

# A Peer-Evaluation Form for Experiential Education: Evaluating the Preceptor, Practice Site and Student Activities

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## Background

- Experiential education is a core component of pharmacy education.
- Periodic evaluation of the preceptor, practice site and student activities is essential to ensure quality student education.
- Our institution developed an experiential peer-evaluation form in 2011 and re-evaluated the components in 2017.

## Objective

- To assess the utility and faculty perceptions of a revised experiential peer-evaluation form created to ensure quality student education through formative preceptor evaluation

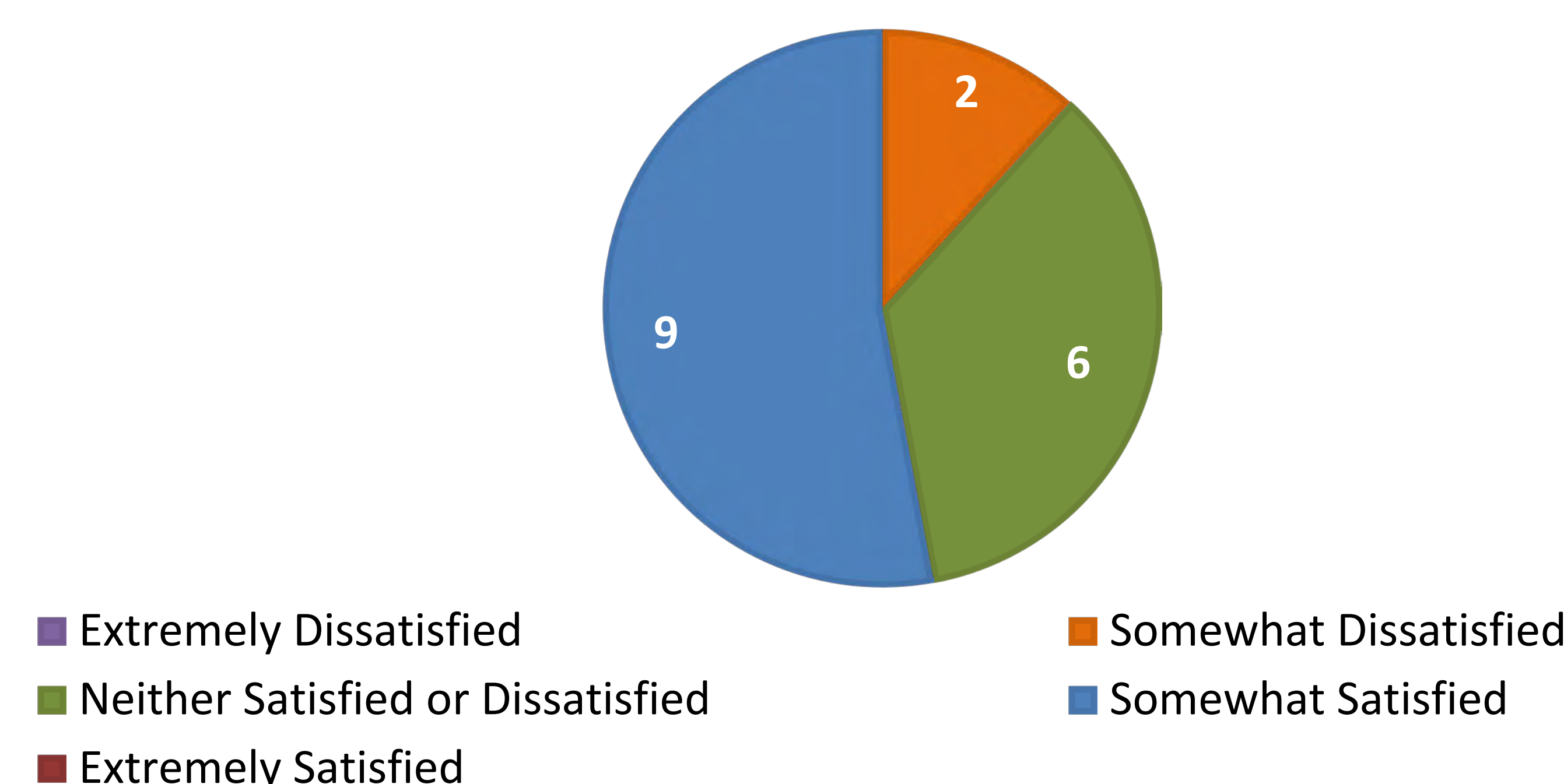
## Methods

- A faculty work group reviewed: results from a faculty survey, published literature, websites of peer-evaluation tools, ACPE's Standards 2016, and AACP's entrustable professional activities to revise an experiential peer-evaluation form
- Revisions were made to include evaluation of:
  - Preceptor qualities, e.g. engaging, professional
  - Practice site qualities, e.g. patient load, interprofessional interactions
  - Patient care learning, e.g. direct patient care, critical thinking
  - Student activities, e.g. projects, presentations
  - Preceptor's feedback to students
  - Quality assurance in experiential structure
- Peer-review was provided by selected pharmacy practice and professional program assessment faculty prior to implementation of the form.
- Faculty were educated on the revised form prior to implementation in May 2017.
- A follow-up survey was distributed in February 2018 to assess the utility and faculty perceptions of the revised form.
  - All pharmacy practice faculty were encouraged to complete the survey regardless of experience with using the revised form.
  - Faculty who had not used the form to provide or receive peer-evaluation were asked to provide feedback based on their review of the form.
- The university institutional review board approved this project.

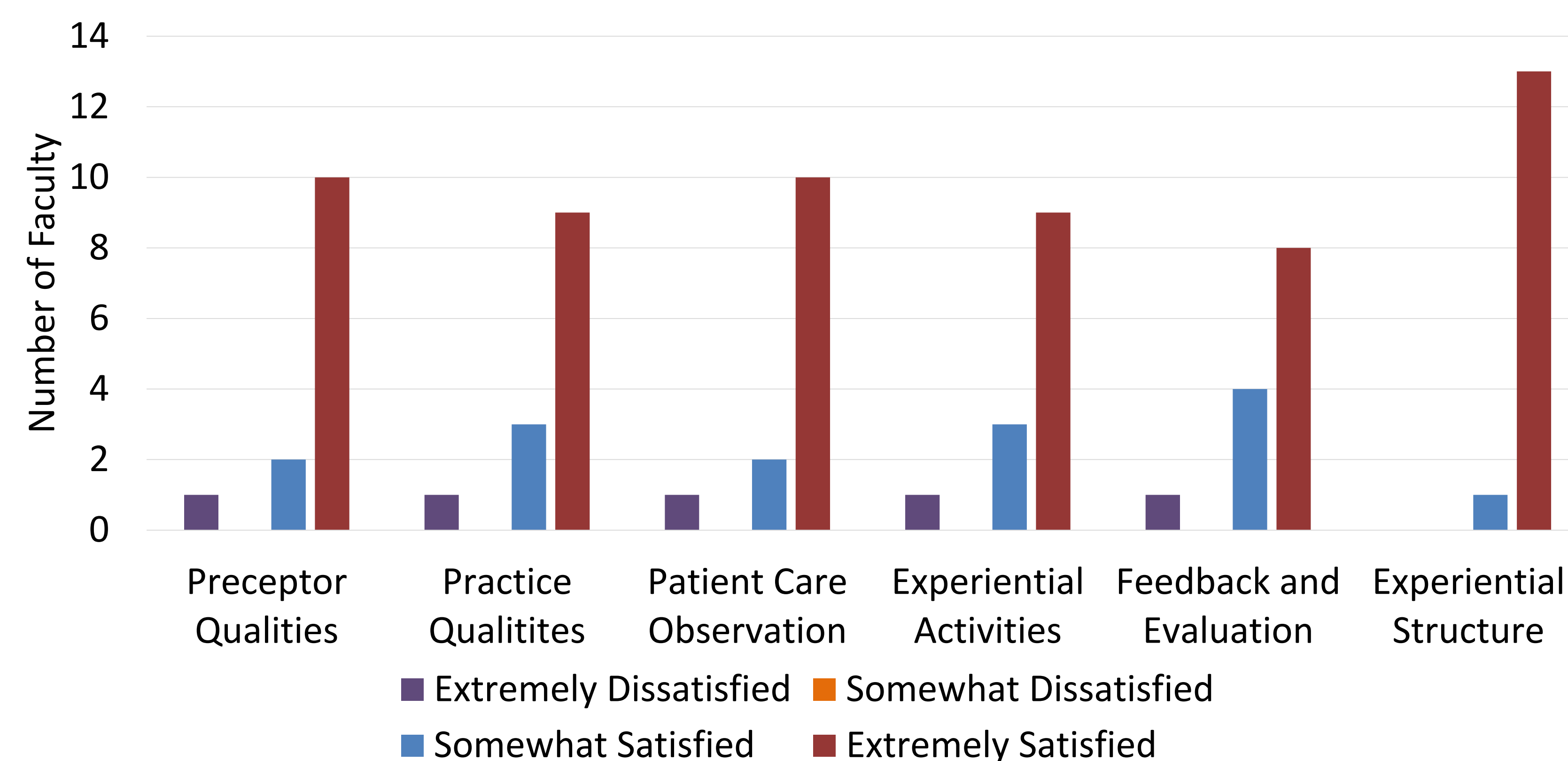
## Results

- Twenty-four pharmacy practice faculty completed the follow-up survey assessing perceptions of the revised form.
- From May 2017 to February 2018, **four (16.67%) faculty conducted** a peer-evaluation and **three (12.5%) faculty received** a peer-evaluation using the revised form.
- All sections of the form were used at least once, with all faculty evaluating the experiential structure section of the form.
- **The majority (85.7%) of faculty found the form extremely easy to use.**
- 42.9% of faculty indicated that the **new form included more elements** than they would typically review or receive feedback on.
- **All faculty** who received a peer-evaluation using the new form felt they received **a balanced and fair evaluation.**

Faculty Satisfaction with 2011 Peer Evaluation Form

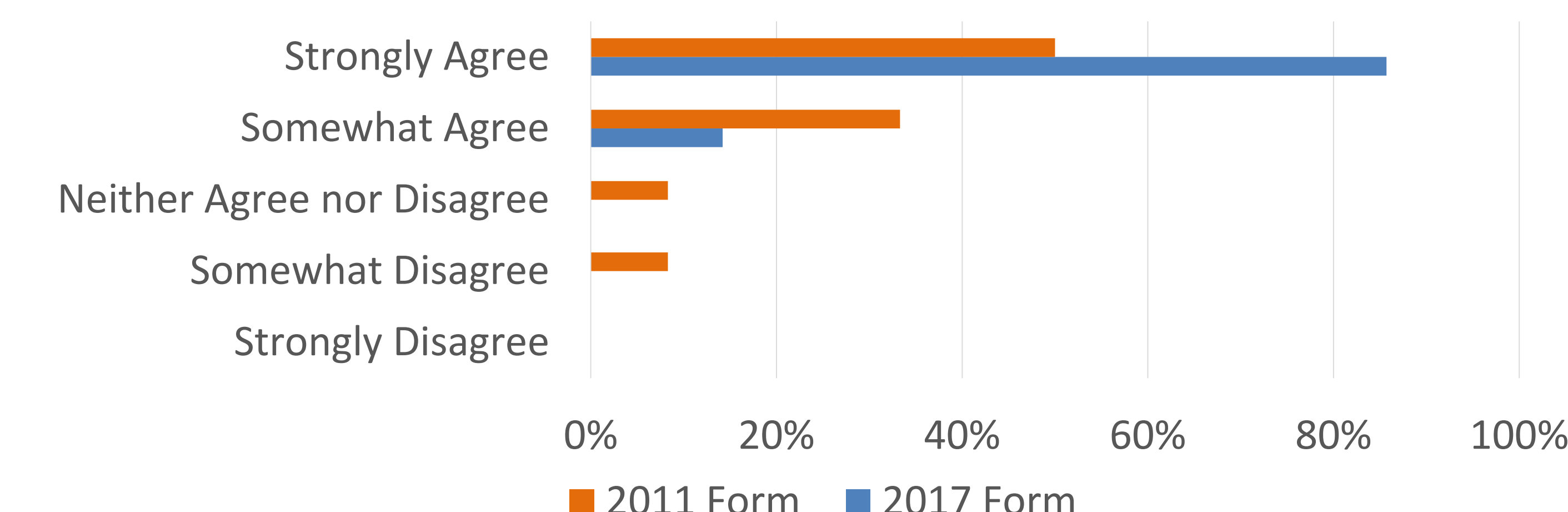


Faculty Satisfaction with 2017 Peer Evaluation Form

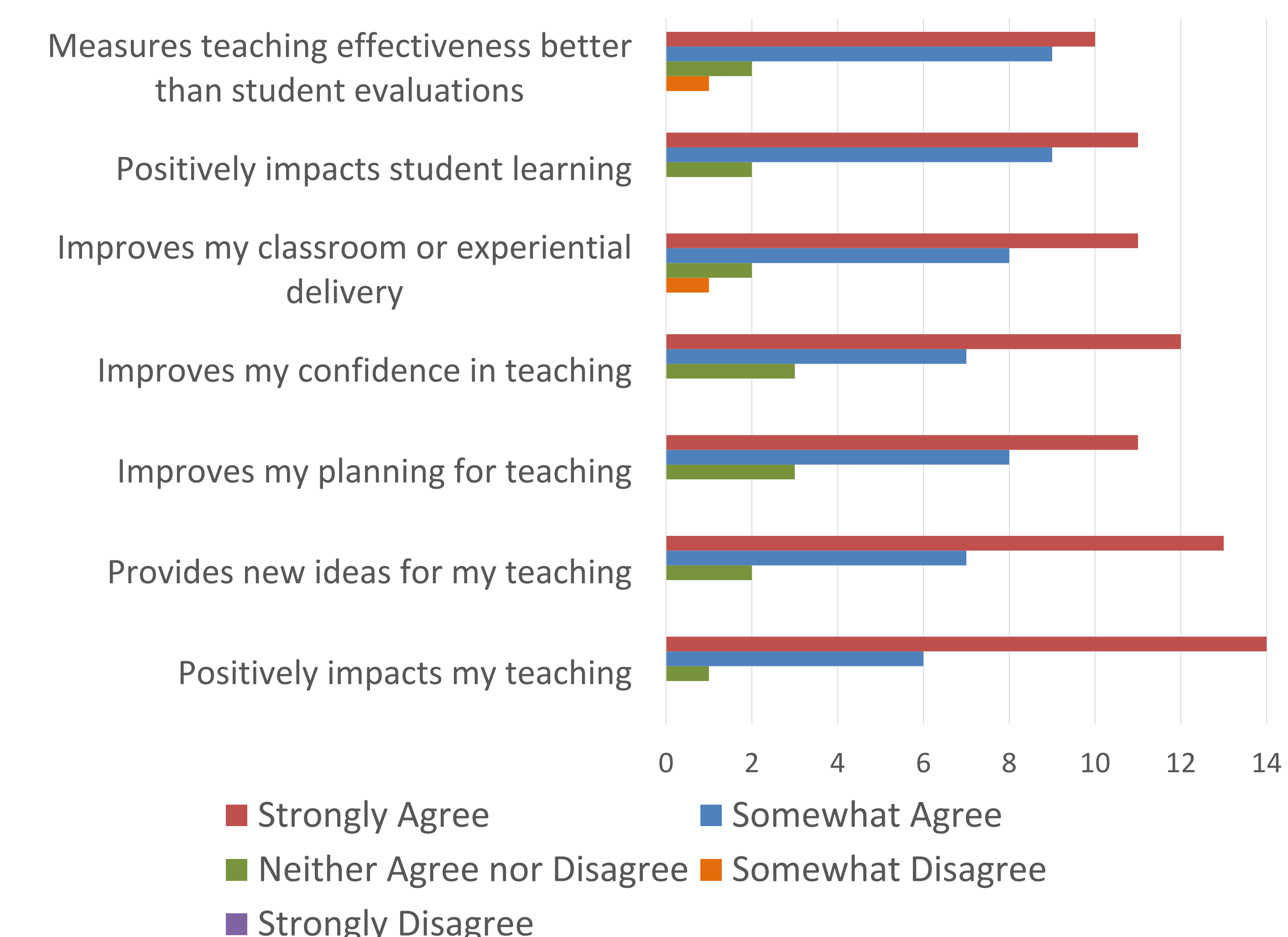


## Results

Preceptor Teaching Modification Based on Peer Feedback



Faculty Perceptions of Peer Evaluation



## Conclusions

- Pharmacy practice faculty are more satisfied with the revised peer evaluation form compared to the 2011 form.
- Faculty found the revised form easy to use and beneficial for modifying teaching.
- They felt the form improved their planning for student learning and development of new ideas.
- Additional evaluator training may increase faculty satisfaction with all components of the revised form.