**Jefferson Scale of Lifelong Learning-Health Professions Version (JeffSSL-HSP)**

Malorie Kosht Novak, PT, Ph.D., DPT, Christie Lancaster Palladino, MD, MSc, Brittany Layne Ange, MS, Deborah South Richardson, Ph.D.

Department of Physical Therapy and Educational Innovation Institute

Georgia Regents University, Augusta, Georgia

---

**DESCRIPTION**

The Jefferson Scale of Lifelong Learning-Health Professions Students Version (JeffSSL-HPS), an adaptation of the Jefferson Scale of Lifelong Learning-Medical Students Version (JeffSSL-MS)\(^1\) is an instrument that measures health professions students’ (HPS) orientation toward lifelong learning (LLL). It has 14 items with response options presented along a 4-point Likert scale (1 = strongly disagree; 4 = strongly agree). Higher JeffSSL-HPS scores indicate a greater orientation toward lifelong learning. The instrument may be administered electronically or on paper.

**DEVELOPMENT**

The JeffSSL-MS\(^1\) was modified for use with HPS across different disciplines. Cognitive interviews were used to assess content validity. 180 senior students in dental hygiene, dentistry, medicine, nursing, occupational therapy, physician assistant, physical therapy, and respiratory therapy completed the JeffSSL-HPS (out of 502 students approached). Confirmatory factor analysis (CFA) revealed a three-factor solution consistent with that of the JeffSSL-MS.\(^1\) The factors are named “learning beliefs and motivation,” “skills in seeking information,” and “attention to learning opportunities.”\(^1\) Internal consistency for scores on each of the three factors ranged from .62 -.78. CFA of the subgroup of medical students yielded results similar to those reported above, suggesting that the JeffSSL-HPS may be appropriate to use with this group. Students answered the full range of responses for each item on the JeffSSL-HPS, suggesting that social desirability was not a major factor in item response. We received IRB approval for this study.

**APPLICATION**

Our work with the JeffSSL-HPS demonstrates an internal structure consistent with that of the JeffSSL-MS\(^1\) and suggests that the JeffSSL-HPS may be used as a reliable assessment of orientation toward LLL in students from multiple healthcare disciplines. We are conducting longitudinal research with the instrument to study whether students’ orientation toward LLL changes over time. Future research should investigate additional forms of validity evidence for scores on the JeffSSL-HPS and whether scores on self-report measures of LLL translate into behavior change and educational outcomes. Additional research could also explore whether the JeffSSL-HPS could be used to assess the effectiveness of specific activities implemented in a curriculum geared toward facilitating LLL.

**CONCLUSIONS**

We confirmed that in our sample, the JeffSSL-HPS replicated the structure of the JeffSSL-MS.\(^1\) This tool may be valuable for faculty and administrators in health professions programs to assess their goal of meeting accreditation standards, the effects of curricular design and teaching strategies on LLL,\(^2\) and student attitudes toward LLL.\(^3\)

**ACKNOWLEDGEMENT**

We wish to thank Mohammadreza Hojat, Ph.D. of Jefferson Medical College for his consultation and permission to adapt the JeffSSL-MS.

**REFERENCES**