PROFESSIONALISM IN THE EXPERIENTIAL ENVIRONMENT

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Objectives

1. Identify the important aspects of professional behavior in the experiential environment for both experiential teachers and learners.
2. Compare and contrast generational views and expressions of professional behavior.
3. List strategies to reinforce the modeling and encouragement of professionalism in the experiential setting.

"The hallmark of a profession is that its members place the interests of those they serve above their own."

- Vice Admiral C. Everett Koop, USPHS
  13th Surgeon General of the United States

Why Professionalism?

- Pharmacy is a profession
- Pharmacists are professionals
- Pharmacy students are professionals in training
- Professionalism transcends the various practice settings represented in pharmacy

Professionalism in Practice

- The pharmacist's contract with society
  - Patient interests supersede personal/professional
  - Maintaining standards of competence/integrity
  - Provide expert advice on appropriate medication use and health
- Defined by professional conduct
  - Courtesy and politeness
  - Displaying respect for others
  - Maintaining appropriate boundaries and privacy
  - Displaying empathy

American Board of Internal Medicine

- **Altruism**
  - putting patients' best interests first
- **Accountability**
  - to patients, to society and to their profession
- **Excellence**
  - exceeding expectations and commitment to life long learning
- **Duty**
  - commitment to community service and professional organizations
- **Honor and integrity**
  - adhering to personal and professional codes
- **Respect for others**
**Characteristics of a Professional – APHA & ASHP**

<table>
<thead>
<tr>
<th>Knowledge and skills</th>
<th>Creativity and innovation</th>
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<tbody>
<tr>
<td>Commitment to self-improvement</td>
<td>Conscience and trustworthiness</td>
</tr>
<tr>
<td>Service orientation</td>
<td>Accountability for work</td>
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<tr>
<td>Pride in and service</td>
<td>Ethically sound decision-making</td>
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<tr>
<td>Covenantal relationship with the patient</td>
<td>Leadership</td>
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**Path to Professionalism**

- **Belief**
- **Attitudes**
- **Behavior**

- **Attitude**: mental position, feeling or emotion
- **Behavior**: manner of conducting oneself

**Professionalism Redefined**

- Pharmacist as patient care advocate
  - Protector who intervenes when necessary
  - Proactively seeks optimal outcomes
- Three illustrations
  - Mom
  - Superhero
  - Selfless servant

**Why Pharmacy Practice Experiences (PPEs)?**

- 30% of curriculum
- Longitudinal and pervasive
  - 300 hours Introductory (IPPEs) – years 1-3
  - 1440 hours Advanced (APPEs) – year 4
- Direct patient and interprofessional contact

**Student Professionalism**

- The BIG question(s)
  - *Can professionalism be taught or learned?*
  - *Will learning lead to demonstrating?*
- Techniques for teaching
  - Curriculum
  - Professional Socialization
  - Hidden Curricula

**Teaching Professionalism**

- *Professional Socialization* - the process by which students learn and adopt the values, attitudes, and practice behaviors of a profession
- *Hidden Curricula* - experiences outside of a formal curriculum that help to socialize students and form attitudes and behaviors in positive or negative directions
Role of Preceptor in Teaching Professionalism

- Model professional behavior
  - Demonstrate patient advocacy
- Setting clear expectations of students
  - Orientation
  - Objectives/Outcomes
  - High standards

Challenges of Teaching Professionalism

- Mentors
  - Students are seeking a learning relationship
  - Part of the hidden curriculum
- Models
  - “Professionalism begets professionalism”
  - Professionalization of the experiential environment
- Connection
  - Overcoming the “generation gap”

Precepting the “Millennial Generation” (Born 1980 – 2000)

- Digital immigrants meet digital natives
  - Analog world meets digital world
  - ‘Net’ generation – all is within Google’s reach!
- Innate multitaskers
  - Texting and social connections often cloud interactions
- Active learners
  - Prefer experiential environment
  - First-person learners

Perceptions vs. Reality – Millennials

<table>
<thead>
<tr>
<th>Perception</th>
<th>Reality</th>
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<tbody>
<tr>
<td>Not task oriented</td>
<td>Information oriented</td>
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<tr>
<td>Bored and uninterested</td>
<td>Prefer a fast-paced environment</td>
</tr>
<tr>
<td>Unstable in long-term positions</td>
<td>Prefer rapid change &amp; challenges</td>
</tr>
<tr>
<td>Obsessed with technology and the “Net”</td>
<td>View the “Net” like air – it just is</td>
</tr>
<tr>
<td>Not comfortable making isolated decisions</td>
<td>Depend on team interaction and information-based decisions</td>
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</tbody>
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Millennials - From Broadcast Learning to Interactive Learning

<table>
<thead>
<tr>
<th>Broadcast Learning</th>
<th>Interactive Learning</th>
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<tbody>
<tr>
<td>Broadcast</td>
<td>Interactive</td>
</tr>
<tr>
<td>Linear acquisition</td>
<td>Hypermedia learning</td>
</tr>
<tr>
<td>Instruction</td>
<td>Construction</td>
</tr>
<tr>
<td>Teacher-centered</td>
<td>Learner-centered</td>
</tr>
<tr>
<td>Knowing facts</td>
<td>Learning to learn</td>
</tr>
<tr>
<td>School</td>
<td>Lifelong</td>
</tr>
<tr>
<td>Teaching to the mean (one size fits all)</td>
<td>Customized, individualized</td>
</tr>
<tr>
<td>School as a requirement</td>
<td>School as fun</td>
</tr>
<tr>
<td>Teacher as sage</td>
<td>Teacher as guide</td>
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Strategies to Promote Professionalism

- Evaluation of site and self
  - Practice environment (physical & social)
  - Patient/Interprofessional interaction
  - Adherence to policy and procedures
  - Desire to promote professional traits and characteristics

Tapscott, 1998 p. 143
Strategies to Promote Professionalism

- Evaluation of student experiences
  - Understand college/school curriculum and expectations for professionalism
  - Respectfully participate in experiential assessment
  - Request background information on students’ education, experience, and interests
  - Be sensitive to cultural and generational differences

Prepare to Teach Professionalism

- Ask to “know” the students, before they arrive
  - Request a biographical brief
  - Learn all that you can about past experiences
    - Request access to the student’s portfolio
      - IPPEs, APPEs
      - Employment
      - Service and Missions
      - Evaluations, reflective writings, journals, etc.

Student Portfolio

- Value: Student Business Portfolio
- Purpose: To provide a means for students to reflect on their academic experiences and professional development
- Components: Academic achievements, professional contributions, extracurricular activities, personal growth, and future goals

Perceptions of Professionalism Questionnaire

1. I plan to attend professional meetings to keep up-to-date with changes in my field.
2. I view professional development as an ongoing process.
3. I try to attend continuing education courses.
4. I participate in professional organizations.
5. I read professional journals regularly.
6. I participate in professional service activities.
7. I maintain a professional network.
8. I continue to develop my professional skills.

Perceptions of Student-Pharmacist Professionalism Questionnaire

1. I plan to attend professional meetings to keep up-to-date with changes in my field.
2. I view professional development as an ongoing process.
3. I try to attend continuing education courses.
4. I participate in professional organizations.
5. I read professional journals regularly.
6. I participate in professional service activities.
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Profile: The purpose of these questionnaires is to provide data on students’ perceptions of professionalism and professional development.
PROFESSIONALISM IN THE EXPERIENTIAL ENVIRONMENT

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Both Sides of the Coin...
- High school teacher
- Pharmacy student
- Resident
- Faculty

The Beginning is NOT the End
- Students come to you with set values, attitudes, and behaviors
- Preceptor challenge
  - Assess current
  - Promote positive
  - Change negative
  - Model ideal

Assessment
- Get to “know” the student
  - Orientation is KEY
    - Professionalism questionnaire
    - What does the student expect of you?
    - Identify with the student
      - Discuss mutual characteristics
      - Nourish their desire to learn
      - Be sensitive to obvious differences
        - Cultural, physical, spiritual, etc.

Assessment
- Establish clear expectations and guidelines
  - Delineate site-based and preferred
    - Site-based
      - Written syllabus
    - Preferred
      - Verbal discussion
      - Continuous feedback
    - Evaluate student response

Promote Positive Behavior
- Set conducive learning environment
- Gather student self-assessment
- Identify good characteristics of student
- Set a minimum professional threshold
- Seek student input for self-improvement
- Challenge student ownership of professional growth
Change Negative Behavior

- Identify problems early
  - Practice environment
  - Student attitudes/behaviors
  - Staff/preceptor attitudes/behaviors
- Intervene early
  - Feedback is essential
    - Specific
    - Ongoing
- Focus activities to challenge weaknesses

Model/Mentor

- Take interest in their learning
- Be positive
- Listen
- Provide support
- Advocate for student

- Engage them
- Challenge them
- Set high standards
- Promote independence
- Promote lifelong learning

Always model exemplary behavior!!!

Mutual Growth

- Learn with the student
  - Embrace the "millennial" mindset
    - Allow the student to teach you in new ways to learn
    - Challenge the student often and with multiple experiences
    - Provide and/or allow digital access for enhanced student performance
  - Set complimentary goals for you and the student
    - Challenge each other to true patient advocacy

Reassessment

- Assess with the student
  - Review your mutual growth over the experience
    - What did you learn from the student?
    - What did they learn from you?
    - How has this growth impacted performance? Patient care?
    - What would the student change about the rotation?

Track Your Product

- Stay in contact with the student
  - Students are a product of your influence
  - Pharmacy is a small world
  - Take pride in your contribution to the future of our profession!

Remember Your As and Bs

Students are sponges!!!

Attitudes

Behaviors
What we as pharmacists believe our profession to be determines what it is.

- Wendell T. Hill, Jr.

“So I had to be careful. I recognized the responsibility that, whether I liked it or not, I had to accept whatever the obligation was. That was to behave in a manner, to carry myself in such a professional way, as if there ever is a reflection, it's a positive one.”

- Sir Sidney Poitier

References


Questions and Post-Test

Select the best answer for each of the following five questions:

1. Professionalism can be characterized by putting patients' best interests above your own. This is best known as:

   a) Altruism
   b) Accountability
   c) Excellence
   d) Duty

2. What we as pharmacists believe our profession to be determines what it is.

   - Wendell T. Hill, Jr.

3. “So I had to be careful. I recognized the responsibility that, whether I liked it or not, I had to accept whatever the obligation was. That was to behave in a manner, to carry myself in such a professional way, as if there ever is a reflection, it's a positive one.”

   - Sir Sidney Poitier

References

2. Professionalism may result from the following linear pathway:
   a) Behavior → Attitudes → Belief
   b) Belief → Attitudes → Behavior
   c) Attitudes → Behavior → Belief
   d) Belief → Behavior → Attitudes

3. The process by which students learn and adopt the values, attitudes, and practice behaviors of a profession is best known as:
   a) Experiential learning
   b) Hidden curriculum
   c) Didactic learning
   d) Professional socialization

4. Interactive learning includes all of the following qualities, except:
   a) Teacher-centered
   b) Hypermedia learning
   c) Lifelong learning
   d) School as fun

5. Precepting the “Millennial” student may require:
   a) A deep understanding of new technologies
   b) A change in your core professional practice
   c) An open mind and willingness to accept the “net” generation
   d) An increase in your ability to multitask

Thank You!