

Anna White

Mentor: Jennifer Rosselli, Chris Lynch, Kate Newman

Title: *Impact of a didactic ambulatory care elective on student's Advanced Pharmacy Practice Experience (APPE) performance*

#### Abstract

**Introduction:** The purpose of this study is to assess the impact of a didactic ambulatory care elective offered in the third professional year on student Advanced Pharmacy Practice Experience (APPE) performance.

**Methods:** Student performances on clinical APPE rotations were compared between students who had completed the didactic elective and those who had not. All students' final APPE assessments on ambulatory care, internal medicine, and patient-care electives completed in May 2016 through July 2019 were included. Data collected included the final grade received on the rotation, the grade received on a required case presentation, and the scores of student performance in several other competencies. The overall APPE grade was reported on a continuous scale up to 100, while all other items were scored on a Likert-scale with a corresponding numerical value between 0 (unacceptable) and 10 (above average). Descriptive statistics and student t-test were used to analyze the data.

**Results:** A total of 1,207 student performances were analyzed. Within the ambulatory care APPE, students who had completed the didactic elective scored on average 1.25 points higher on the final rotation grade than students who did not take the elective. (92.81 +/- 4.58 vs 91.56 +/- 5.27,  $p = 0.02869$ ). Comparisons were also made among larger groups which included all grades from ambulatory care, medicine, and patient care rotations. Students who took the didactic elective scored on average 0.84 points higher on their final rotation grade than those who did not take the class. (93.82 +/- 3.91 vs 92.98 +/- 5.65;  $p = 0.0031$ ).

**Conclusion:** This study showed higher patient care APPE rotation scores were received by students who completed the ambulatory care elective compared to those who did not. Follow-up studies with additional years of APPE data and surveys to investigate student perception would be necessary to develop more definitive conclusions.