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Title: "*A Qualitative Review of IPPE Goal Setting*"

**Objective.** This qualitative content analysis used pharmacy students' post-experiential education reflections to analyze skills identified in pre-experience goal setting. It also analyzed student perception of goal achievement.

**Methods.** Participants included students at one university over 3 professional years. Student pre-rotation goals were categorized based on the American Association of Colleges of Pharmacy's Core Entrustable Professional Activities (EPA's). Additional skills were added as they were observed in student reflections. Some skills were an adaptation based on the EPA's.

**Results.** A surprising number of skills identified by students were not from the EPA list, with only about 32% coming straight from the list. Goal achievement increased from one experience to the next.

**Conclusion.** Researchers observed the opportunity to incorporate new language and training, for instance EPA's, into pre-rotation goal setting education. This could give students a list of activities entrusted to them upon graduation and steer their goals in that direction.