

Background:

- The Center for Drug Information & Evidence-Based Practice (CDIEBP), located within the Health Sciences Library, serves as a primary drug information (DI) rotation site for fourth-year pharmacy students completing Advanced Pharmacy Practice Experiences (APPEs).
- Students spend most of their time researching and writing responses to DI questions.
- Students work closely with pharmacy faculty in the CDIEBP to provide this service and have traditionally been expected to participate in other small group discussions and activities during the five-week rotation.
- Student feedback is generally positive, but some students comment on the need for more activities and engagement with their faculty and peers, both to enhance the educational experience and to provide breaks throughout the work day.
- Based on this feedback, the CDIEBP faculty made meaningful changes to the quality and quantity of rotation activities (see Figures 1 and 2).

Objective:

- To evaluate student feedback before and after implementation of revised activities and discussions within a DI APPE.

Methods:

- Student feedback provided in eValue at the end of each five-week APPE after the implementation of these changes was pooled and compared to feedback provided prior to these changes.
- Specifically, Likert-scale responses related to active participation, rotation organization, variety of learning experiences, faculty interaction, and overall experience were assessed.

Summary of Revisions:

- A daily “huddle” for faculty and students to get to know one another and to discuss upcoming activities and pending DI questions was added.
- A second, abbreviated journal club presentation was added.
- The DI rounds activities were revised to expose students to formulary management, pharmacy & therapeutics (P&T) committee work, and evaluation of DI in the news.
- The final DI presentations were replaced with student-led DI rounds wherein students work in groups to develop an interactive and engaging presentation and discussion on a DI-related topic of their choice.
 - Examples: DI Game Show, Podcast Club, Topic Discussion, or DI Resource Review

Figure 1. Previous Drug Information APPE Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Orientation Discussions and Training				
Week 2					DI Rounds Consultation Show & Tell
Week 3		Journal Club Presentations		Journal Club Presentations	DI Rounds Consultation Show & Tell
Week 4					DI Rounds Consultation Show & Tell
Week 5		Final DI Presentations		Final DI Presentations	

Figure 2. Current Drug Information APPE Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Orientation Discussions and Training				
Week 2	DI Rounds 1 Meet the Faculty and Orientation to Student-Led DI Rounds		DI Rounds 2 Consultation Show & Tell		
Week 3	DI Rounds 3 Formulary Management & the P&T Committee	Journal Club Presentations	DI Rounds 4 In the News	Journal Club Presentations	
Week 4	DI Rounds 5 Mock P&T		DI Rounds 6 Mock P&T	Journal Club Presentations (Abbreviated)	
Week 5	DI Rounds 7 Student-Led DI Rounds		DI Rounds 8 Student-Led DI Rounds		

Assessment:

Box: Selected student comments after implementation of revised activities.

Please list positive aspects of your learning experience
Rounds every morning were delightful as well as informative
Activities (journal clubs, DI rounds, etc.) were scattered throughout the experience that helped break up the weeks. Preceptors also understood the need for brain breaks throughout the day.
The daily huddles are a nice way to touch base with everyone.
Really enjoyed interacting with all of the preceptors/instructors and they were always so willing to help and share their knowledge.
Presentations/Kahoot quizzes throughout the rotation were helpful to reinforce DI concepts from Lit Eval. - Amount of assignments throughout the rotation was good - not too much that it was unmanageable, but still enough to allow me to improve my literature evaluation/presenting skills. - All of the preceptors were great - enthusiastic, encouraging, willing to help whenever I had questions.
I really enjoyed how the rotation was structured, in addition to how interactive all of the activities were.

Table. Feedback before and after implementation of revised activities.

	Before (n=52); 11 rotation blocks	After (n=14); 3 rotation blocks
Encouraged students to actively participate in discussions*	Average score: 3.70	Average score: 4.00
The rotation was generally organized and structured*	Average score: 3.63	Average score: 3.86
Allowed for a variety of learning experiences*	Average score: 3.39	Average score: 3.79
Had staff who were receptive and willing to interact with students*	Average score: 3.78	Average score: 3.86
Overall, how would you rate this rotation experience?***	Average score: 3.44	Average score: 3.93

*Strongly Disagree = 1; Disagree = 2; Agree = 3; Strongly Agree = 4

**Poor = 1; Fair = 2; Good = 3; Excellent = 4

Conclusion: A preliminary review of student feedback suggests the changes have enhanced the rotation experience. A more robust assessment of student knowledge before and after the DI APPE is planned to evaluate the impact of these changes on student learning.