INTRODUCTION

- Experiential learning is a key component in the pharmacy curriculum as it allows students to apply their learning in real-world situations.
- Pharmacy schools need to ensure that students are not only gaining more hours during their practicum but also are receiving quality education.
- The PharmD curriculum involves earlier and greater exposure to experiential learning compared to the BScPharm curriculum.
- Due to lack of standardization, students and preceptors have reported adverse factors at practice sites.
- Creation of Key Quality Assurance Indicators (KQAIs) for Advanced Pharmacy Practice Experiences (APPE) site visits will enable pharmacy schools to identify areas of improvement.

OBJECTIVES

- To generate a consensus for Key Quality Assurance Indicators (KQAIs) for APPE site visits from Canadian pharmacy schools.
- To suggest an algorithm for APPE site visits for QA purposes.
- To increase awareness of the benefits of implementing standardized policy and procedures of KQAIs for APPE site visits.

METHOD

- Pharmacy Experiential Programs of Canada (PEP-C) is an Association of Faculties of Pharmacy of Canada (AIPC) affiliated committee established to enhance pharmacy experiential education in Canada.
- We suggested 4 categories of KQAIs to PEP-C members.
- We asked PEP-C members to rank KQAIs from the most important to the least important.
- Scores were standardized to a denominator of 10 to facilitate comparisons between Round 1 and Round 2 Delphi survey results.
- The least important KQAIs from each category was eliminated from Round 2 of our Delphi survey.

RESULTS

- Pharmacists were asked to rank the 4 categories of KQAIs from the most important to the least important.
- We asked PEP-C members to rank K QAIs from the most important to the least important.
- Scores were standardized to a denominator of 10 to facilitate comparisons between Round 1 and Round 2 Delphi survey results.
- The least important KQAIs from each category was eliminated from Round 2 of our Delphi survey.

CONCLUSIONS

- There is a current lack of pro-active APPE site visits for quality assurance purposes.
- Quality assurance of APPE sites is required to identify exemplary, learner-centered, and non-exemplary APPE sites.
- An APPE site visit checklist will help pharmacy schools/faculties identify areas of improvement in APPE sites.
- The Office of Experiential Education of pharmacy schools/faculties need to strengthen relationships with APPE sites:
- Encourage exemplary sites to maintain their status.
- Coach non-exemplary sites to become exemplary.

REFERENCES

- Wolgagen IH, Heineman E, IH, Heineman E, IH.
- Student is involved in documentation.
- Student has defined roles and responsibilities.
- Student has adequate physical space to work.
- Number of students at the site are appropriate.
- Student has access to drug information sources, patient records.
- Student provides education and counseling patients on their prescription and overall health (OTC) medications.
- Student is involved in decision-making of practice activities.
- Student is involved in all aspects of pharmaceutical care process.
- Staff members are supportive of APPE program and student.
- Student has access to drug information sources, patient records.
- Staff members are supportive of APPE program and student.
- Student is involved in decision-making of practice activities.
- Student is involved in all aspects of pharmaceutical care process.
- Preceptor demonstrates professionalism for role model for student.
- Preceptor responds to student’s questions readily and in a timely manner.

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