

Advocacy Project to Facilitate Student Professional Identity Formation

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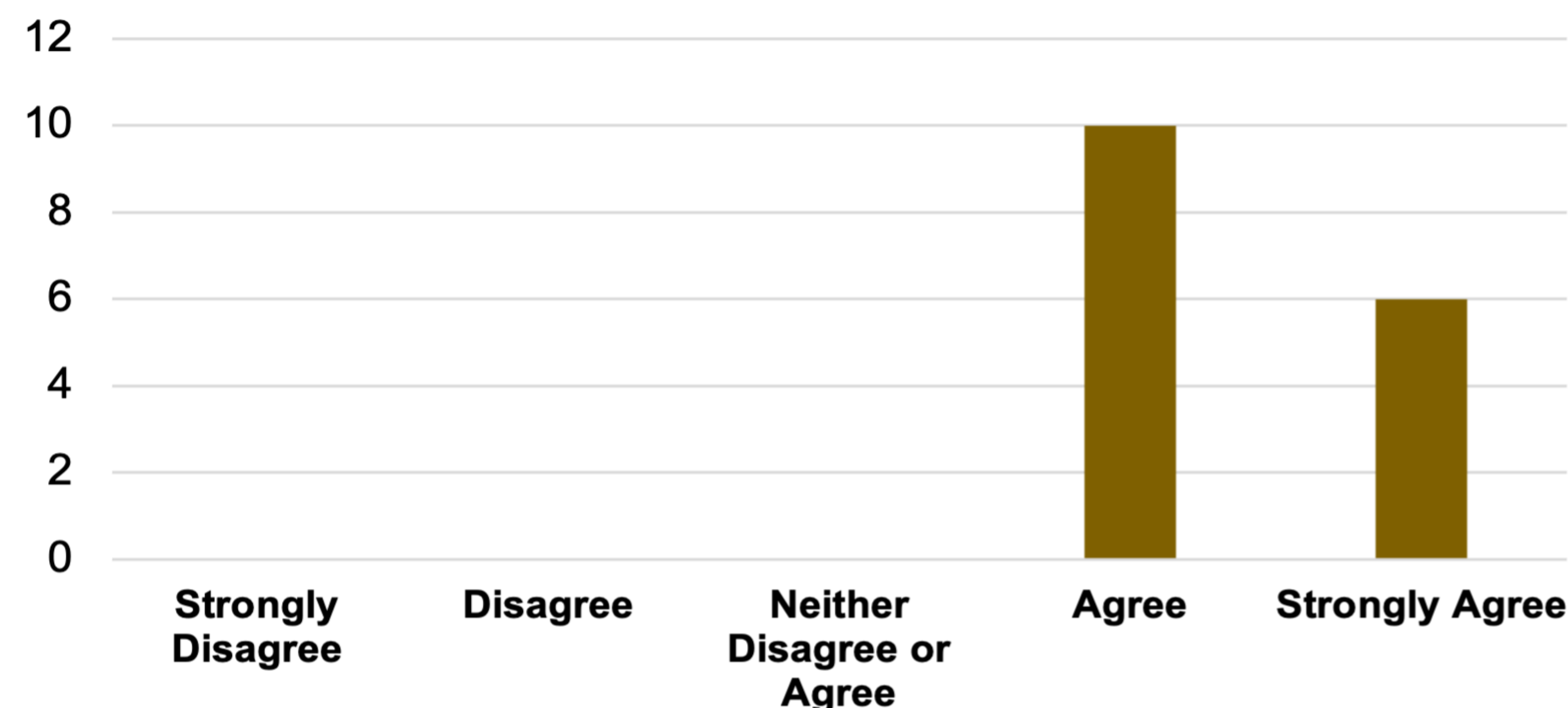
Values Informing the Instruction

- Learning is the cornerstone of knowledge and ability; interest and curiosity play key roles.
- When we are encouraged to be knowledge seekers, it can be exhilarating and facilitates exploration!
- My role is to encourage students to think outside the traditional box and challenge them to decide for themselves what is important, what to be passionate about, and how to pursue knowledge and a greater understanding of their passions.

Student Learning Outcomes (SLOs)

- Goal #1: Increase student pharmacist understanding of key healthcare issues.
- Goal #2: Prepare future pharmacist leaders to engage in healthcare policy creation/revision process at the local, state and/or national level.
- Goal #3: Contribute to student pharmacists' professional identity formation.

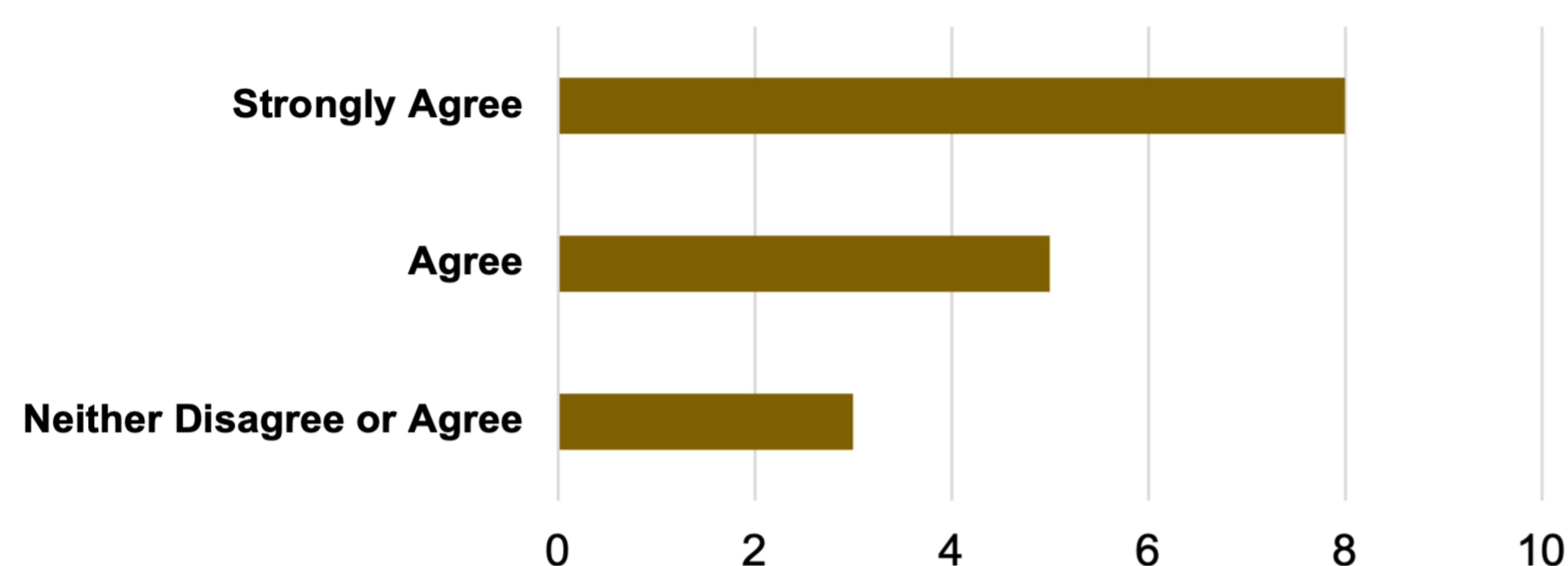
Advocacy Project Increased Understanding of Key Healthcare Issues



PEDAGOGIES

- UDL Guideline - Provide Options for Advocacy Project Topic Interest by Optimizing Choice and Autonomy.
- Columbia's Principle 2: Set Explicit Student Expectations.

Advocacy Project Contributed to My Professional Identity Development



Methods to Assess Student Mastery of SLOs

- iRAT & tRAT were used to assess student comprehension of project requirements.
- Formative: Students submitted sections of their advocacy project across the semester for feedback/revision.
- Summative: Student and team performance was assessed against a rubric of competencies by the instructor, class peers and subject matter experts.

Assessment of Student Mastery of SLOs

- Student pharmacists agreed/strongly agreed that the semester-long advocacy project increased their understanding of key healthcare issues.
- The advocacy project also contributed to their professional identity formation.

Future Directions

- Information gleaned from assessments will be used to evaluate and revise the project and overall course.
- Potential changes could include developing new learning outcomes and redesigning the advocacy project and/or methods of assessment.