Entitlement: The Challenge of Meeting Student and Resident Expectations

Kelly M. Smith, PharmD, BCPS, FASHP, FCCP
Associate Dean, Academic and Student Affairs
Associate Professor, Pharmacy Practice and Science
Learning Objectives

In the context of pharmacy students and residents:

• Define entitlement and its corresponding behaviors
• Identify personal, societal and academic factors contributing to entitlement attitudes
• Develop strategies to alleviate entitlement attitudes
Create an AE Care Plan

Specify the disease manifestations
• Focus on the primary symptoms of AE in your setting

Confirm the pathophysiology
• Identify the contributing factors

Develop a treatment plan
• Create strategies specific to your case
• Focus on modifiable risk factors

Monitor outcome
• Determine measures of success
Academic Entitlement

“Tendency to possess an expectation of academic success without taking personal responsibility for achieving that success”

Academic Entitlement

- Attitude that a student/resident should receive a high grade, positive evaluation or preferential treatment without investing significant time or effort
- Lack of personal responsibility for one’s own success
- Consumerism – education is a commodity

Cain et al. Am J Pharm Educ 2012;76;Art 189.
Medical School Observations

- Knowledge is a right and should be received with minimal exertion and discomfort
- Instructor will provide all information and guidance necessary for student success
- Instructor is responsible for student success (or failure)

Medical School Observations

- All students should receive equal recognition, regardless of effort put forth
- If expectations are unmet, aggressive confrontations are acceptable

Personal Factors

- External locus of control and work avoidance
  - Poor outcomes due to external forces, resulting in low effort
- More common in males
- Narcissistic personality traits
- Millennial generation (1981-2000)
Social Factors

• High parental expectations may drive the student to focus on grades and academic competition, not learning
• Parents as facilitators

Social Factors

- Millennials have a significant gap between materialism and work ethic
- Overinflated self-esteem has a negative association
- Previously high performers first encountering academic challenges

Higher Education Factors

- Customer service orientation
- Customer is always right
- Proliferation of academic institutions
- Pursuit of tuition dollars
- Rising tuition rates
- Academic budget models driven by retention and graduation rates
Higher Education Factors

- Relative anonymity
- Student legacies
- Cultivating future donors
- Assessment techniques
- Communication via technology
- Learning environments
- Recruitment messages and tactics
Manifestations in Pharmacy

- Grade inflation
- Uncivil behavior (lack of professionalism)
- Lack of adherence to chain of command
- Demand for student convenience
  - Schedules, recorded lectures, scripted exam preparation, access to materials
- Impact on morale
Article Examining “Academic Entitlement” Is April’s College Publication Highlight

Apr 04, 2013

An article that examines how student consumerism is changing the classroom dynamic in pharmacy education has been selected as the UK College of Pharmacy Publication Highlight for April.

“Academic Entitlement in Pharmacy Education,” co-authored by Drs. Jeff Cain, Frank Romanelli and Kelly Smith in the Department of Pharmacy Practice and Science, was published in the American Journal of Pharmaceutical Education (AJPE). It is currently the most downloaded article on AJPE’s site.
Pharmacy professor says article not about UK students

By Morgen Wells | @KyKernel
news@kykernel.com

Last week, UK’s College of Pharmacy’s website highlighted an article written by three professors that sparked controversy among students.

The article, written by Jeff Cain, Frank Romanelli and Kelly Smith, reviews other academic works and discusses an attitude of entitlement among students as observed by professors in higher education.
Manifestations in Pharmacy

- Viewpoint on rotations:
  - Free labor
  - Shadowing experiences
- Not understanding performance expectations
Recruitment and Admissions

- Message – healthcare vs. income
- Audience – younger age, no-fly zones
- Career exploration – nature of events and activities, role of counselors and career advisors
- Application and interview features - assess affective domain / emotional intelligence
  - Multiple mini interview

Programmatic Assessment

- Balance student evaluations with other data sources
- Provide feedback about feedback
- Right-size student expectations about realistic outcomes of feedback
- Avoid over-assessment
Faculty and Preceptor Support

- Knowledge is power
- Equip to deal with unprofessional behavior
- Serve as model of professional behavior
- “I've got your back”
Students may inadvertently arrive at the conclusion that their opinions of the educational process, curricula, and instruction are paramount and overarch the expertise and acumen of the faculty.
Demand Accountability

- Longitudinal assessments that cross courses or rotations
- Consistent course or rotation policies
- Career development - early and systematic
- Pedagogical and evaluative approaches
- Engage students and residents in meaningful activities
Provide Reasonable Structure

- Rotation orientation
- Grade and performance expectations
- Hours spent on-site
- Guidance and instruction vs. anticipation and self-direction
- Learning and providing patient care vs. achievement and task completion
- Negotiation and persuasion in professional settings
Create an AE Care Plan

Specify the disease manifestations
  • Focus on the primary symptoms of AE in your setting

Confirm the pathophysiology
  • Identify the contributing factors

Develop a treatment plan
  • Create strategies specific to your case
  • Focus on modifiable risk factors

Monitor outcome
  • Determine measures of success