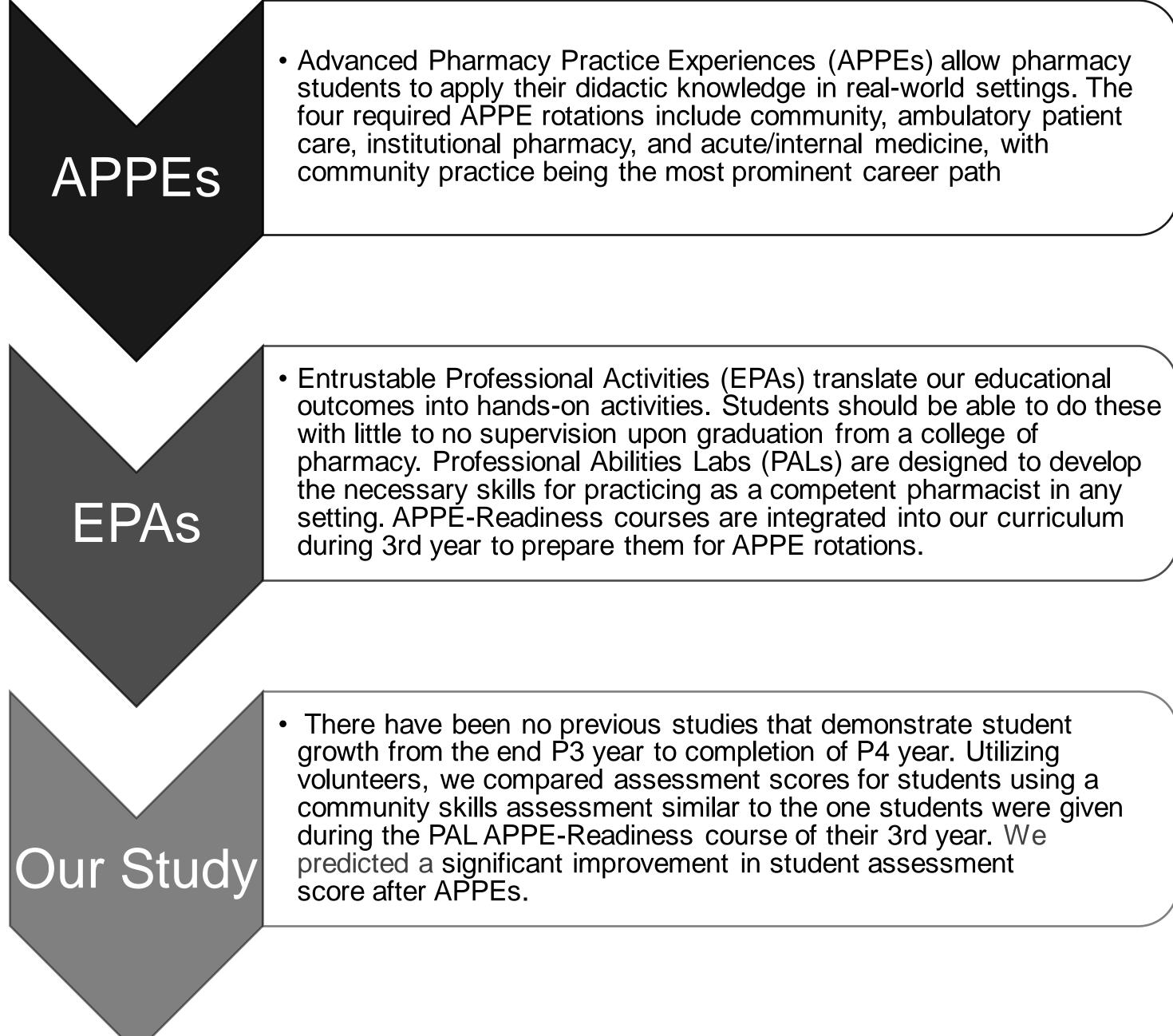


Assessing Student Application of Community Pharmacy EPAs After Completion of APPEs Ashley Butts, PharmD, Melanie Haydel, PharmD, MS MTM, Cheryl Hayes PhD, RPh, Dana Jamero, PharmD, BCOP, Candice Smith, MPH Xavier University of Louisiana Division of Clinical & Administrative Sciences, College of Pharmacy, New Orleans, LA

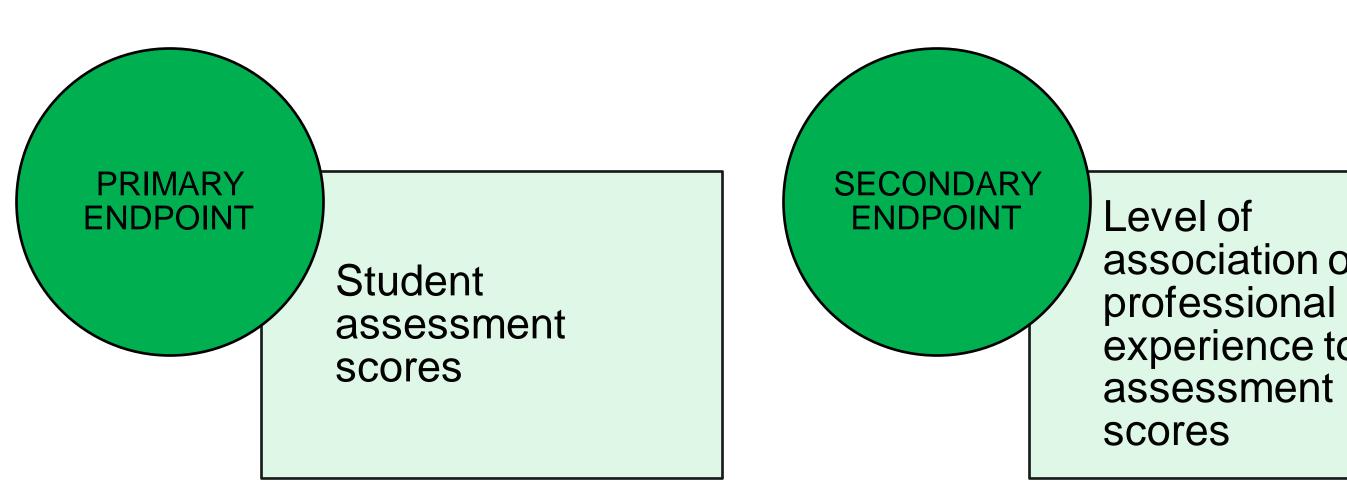
BACKGROUND



OBJECTIVES

- Determine the impact of APPE rotations on the student's ability to perform CORE Entrustable Professional Activities specific to a **Community Pharmacy Rotation**
- Identify the relationship between professional demographic factors and student assessment scores

ENDPOINTS



METHODS

- ✤ 30-item assessment evaluated transcribing voicemails, identifying errors and omissions, product verification, patient counseling, and common drug knowledge
- ✤ 5-item qualitative survey included 1) completion of community APPE, 2) community APPE completed at chain or independent pharmacy, 3) experience of pharmacy practice outside of IPPEs and APPEs, 4) # of years of experience outside of IPPEs and APPEs, and 5) types of APPE rotations completed

Inclusion Criteria

- Current P4 pharmacy student enrolled in XULA's college of pharmacy
- Students who took the initial assessment during Spring 2023
- Students who have completed at least two (2) APPE rotations

RESULTS

- ✤ 18 students completed the assessment and survey; a paired samples t-test was conducted to compare student assessment scores before APPE rotations and after APPE rotations
- There was a significant difference in the assessment scores Pre-APPE (M=74.6, SD= 11.4) and Post-APPE (M=87.9, SD=5.95); t(17) = -4.62, p = 0.0002
- These results suggest that APPE rotations have a positive impact on the community practicum assessment, which should translate to retention and mastery of EPAs

Variable	Obs	Mean	Std. Erro	r Std. De	v [95% CII]
Post- APPE	18	74.5556	2.676	11.3512	68.91074 - 80.20037
Pre-APPE	18	87.9444	1.401	5.9456	84.98779 - 90.9011
Diff	18	-13.389	2.896	12.28648	-19.49881 -7.278968
T =	-4.6233				
P =	0.0002				
Degrees of Freedom =	17				

association of experience to

Exclusion Criteria

- Students who did not take the initial assessment in Spring 2023
- Students who have completed only one (1) APPE rotation

- conclusion.

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- doi:10.5688/ajpe7501

There was no significant difference in student assessment scores based on 1) completion of community APPE, 2) community APPE completed at chain or independent pharmacy, 3) experience of pharmacy practice outside of IPPEs and APPEs, 4) # of years of experience outside of IPPEs and APPEs, and 5) types of APPE rotations completed

CONCLUSIONS

Although we had a limited cohort size due to voluntary measures, with this data, we are able to conclude that our students are efficiently mastering community EPAs and predict they will be prepared to practice upon graduation. A similar study with more participants will provide further justification for this

Using this data, we are now able to conduct similar assessments with our ambulatory care, institutional, and acute care/general medicine rotations.

FUNDING

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