Presentation Category: Original - Research in Progress

Abstract Title
Utilizing Transformative Learning Theory to Enhance Professional Identity Formation: Quantitative Step

Learning Objective
N/A - Research in Progress

Abstract
Purpose

The intended research is to explore Mezirow's Transformative Learning Theory (TLT) in the context of pharmacy students' Professional Identity Formation (PIF). TLT facilitates self-reflection and perspective-building through disorienting dilemmas. PIF involves integrating professional knowledge, skills, values, and behaviors. The Professional Self Identity Questionnaire (PSIQ-9) and Macleod Clark Professional Identity Scale (MCPIS-9) assess students' self-evaluation of professional identity (PI). While TLT's application to PIF is documented in medical training, its use in pharmacy training lacks literature. Our study aims to analyze the impact of a TLT-based reflective assignment on pharmacy students' PIF self-evaluation using PSIQ-9 and MCPIS-9 questionnaires throughout the semester.

Methods
This prospective questionnaire-based study includes pre-clinical pharmacy students at UIC College of Pharmacy enrolled in the Fall 2023 semester of a hospital skills-based course from August 2023 to December 2023. Inclusion criteria include professional students enrolled in the course who are over the age of 18, able to consent to research, who have completed the PIF reflections, and completed the PSIQ-9 and MCPIS-9 questionnaires given during weeks 1, 8 and 15 of the course. There were no exclusion criteria outside the students who did not meet the inclusion criteria. The primary outcome is to analyze how the student pharmacists' questionnaire responses changed over the semester concerning their self-evaluation of professional identity from completing the PIF reflective exercises. The Wilcoxon signed rank test will be utilized to evaluate the nonparametric paired ordinal data collected from the PSIQ-9 and MCPIS-9. The Spearman Rank Correlation will be used to determine the strength of the association between completing the assignments and individual questionnaire rank.

Results
"Research in Progress"

Conclusions
"Research in Progress"

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