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BACKGROUND

Advanced Pharmacy Practice Experiences (APPEs) are viewed as the culmination of didactic and practical instruction in pharmacy education. APPEs serve to hone the skills and behaviors that are required for students to practice independently and collaboratively in a team-based care environment.¹ Many critical elements of being a pharmacist are taught and assessed in the APPE year. There is a misconception that if students progress through the didactic curriculum to enter APPEs, they are prepared to be pharmacists.

OBJECTIVE

This purpose of this research was to investigate preceptor opinions of failing APPE students and underlying reasons why preceptors may or may not be hesitant to fail an APPE student.

METHODS

All APPE Preceptors at the University of Mississippi School of Pharmacy (UM) and the University of Arkansas for Medical Sciences College of Pharmacy (UAMS) were eligible for study participation and were recruited via email. Participants were asked to complete a 23-item Qualtrics survey evaluating perceptions of giving a failing score to APPE students. Descriptive statistics were performed on the data that was collected.

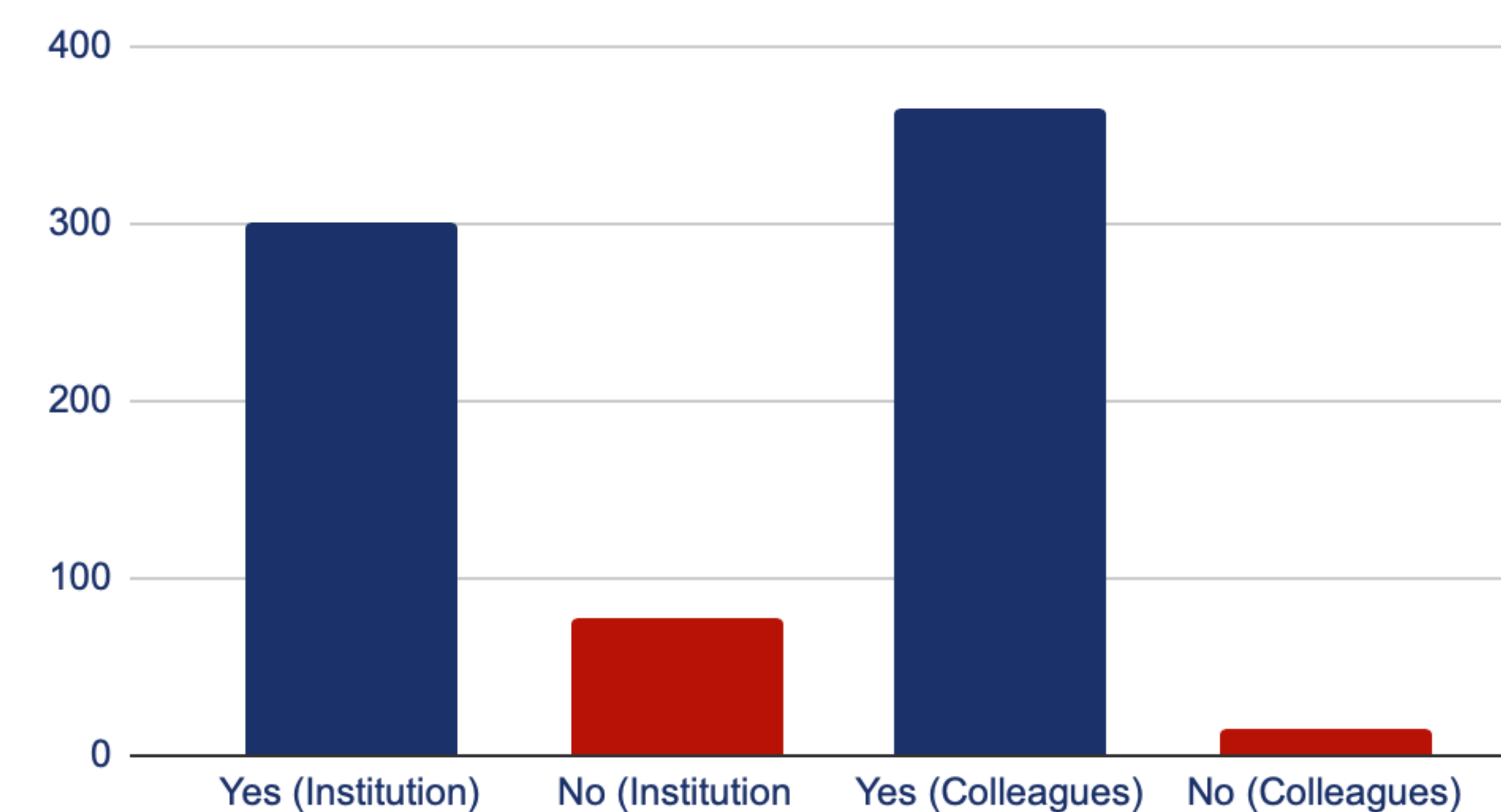
The 23-item Qualtrics survey assessed the following information (#):

- Demographic information (3)
- Description of preceptorship (4)
- Feedback (4)
- Implicit bias (1)
- Failure (11)

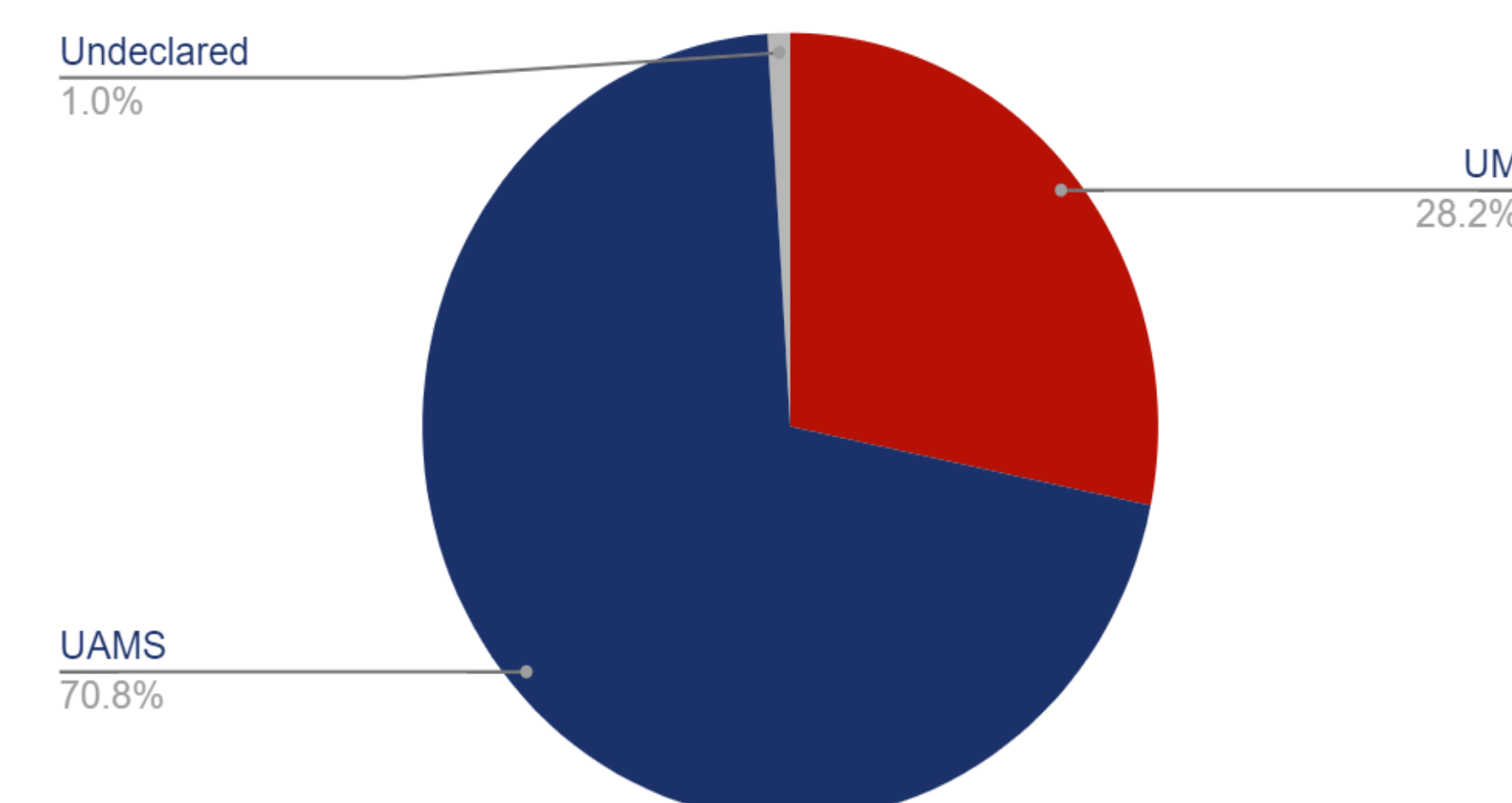
RESULTS

A total of 721 surveys were distributed with a response rate of 57% (414/721). Pairwise deletion was utilized to account for incomplete surveys.

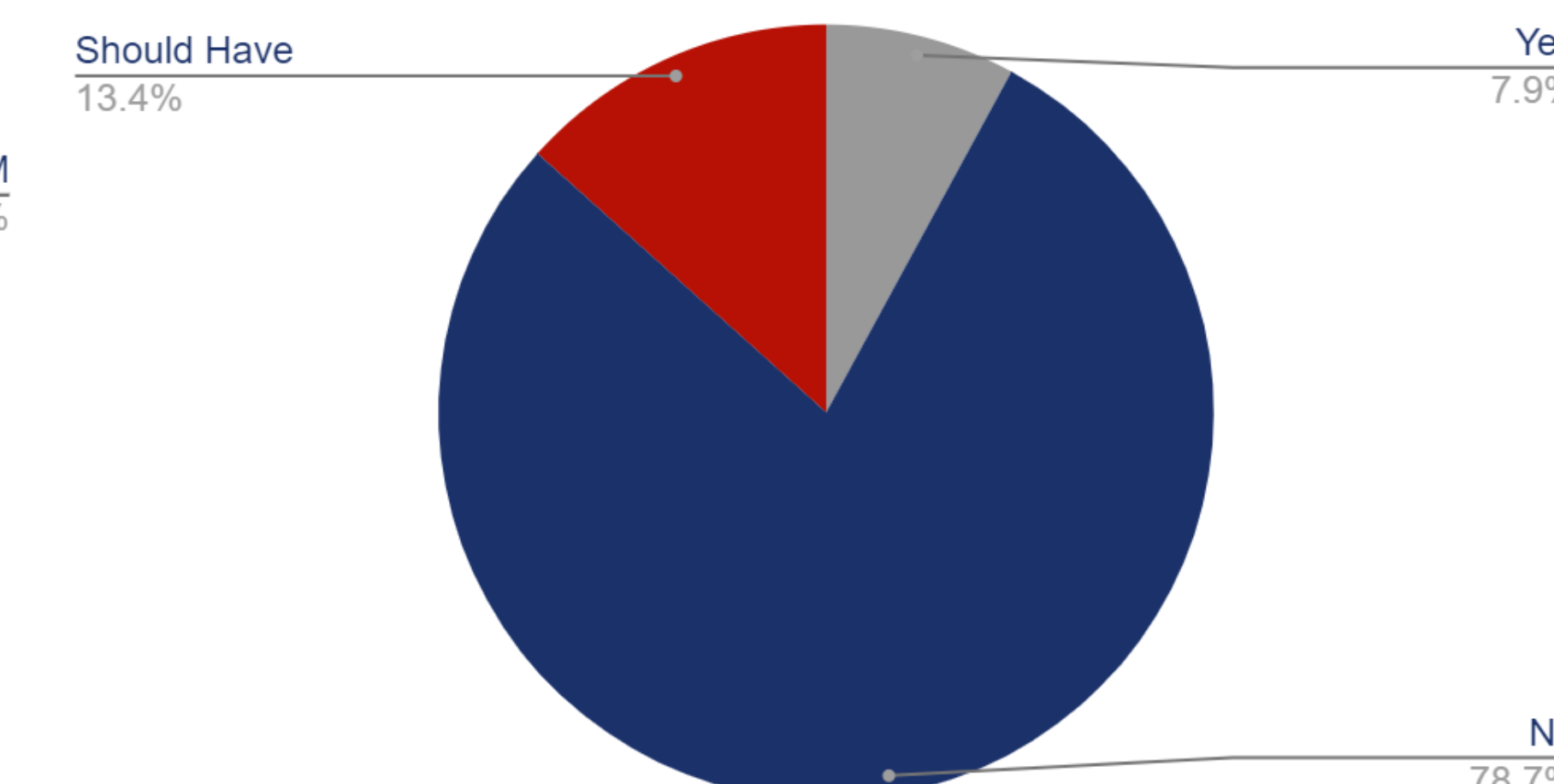
Preceptor Perception of Failure Support



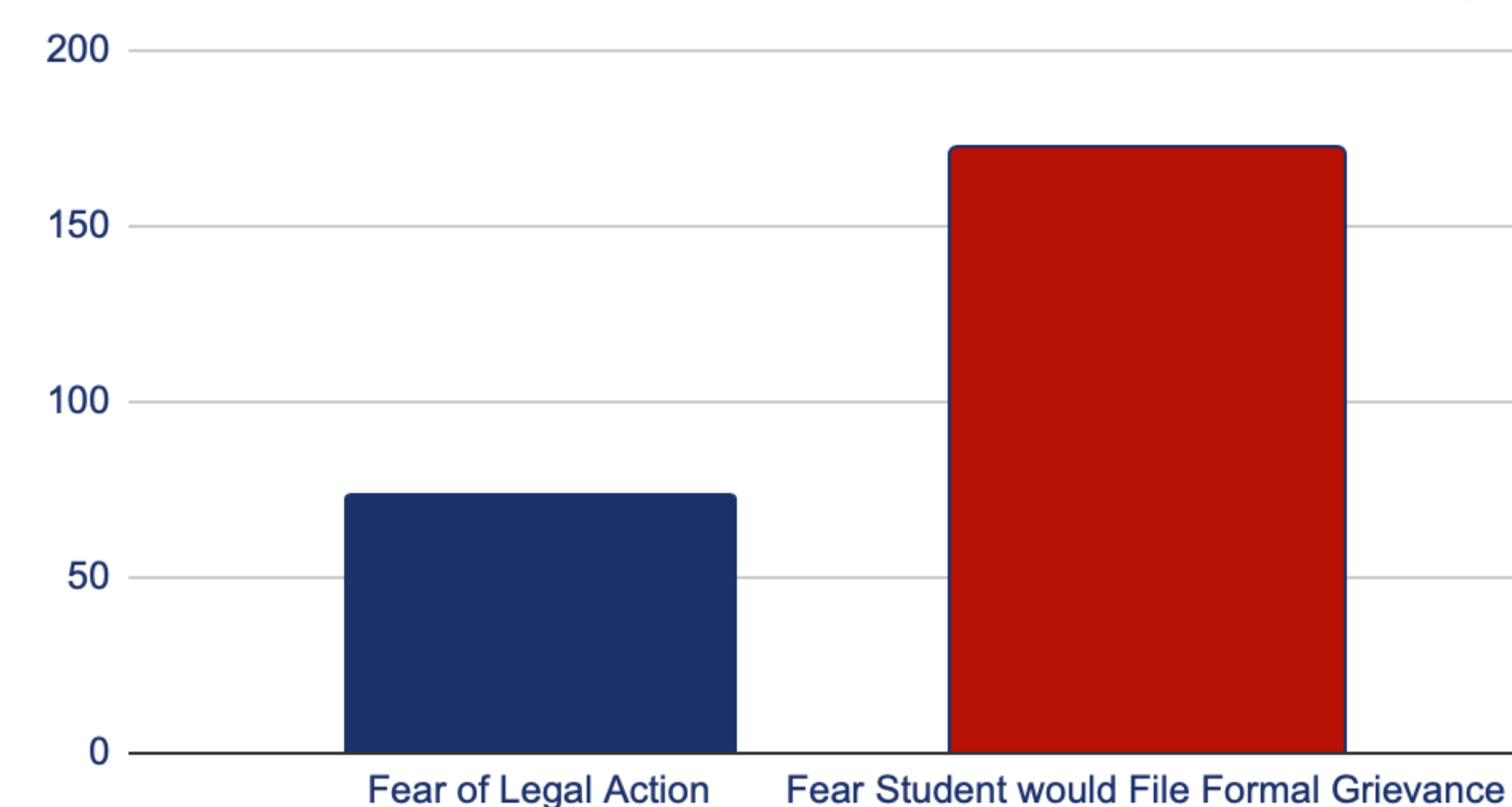
Institution Representation



Preceptor History of Failing

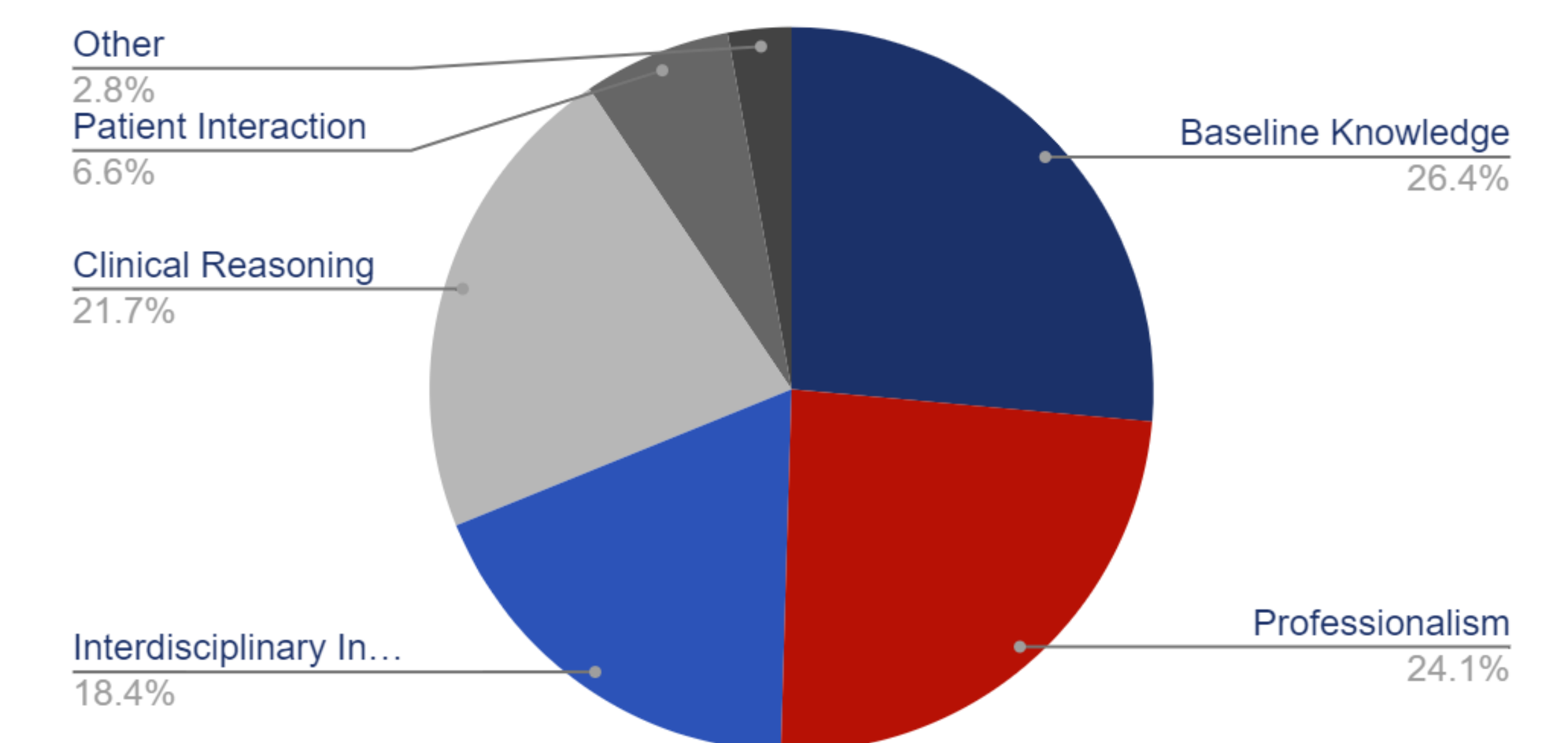


Reasons for Preceptor Hesitancy



RESULTS

Reasons for Failing



CONCLUSIONS

- Accurately grading APPE students is critical for student success, but is inherently fraught with nuance, psychological bias, preceptor grading variation, and barriers to failing low performing students.
- These findings confirm anecdotal suggestions that most preceptors have not failed a student on rotation, despite some feeling as though they should have.
- It could be beneficial to understand how preceptor orientation to protocols regarding student failure impact a preceptor's decision-making.
- Future research should seek to identify ways in which preceptors can be empowered to justly fail students.

DISCLOSURES

The authors have nothing to disclose concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation.

REFERENCES

Accreditation Council for Pharmacy Education. (n.d.). Retrieved November 2, 2022, from <https://www.acpe-accredit.org/pdf/Standards2016FINAL2022.pdf>