

An Assessment of Pharmacy School Policies for Sharing APPE Student Evaluations with Future Preceptors

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ABSTRACT

Background: Experiential education is an important part of student progression in Doctorate of Pharmacy (PharmD) curriculum with Advanced Pharmacy Practice Experience (APPE) as the largest part of experiential education. Preceptors evaluate students by a variety of approaches to measure this progression. Policies related to sharing of information between preceptors varies.

Objectives: The goal of this study is to understand institutions' policies for student experiential learning evaluations particularly sharing student evaluations with future preceptors.

Methods: *Study design:* this was an observational survey study analyzing institutions' use of student evaluations. The survey consisted of 16 questions designed to collect information regarding the institution's policy on student evaluations sent via email. *Study population:* 140 pharmacy schools with Accreditation Council for Pharmacy Education (ACPE)-accreditation were included. One response from each institution was collected. Personnel at each institution with working knowledge of experiential education assessment policies were invited to complete the survey.

Results: A 55% response rate was achieved. The majority of institutions reported as a closed-type evaluation at 83%, leaving 17% as an open-type evaluation able to view some or all information. Letter grade grading style made up 52% and pass/fail made up 47%. Somewhat satisfied and extremely satisfied made up the majority of responses (47% and 19%, respectively).

Conclusion: Institutions were strongly influenced by the threat of bias and violation of the Family Educational Rights and Privacy Act (FERPA) leading to closed evaluations to be the most popular type of evaluation. Most schools that responded with open evaluations acknowledged these flaws.