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

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Background

- Experiential education is an important part of student progression in Doctorate of Pharmacy (PharmD) curriculum.
- Preceptors evaluate students to measure this progression. Institutions may utilize these evaluations as "opened" or "closed" to future preceptors.

Objective

To understand institutions' policies for sharing APPE student evaluations with future preceptors.

Methods

Study design
16-item national survey to determine institutional policy on APPE student evaluations

Study population
Pharmacy school with Accreditation Council for Pharmacy Education (ACPE)-accreditation were included. Mostly experiential education coordinators and directors, but also deans and professors were invited to complete the survey.
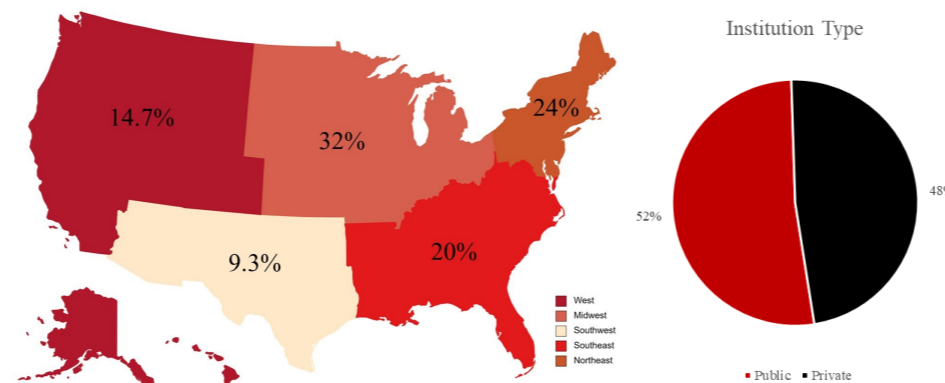
Data analysis
Data was exported into a Microsoft Excel spreadsheet. Descriptive statistical analyses were computed with Microsoft Excel spreadsheet.

Results

Demographic results
A response rate of 53.5% was achieved (75 out of 140 ACPE-accredited schools and colleges of pharmacy).


Survey results

Evaluation Type	N (75)	Percent
Preceptors cannot access evaluations completed by previous preceptors (closed)	62	82.67%
Preceptors can access evaluations completed by previous preceptors (open)	5	6.67%
Preceptors have access to some information submitted by previous preceptors, but not the entire evaluation (hybrid)	5	6.67%
Other	3	4.00%

Other was described as only faculty preceptors had access or only a failed/remediated rotation allowed access.

Of the institutions that allowed open or hybrid evaluations, 76.92% (10 of 13) of students are made aware that preceptors have access to previous evaluations.

Results
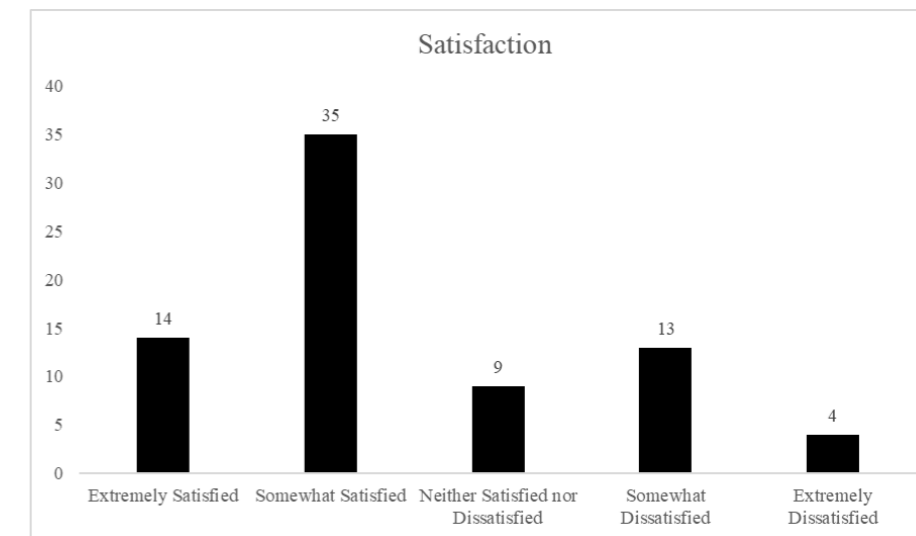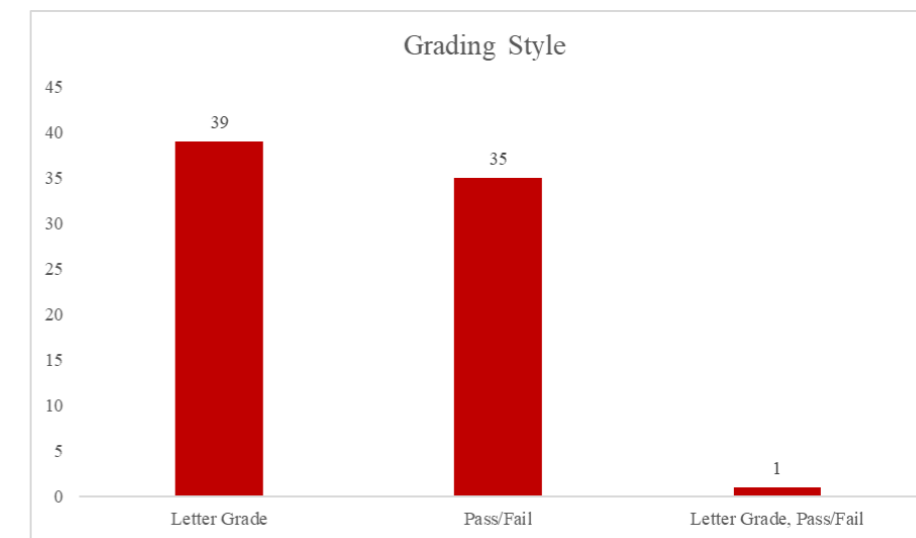
Conclusions

- Most institutions utilize closed evaluations
- Concerns about bias and violation of FERPA were most common concerns.
- Schools that utilized open evaluations frequently acknowledged these flaws.