

Development and Implementation of an Experiential Education Course Review Process



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AUTHORS

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BACKGROUND

- ACPE Standards require experiential education (EE) quality assurance to:
 - Facilitate achievement of stated course expectations
 - Standardize key components of experiences across all sites offering the same experiential course
 - Promote consistent assessment of student performance

OBJECTIVE

- To describe the development and implementation of an EE course review process as part of a quality assurance plan

METHODS

- Each IPPE and APPE course type reviewed at least once every three years
- Reviewed materials include:
 - Orientation materials
 - Syllabus & course assignments
 - Student outcomes data
 - Intervention data
 - Interprofessional education data
 - Patient demographic data
 - Student assessment of the preceptor, site, and course
 - AACP pre-APPE performance domains (IPPEs) & essential elements (APPEs)

Identification of course **strengths**

& areas for improvement through an

EE course review process

enhances the **quality**

of student experiences.

RESULTS

- EE Committee completed five course reviews in 2022
- Course reviews identified:

48

Strengths

44

Areas for improvement

15

Areas for preceptor development

Scan the QR code to view the full abstract and example course review findings.



CONCLUSION

- Global outcomes included feedback and suggestions for modifications related to curricular design, course assignments, and preceptor resources

IPPE AND APPE COURSE REVIEW FORMS

Section 1:
Course Coordinator

Section 2:
EE Committee
Review Team

Section 3:
College Curriculum
Committee

2022

SPRING
Community IPPE/APPE
SUMMER
Health and Wellness IPPE
FALL
Health-System Pharmacy
IPPE/APPE

2023

SPRING
Population Health IPPE
SUMMER
Primary Care APPE
FALL
Clinical IPPE

2024

SPRING
APPE acute care/medicine
selectives
SUMMER
APPE electives and drug
information

IPPE=Introductory Pharmacy Practice Experience; APPE=Advanced Pharmacy Practice Experience