



UNIVERSITY of MARYLAND SCHOOL OF PHARMACY

Confidence and Self-Perceived Readiness for Advanced Pharmacy Practice Experiences by Student Year

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Background

Student self-assessment is one critical method to assess achievement of terminal performance outcomes (TPOs). The theory of self-efficacy suggests that successful demonstration of knowledge and skill is not the only component of outcome achievement, but rather that the degree of self-efficacy influences engagement in a behavior and self-confidence levels drive the degree of self-efficacy. Recently released draft changes to ACPE Standards (expected implementation date: January 2016) require schools of pharmacy to assess student readiness in specific domains and abilities prior to APPEs, and introductory pharmacy practice experiences (IPPEs) are a central component to preparing students with skills and confidence for success on advanced pharmacy practice experiences (APPEs). At Maryland, a pivotal IPPE course was redesigned for the 2014-2015 academic year. To monitor changes in self-confidence before and after this experience, an annual confidence survey that was developed in 2009 was revised to reflect pre-APPE competency statements.

Objectives

To assess pharmacy students' confidence and self-perceived readiness for APPEs as they progress through the pharmacy school curriculum.

Methods

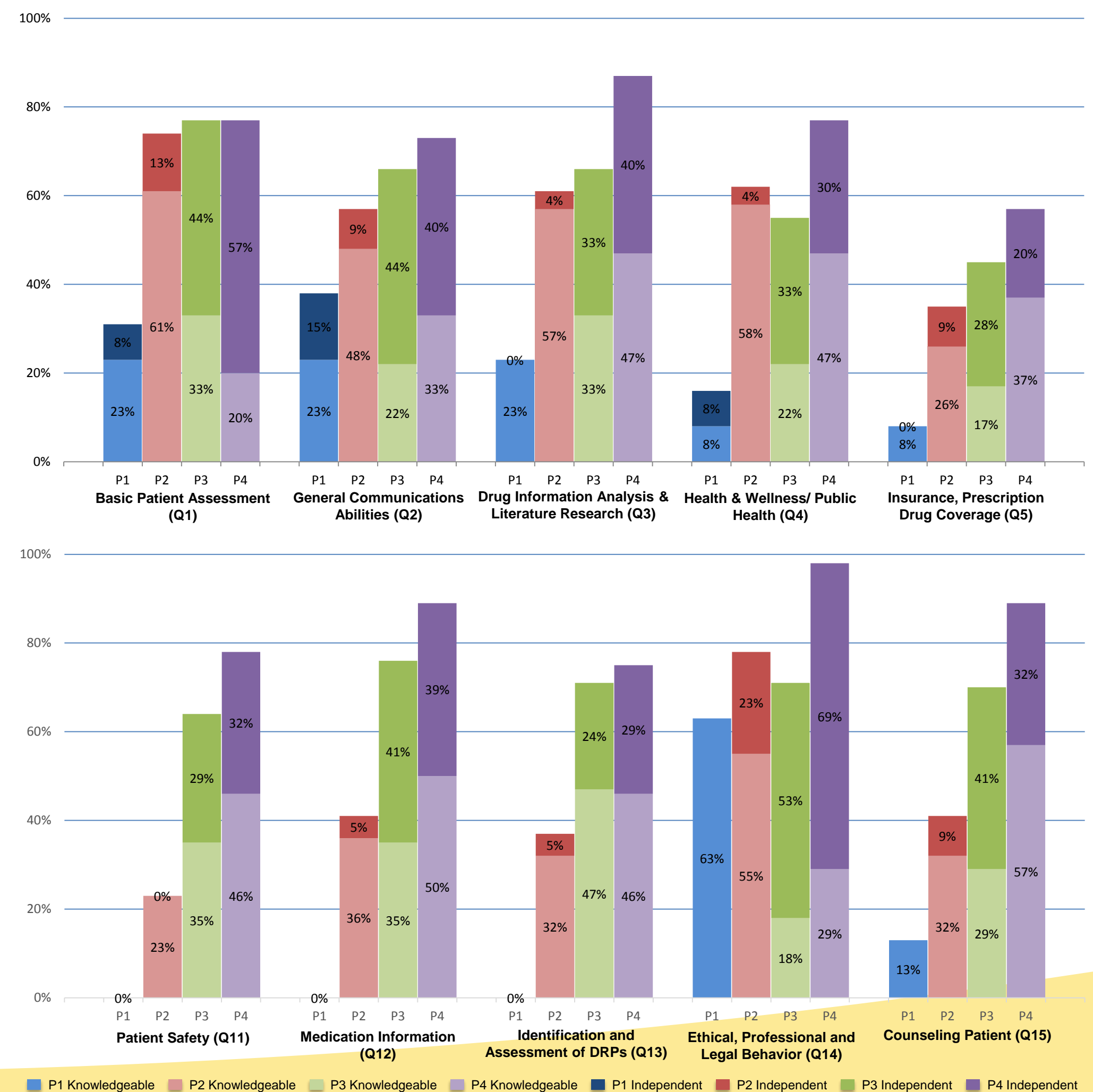
- All students (P1-P4) were invited to complete a voluntary, anonymous, 20 item survey in Fall 2014
 - Rated confidence on a 6-point scale to perform 10 specific tasks matching 10 of the 11 pre-APPE domains
 - Tasks anchored in realistic case scenarios commonly encountered in practice
- Responses by class year were compared using one-way ANOVA analysis and the Tukey's HSD test.
- Approved by institutional IRB (HP-00061297)

6-Point Confidence Scale

Unclear	I do not understand the task, or I am unfamiliar with the terminology.
Low	I am not able to perform this task. I would require substantial assistance.
General	I have a general idea on how to approach this task but no experience. I would probably require substantial assistance.
Moderate	I have some knowledge about how to perform and/or limited experience performing this task. I would probably require some assistance.
Knowledgeable	I have significant knowledge about how to perform and some experience performing this task. I do not yet feel confident in my ability to perform this task without assistance.
Independent	I have significant knowledge about how to perform and experience performing this task. I can independently perform this task with confidence.

Figures

Percentage of Students Self-Rated as Knowledgeable or Independent on Pre-APPE Domains



Results

- 84 surveys were completed (P1 n=13/159, P2 n=23/163, P3 n=18/152, P4 n=30/164).
- Confidence in all domains except general communication abilities increased significantly with each class year ($p < 0.01$)
- Significant difference between the confidence of P1 respondents and all other student years for 9 of 10 domains surveyed
- Largest increase in confidence occurred between P1 and P2
- Statistically significant differences between P2 and P3 in patient safety, medication information, and identification and assessment of DRPs.
- No significant differences were observed across P2, P3 and P4 years in patient assessment; ethical, professional and legal behavior; general communication abilities; patient information; drug information analysis and literature research; health and wellness
- Only 57% of P4 respondents rated her/himself knowledgeable or independent to counsel patients regarding prescription drug insurance coverage
- Less than 50% of P4 respondents rated him/herself independent to perform 8 of the 10 domains

Conclusions

- Confidence to perform pre-APPE tasks improves throughout the curriculum.
- Heterogeneity in how prepared students feel they are to perform these tasks independently
 - These data can help direct where to focus efforts and guide curricular/course changes
- Low response rate makes the data difficult to generalize

Bibliography

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