Development and Evaluation of a Situational Judgement Scenarios (SJS) Tool for the Faculty of Pharmacy & Pharmaceutical Sciences at Monash University

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OBJECTIVES
Following the success of a pilot SJS in 2016, Monash University’s Faculty of Pharmacy and Pharmaceutical Sciences have implemented an SJS in 2017 and 2018.

• Providing students with feedback on their performance on the SJS, informing their personalised learning plan.
• Providing an appropriate metric to monitor and evaluate the level of progression of the non-academic attributes of pharmacy students.

RESULTS
• Across 2017 and 2018, students from across the four cohorts completed the SJS. The tool demonstrated excellent levels of internal reliability, with a close to normal distribution of total scores.
• The results indicate the SJS can differentiate between students, thus providing a sufficient spread of scores to support identification of students that may benefit from additional support.
• Results showed a significant difference in SJS scores across year levels, indicating that students further through their training are more likely to achieve a higher score.
• Native language explained some variation in students’ SJS scores, however the campus a student was studying at appeared to contribute the most to the variation in SJS score.

CONCLUSIONS
• THE SJS developed, validated and implemented with a cohort of undergraduate pharmacy students.
• It was able to differentiate students requiring additional support with skill development.
• Individual feedback to students on specific skills encouraged reflection and development of a personalised learning plan.