Can implementing a feedback framework lead to improved written reflections by pharmacy interns?

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Results

Background
The Pharmacy Board of Australia:
• Requires pharmacists and pharmacy interns to complete continuing professional development (CPD) to maintain competence in practice
• States that activities involving self-reflection can be included as CPD for pharmacy interns

The Monash pharmacy intern training program (ITP) requires interns to complete reflections on each CPD activity.

Objective
To evaluate the feasibility and effectiveness of tutors providing targeted formative feedback using a structured framework for CPD reflections written by pharmacy interns.

Method
• Pilot study
• Convenience sample and all samples randomised

Inclusion criteria
• Monash ITP intern commencing in semester 1, 2018
• Learning portfolio tutors with ≥1 year tutor experience

Exclusion criteria
• Monash ITP mid-year intake interns
• Learning portfolio tutors with <1 year tutor experience
• Learning portfolio tutors who served as skills coaches in the undergraduate program

Feasibility for tutors

<table>
<thead>
<tr>
<th>Feasibility</th>
<th>Outcome Value Across All Measurements mean (SD, n)</th>
<th>Outcome by Sequence Slope of Time Spent vs Reflection Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp Group</td>
<td>I Group</td>
<td>p-value</td>
</tr>
<tr>
<td>7.46 (2.68, 193)</td>
<td>11.1 (4.7, 98)</td>
<td>Comp Group vs no change 11.1 (4.7, 98)</td>
</tr>
<tr>
<td>Time spent on reflection (minutes)</td>
<td>Time spent on reflection (minutes)</td>
<td></td>
</tr>
<tr>
<td>Prior to study</td>
<td>65 interns</td>
<td></td>
</tr>
<tr>
<td>After study commenced</td>
<td>62 interns</td>
<td></td>
</tr>
<tr>
<td>3: Inability to commit extra time to project with heavy workload of intern year (all in intervention group)</td>
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</tbody>
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Impact on reflective abilities of pharmacy interns
As more reflections were written, intervention group interns significantly improved in their reflective abilities compared to those in the control (P=0.04) and comparator groups (P=0.001).

Experiences and perceptions, interns

Feasibility for tutors

Feasibility: Intervention group tutors became more efficient at providing feedback over time.
Structured feedback: Led to significantly improved pharmacy intern CPD reflections over time.
Perceptions: Of both tutors and pharmacy interns were positive overall, indicating that implementation of structured feedback would be feasible.

Conclusion

• Tutors in intervention group took significantly longer giving feedback.
• Time taken to provide feedback for the intervention group reduced significantly over time.
• All tutors agreed that the time it took them to provide feedback was reasonable.