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| IPPE/APPE Examples to Apply Domain 1: Professional Identity Formation | |
| **Precepting approaches to strengthen professional identity** | **Example** |
| Set expectations for skills development & connect with personalized goals  Expect learners to reach the ‘DOING’ level in targeted pharmacist provider skills by implementing the Absorb-Do-Connect Framework & personalize learning and assessment based on goals | ‘Absorb’: Preceptor introduces a **targeted skill** through instruction and active observation.    ‘Do’: Student applies ‘absorbed’ knowledge and gains confidence with application of a **targeted skill.**    ‘Connect’: Allow student to ‘Connect’ learned skill progression with current and future goals.    *\*Focus on* ***targeted skills*** *with novice learners: For a novice learner to reach the ‘DOING’ level you may observe or facilitate learning for a small component of a larger task* |
| Facilitate Self-Assessment, Reflection, and Accountability  Follow an intentional structure to support the student’s accountability for their learning and to foster self-awareness. Implement Brief, Self-Directed Time, and Debrief structure for learning. | Brief (beginning of day/week)1:   * Have the student self-assess their progress across skills and develop a plan for the selected skills they want to focus on based on their learning goals. Preceptor then provides input on this proposed plan.     Self-Directed Time (prior to debrief):   * Give the student self-directed time to reflect and self- assess their progress on their goals for the day/week. * Provide prompting question(s) to guide the student’s self-reflection.   Debrief (End of Day/Week)1:   * Student discusses their progress on the learning activities and response to prompting question. * Preceptor and student discuss a plan for expanding upon or continuing their development. |
| Establish trust through coaching & embracing vulnerability  Provide bi-directional feedback by adopting the ask-tell-ask framework and model vulnerability | ‘Ask’:   Skill: What went well? What was difficult?   Vulnerability: How did you feel during the experience? What fears did you have?    ‘Tell’:   Skill: Preceptor shares observations and feedback on the skills.   Vulnerability: Preceptor acknowledges emotions or fears the student is feeling and shares personal experiences and/or failures to model vulnerability.    ‘Ask’:   Skill: What do you think you can do to improve?   * Vulnerability: What are some coping strategies that you can adopt in response to your fears or emotions? |
| Model resilience skill building  Build in intentional discussion around wellness using **‘Check-in, Checkup and Checkout’** framework for supporting student well-being during rotation. | ‘Check-In’   * The preceptor asks the student to set learning goals and a well-being goal (e.g. build connection with family and friends or integrate mindfulness during rotation).     ‘Checkup’ (During regular feedback time):   * Ask about student’s wellbeing and progress on personal well-being goals to support accountability. * Share examples of how you incorporate resilience skills or mindfulness practices (e.g. short breathing exercises during lunch) into your daily routine.     ‘Checkout’   * Ask student to share 1-2 meaningful moments or learnings regarding their well-being they will take with them. * Share things for which you are grateful. |
| Promote possibility thinking  Promote a culture of curiosity and expose students to practice changes. | Practice Change Agility:   Develop student’s change agility by exposing them to new initiatives or continuous quality improvement (CQI) related projects.   Set expectations that their engagement will involve ambiguity.  Nurture Curiosity:   Ask students to share ‘bright ideas’ each week from things they learned, read or heard about.   * Challenge the student to brainstorm pros and cons of implementing one of the ‘bright ideas’ at the practice site. |
| Focus on PIF through Self-Authorship  Baxter-Magolda’s developmental theory of  self-authorship describes the process a student undergoes moving through 4 transitional phases of development from reliance on authority figures to reliance on self-definition and self-influence | Transition between the phases of self-authorship, or professional identity growth and development, is stimulated by provocative experiences that cause students to examine their beliefs and encourage reflection.  These provocative experiences can occur naturally or can be stimulated by activities designed according to the Learning Partnerships Model of self-authorship development.  Examples of provocative learning experiences during APPE include when the student observes the preceptor in an emotional or poignant situation, such as an affordability or medication access discussion. It is important that the experience also includes shared knowledge creation between peers to follow the Learning Partnerships Model. This can be done with a quick debrief with the student after the event |

1. Noble C, McKauge L, Clavarino A. Pharmacy student professional identity formation: a scoping review. *Integr Pharm Res Pract*. 2019;8:15-34.