td>
<td>Group activities and discussion (2 x 2hrs)</td>
</tr>
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L1 = First year, L2=Second year, S=Semester