

# Utilizing Self-Assessment Tools within a Portfolio to Evaluate Domain 4 Skills among

## Student Pharmacists

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### INTRODUCTION

The expansion of educational outcomes to include Domain 4 emphasizes the necessity to develop the personal and professional skills needed to provide patient care. However, assessing the students' progression in these outcomes poses a challenge to pharmacy schools.

### OBJECTIVES

To assess achievement of educational outcomes via student driven portfolios.

### METHODS

Students participated in a variety of co-curricular activities and evidence was documented in the form of self-assessment including reflective writing or submission of verifiable artifacts (e.g. certificate of completion).

Students shared the portfolio with their advisors who were responsible for evaluating the evidence, assessing progression, and guiding students on future goals

### PharmAcademic™ e-Portfolio

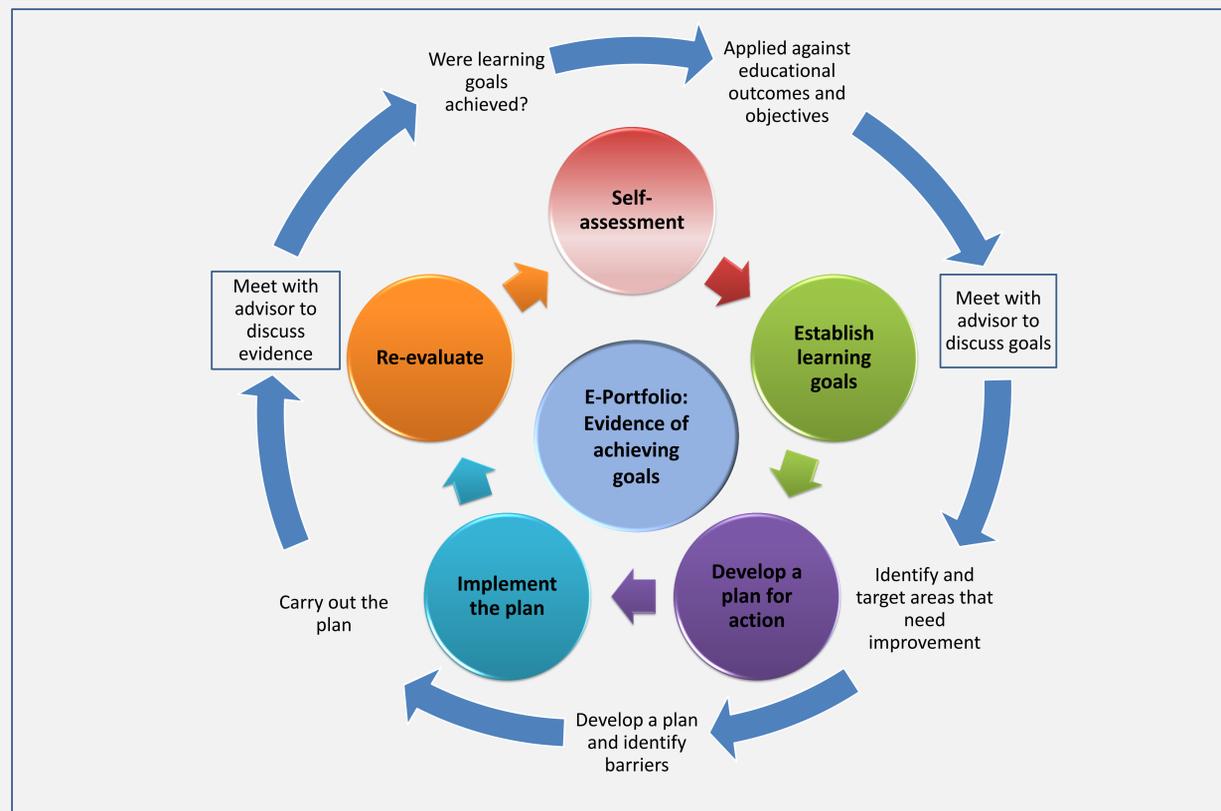
1. Student writes brief description and reflection

2. Student uploads evidence of completion

3. Maps it to the educational outcome

4. Selects the appropriate Bloom's level

### SELF-DIRECTED LEARNING MODEL: Using self-assessment within a portfolio to evaluate achievement of educational outcomes



### RESULTS

Among 66 students in the first professional year, we were able to compile a list of completed co-curricular activities from Domain 4 during fall semester of 2016 for 52 students (78.78%).

Co-curricular Activities Completed by P1 students in the Fall Semester



### LIMITATIONS

- The model has only been applied to co-curricular activities to evaluate the achievement of Domain 4 educational outcomes in only one cohort of students (the first professional year).
- The results reflect the evidence submitted by students to support completion of activities, and not all the activities actually performed during that semester.

### Future Direction

Beginning in Fall 2017, e-portfolio assignments will be scheduled through PharmAcademic™. Students will add learning artifacts mapped to educational outcomes, and the portfolios will be available to scheduled advisors, faculty and preceptors. As they progress through the program, students will be expected to expand the scope of activities related to professional development.

### REFERENCES

- Asadoorian J, Batty HP. An evidence-based model of effective self-assessment for directing professional learning. *J Dent Educ.* 2005 Dec;69(12):1315-23.
- Asadoorian J. Quality assurance programs for self-regulated dental hygienists in Canada: a comparative analysis. *Probe.* 2001;35(6):225-32.

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### Co-Curricular Framework

Domain	Educational outcome	Suggested activity
Domain 3	<b>3.2: Education</b>	<ul style="list-style-type: none"> <li>Conduct "brown bag" medication reviews</li> <li>Drug abuse/unintentional misuse (poisonings) education programs</li> <li>Health and Wellness Fairs</li> </ul>
	<b>3.4.1: Collaboration</b>	<ul style="list-style-type: none"> <li>Research project</li> <li>Participate in professional or interprofessional associations</li> </ul>
	<b>3.5: Cultural Sensitivity</b>	<ul style="list-style-type: none"> <li>Partake in seminars or initiatives that address global health disparities</li> <li>Act as an interpreters in a health care setting</li> <li>Volunteer at a pro-bono clinic for underserved/impooverished citizens</li> </ul>
Domain 4	<b>4.1: Self-Awareness</b>	<ul style="list-style-type: none"> <li>Professional development workshops (curriculum vitae preparation, residency preparation)</li> <li>Research symposium</li> <li>Career-discerning activities (e.g., research projects)</li> </ul>
	<b>4.2: Leadership</b>	<ul style="list-style-type: none"> <li>Local, state or national pharmacy or scientific organization meetings.</li> <li>Serve on school or college committees.</li> <li>Leadership development seminars, institutes or programs</li> </ul>
	<b>4.3: Innovation and Entrepreneurship</b>	<ul style="list-style-type: none"> <li>Presentation/discussion sessions with local pharmacists who have established innovative practices that meet community needs</li> <li>Programs that recognize the development of innovative professional business plans</li> <li>Participate in a research project</li> </ul>
	<b>4.4: Professionalism</b>	<ul style="list-style-type: none"> <li>Obtain certification in Narcan administration</li> <li>Local, state or national competitions that focus on patient counseling or clinical skills.</li> <li>Legislative day events and advocacy initiatives.</li> </ul>
	<b>4.4.2: Service (Civic Engagement)</b>	<ul style="list-style-type: none"> <li>Participate in fundraising activities</li> <li>Participate in activities to improve the quality of life in the community</li> </ul>
	<b>4.4.1: Innovation and Entrepreneurship</b>	<ul style="list-style-type: none"> <li>Participate in activities to improve the quality of life in the community</li> </ul>