Summary:

**Introduction**
- Advance Pharmacy Practice Experiences (APPE) can involve various teaching strategies in and outside of the experiential site.
- Assessment of experiential teaching is underutilized by faculty.
- Topic discussions serve as a review of clinical application in preparation for patient encounters.
- Group Instructional Feedback Technique (GIFT): A colleague visits your class meeting and, in your absence, interviews your students about their learning experience in your class, using questions that you and the colleague have jointly written.

**Purpose**
- To assess the effectiveness of APPE teaching during clinical faculty-led topic discussions of common chronic conditions of ambulatory care.

**Methods**
- SIUE ambulatory care clinical faculty facilitated topic discussions of varying formats as a group of approximately 8-12 ambulatory care APPE students during each module on topics such as diabetes, hypertension, lipids, asthma/COPD, heart failure and pain management.
- For my Lipids and Diabetes discussions, students were assigned a lipid drug class to discuss with the group, completed patient cases and sample NAPLEX questions.
- Clinical faculty along with GIFT evaluators developed questions to assess instructional strategies used during topic discussions.
- Three GIFT assessments were conducted during three APPE modules by non-clinical pharmacy faculty and pharmacy residents after all topic discussions had been completed.
- Pharmacy students in groups of 8-12 were instructed to individually reflect on instructional assessment questions of strengths, areas of improvement and discussion format followed by group discussion of responses.
- Clinical faculty were absent during assessments.
- Individual assessment results were shared with each faculty in addition to general comments shared with all clinical faculty assessed.

**Results**
- 28 students total participated in three GIFT assessments.
- Student group comments about strengths of my topic discussion (Lipids/Diabetes-Butler):
  - Well-organized with good flow
  - Very good communication with students
  - Able to encourage participation from all students
  - Facilitated an open discussion with questions that was informal and made students feel comfortable
  - NAPLEX practice questions
  - Assigning a drug class to each student helped us thoroughly review that class
- Student group comments about areas of improvement:
  - Provide more examples
  - Send topic discussion assignments ahead of time for students to better prepare
- All students strongly agreed or agreed that the topic discussions enhanced their knowledge and confidence in treating patients with the disease states discussed.
- Students indicated satisfaction and enjoyment with the format of topic discussion and facilitators teaching style.

**Implications**
- Faculty-led topic discussions are an effective instructional strategy during APPE rotations and will continue for future rotations.