

Role of Laboratory Courses in Determining Advanced Pharmacy Practice Experience Readiness Across Schools/Colleges of Pharmacy

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Introduction

- The Accreditation Council for Pharmacy Education Standards 2016 require that students in Doctor of Pharmacy (PharmD) programs demonstrate their readiness to progress to Advanced Pharmacy Practice Experiences (APPE) in the pre-APPE portion of the curriculum.¹
- Laboratory courses usually have a large role in determining APPE-readiness through performance-based skills assessments.²

Objectives

- To evaluate the role of skills laboratory courses in determining APPE-readiness in PharmD programs in the United States

Methods

- Electronic survey emailed to the AACP Laboratory Instructors Special Interest Group
- Survey items included demographic information, APPE-readiness implementation, APPE-readiness components at each institution, remediable assessments, and methods for remediation
- Data analyzed using descriptive statistics

Participants

- 46 respondents from 36 institutions completed the survey but duplicate responses were removed
- 80.6% of participants were from 4-year traditional PharmD programs
- Most participants reported class sizes of 51-100 (44.4%) or 101-150 students (38.9%)

Results

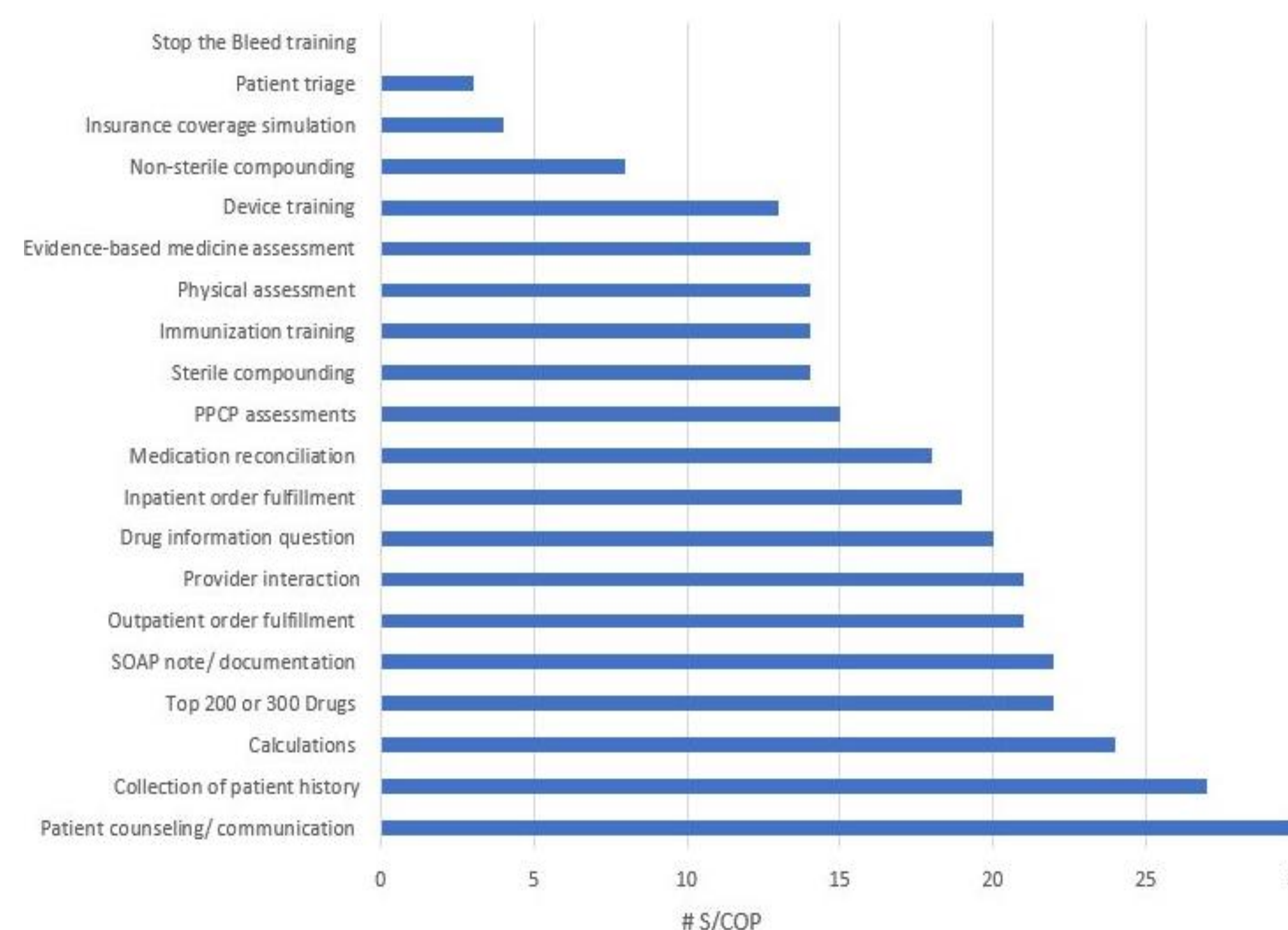
Current stage in assessing APPE-readiness:

- Implementing a formalized plan - 24 (66.7%)
- Creating a formalized plan - 6 (16.7%)
- No formalized plan but intend to create one - 3 (8.3%)
- No formalized plan with no intentions for development - 3 (8.3%)

Components in determination of APPE-readiness:

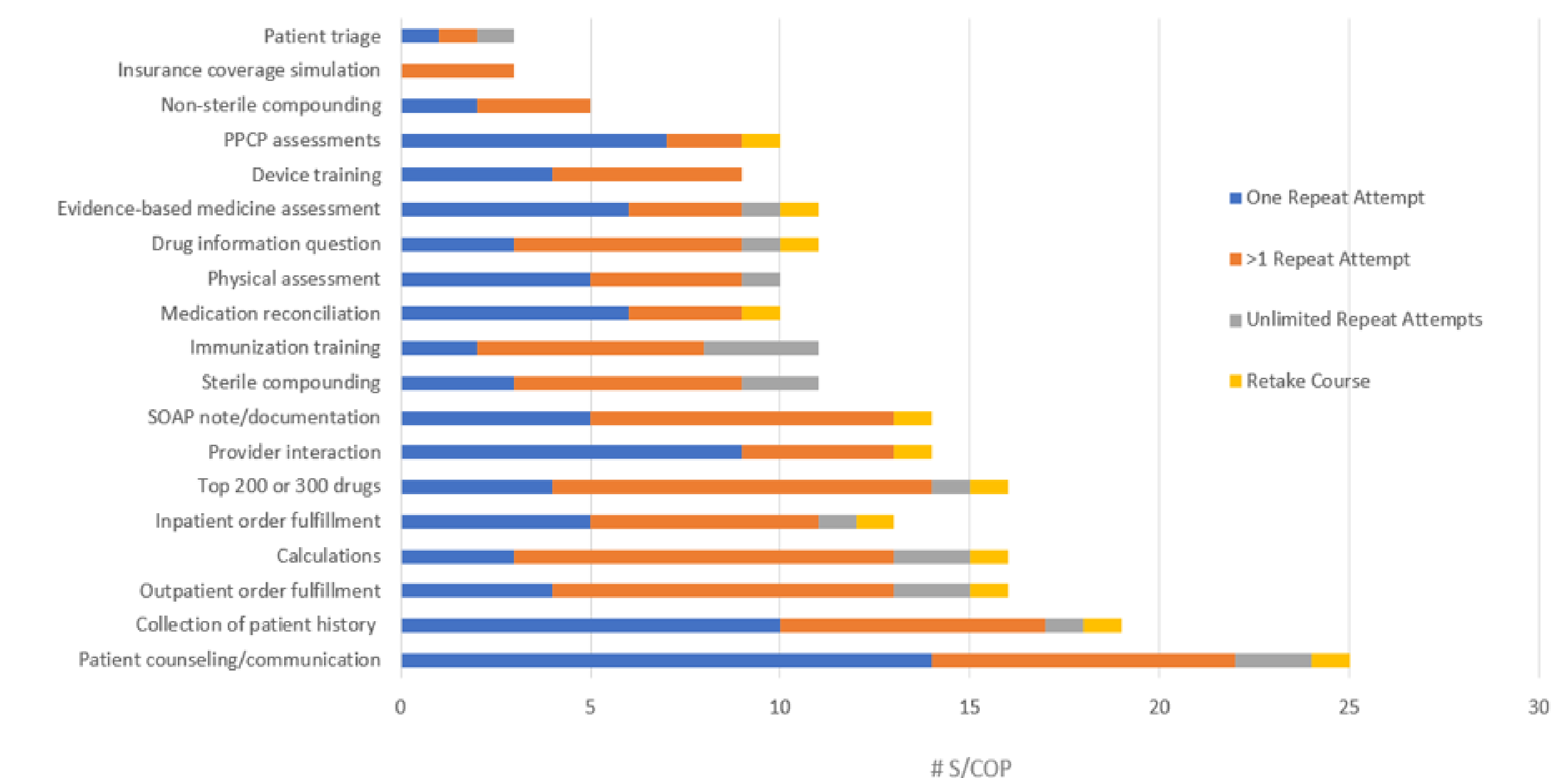
- Skills assessments within courses - 28 (77.8%)
- Knowledge assessments within courses - 26 (72.2%)
- Capstone course - 15 (41.7%)
- Skills assessments outside of courses - 12 (33.3%)
- Standardized assessments (e.g., mock NAPLEX) - 11 (30.6%)
- Knowledge assessments outside of courses (e.g., benchmark exams) - 6 (16.7%)
- Professionalism assessments - 0 (0%)

Figure 1. APPE-Readiness Assessments



Results

Figure 2. Remediation Methods



- Figure 1 shows assessments utilized in APPE-readiness plans. Skills assessments were most commonly assessed in laboratory courses and graded on a pass/fail basis or with a >70% threshold.
- Figure 2 shows APPE-readiness assessments that are remediable and the methods of reassessment. Most commonly, 0-10% of students require remediation on skills assessments, while 11-20% require remediation on knowledge assessments.

Conclusion

- There are similarities in skills and knowledge assessments for PharmD APPE-readiness plans, and many of these assessments are incorporated into laboratory courses.
- Results from this study can help guide other schools or colleges of pharmacy that wish to develop or modify their own APPE-readiness plan in the future.

References

- Accreditation Council for Pharmacy Education. Guidance for the accreditation standards and key elements for the professional program in pharmacy leading to the Doctor of Pharmacy degree. ("Guidance for Standards 2016") February 2015. <https://www.acpe-accredit.org/pdf/GuidanceforStandards2016FINAL.pdf>
- Bellottie GD, Kirwin J, Allen RA, et al. Suggested pharmacy practice laboratory activities to align with pre-APPE domains in the Doctor of Pharmacy curriculum. *Curr Pharm Teach Learn.* 2018;10(9):1303-1320. doi: 10.1016/j.cptl.2018.06.001