

Preceptor Development: Entrustable Professional Activities and the Evaluation Process for Students

**College of Pharmacy
& Allied Health Professions**

Jodi Heins, Pharm.D.

Assistant Dept. Head & Professor, Pharmacy Practice
Office of Experiential Education



**SOUTH DAKOTA
STATE UNIVERSITY**

Disclosure

I have had no financial relationship over the past 12 months with any commercial sponsor with a vested interest in this presentation.

Learning Objectives for Pharmacists

- Define Entrustable Professional Activities (EPAs)
- Describe the relationship between the Entrustable Professional Activities (EPAs) and the SDSU supporting tasks
- Define the five levels of entrustability
- Describe the evaluation process of APPE and IPPE students using Entrustable Professional Activities (EPAs) and SDSU Supporting Tasks

Entrustable Professional Activities (EPAs)



**SOUTH DAKOTA
STATE UNIVERSITY**

Practice Readiness

- Standard 24: Assessment of Educational Outcomes
 - “The assessment plan measures student achievement at defined levels of the professional competencies that support attainment of the Educational Outcomes in aggregate and at the individual student level.”
 - “...the plan includes an assessment of student readiness to:
 - Enter advanced pharmacy practice experiences
 - Provide direct patient care in a variety of healthcare settings
 - Contribute as a member of an interprofessional collaborative patient care team.”

Core EPAs for New Pharmacy Graduates

- Development began in 2015 by the American Association of Colleges of Pharmacy (AACCP)
- Final version published 2017
- EPAs identified as “core” to emphasize they are expected of **all graduates** independent of practice setting and serve as a baseline, not a ceiling
 - Discrete, essential activities and tasks that all new pharmacy graduates must be able to perform without direct supervision upon entering practice or postgraduate training
 - “Practice Ready”

Haines et al. Am J Pharm Educ. 2017, 81(1), Article S2.

Entrustable Professional Activities

- Units of professional practice or descriptors of work, defined as specific tasks or responsibilities that trainees are entrusted to perform unsupervised once they have attained sufficient specific competence
- Independently executable, observable, and measurable in their process and outcome

Haines et al. Am J Pharm Educ. 2017, 81(1), Article S2.

Core EPAs for New Pharmacy Graduates

- Six EPA domains
- 15 EPAs for new pharmacy graduates
 - Each domain has 1-5 EPAs
- Example supporting tasks provided for each EPA
 - Colleges can modify to align with programmatic or regional practice

Haines et al. Am J Pharm Educ. 2017, 81(1), Article S2.

How will EPAs be used in the Pharm.D. curriculum?



SOUTH DAKOTA
STATE UNIVERSITY

EPAs in the Didactic Curriculum

- Mapped to courses in the didactic curriculum
 - Pharmacy Practice sequence
 - Pharmacy Skills Laboratory sequence
 - Professional Resources Management
 - Pharmacy Calculations
 - Pharmacy Law
- Used to guide assessment of APPE-readiness

EPAs in the Experiential Curriculum

- Used to guide assessment of APPE-readiness
- Used to guide assessment of practice-readiness in APPEs

SDSU College of Pharmacy and Allied Health Professions EPAs and Supporting Tasks



**SOUTH DAKOTA
STATE UNIVERSITY**

EPA Domains

Patient Care Provider

- 5 EPAs: SDSU supporting tasks 23

Interprofessional Team Member

- 1 EPA: SDSU supporting tasks 3

Population Health Promoter

- 4 EPAs: SDSU supporting tasks 8

Information Master

- 2 EPAs: SDSU supporting tasks 4

Practice Manager

- 2 EPAs: SDSU supporting tasks 11

Self-Developer

- 1 EPA: SDSU supporting tasks 2

EPAs linked to Evaluations

EPA Domain	IPPE I	IPPE II	Hospital	Community	IM 1	Amb Care	Assigned
Patient Care Provider	X	X	X	X	X	X	X
Inter-professional Team Member	X	X	X	X	X	X	X
Population Health Promoter	X		X	X		X	X
Information Master					X	X	X
Practice Manager	X	X	X	X			
Self-Developer			X				

SDSU College of Pharmacy and Allied Health Professions Descriptions of Entrustability Of EPAs



**SOUTH DAKOTA
STATE UNIVERSITY**

Level	Description	Preceptor Role/Example Preceptor Statements	Student Role	Miller's Pyramid	Curriculum Timing
1	Observe only: The learner has acquired some knowledge but cannot perform the task even with assistance.	Perform the activity while trainee observes. "Watch me do this" "I performed the task, and the student watched."	Be present and observe what he/she will be expected to do at the next stage	Knows	Didactic IPPE
	Perform with direct, proactive supervision: The learner has broader knowledge and is able to perform the task with direct supervision and proactive correction.	Directly and proactively supervises trainee performing the task; in the same room and ready to step in if needed "Let's do this together" "I talked the student through the task" "I'll watch you" "I directed the student from time to time" "I needed to be in the room just in case" "I will be ready to step in if needed"	Can complete all or part of the activity with direct full observation of the preceptor	Knows How	

Level	Description	Preceptor Role/Example Preceptor Statements	Student Role	Miller s Pyramid	Curriculum Timing
3	<p>Perform with reactive supervision:</p> <p>The learner has more complete knowledge and can independently perform the task when directed by a preceptor.</p> <p>The learner is trusted to ask for help when needed.</p>	<p>Indirect supervision of learner; readily available while trainee performs task (not in the room but nearby)</p> <p>“You go ahead, and I’ll double check your findings”</p> <p>“I’ll be just down the hall if you need me”</p> <p>“Call me if you need anything”</p>	<p>May carry out the full activity without a preceptor in the room but the preceptor is available within minutes (<10 minutes)</p>	<p>Shows How</p>	<p>APPE</p> <p>"APPE" ready"</p> <p>"Practice ready"</p>
4	<p>Perform with distant supervision:</p> <p>The learner has complete knowledge and can independently perform the task.</p> <p>The learner seeks guidance as needed.</p>	<p>Reactively and intermittently supervises; available at a distance</p> <p>“I was available just in case”</p> <p>“If this individual was a licensed pharmacist, I would trust the learner to perform the task completely independently.”</p>	<p>May carry out the full activity with no preceptor available on short notice (>10 minutes);</p> <p>may report to the preceptor the same or next day</p>	<p>Does</p>	<p>APPE</p> <p>"Practice ready"</p>
5	<p>Supervise more junior colleagues:</p> <p>The learner can skillfully perform the task independently and can supervise/train others.</p>		<p>Students are ineligible for complete independence in our system.</p>		<p>Residency Practice</p>

Supporting Tasks

- Each supporting task assigned an entrustability level
 - APPE Ready
 - ❑ Not all supporting tasks assigned an APPE ready level
 - ❑ Not all EPAs have an APPE ready supporting task(s) to be evaluated
 - ❑ All supporting tasks for a specific EPA have the same level assigned (if assigned)
 - ❑ Level 2-3 (four at level 3)
 - ❑ Evaluated in P1-P3 years, didactic and IPPE
 - Practice Ready
 - ❑ All supporting tasks have a level assigned
 - ❑ All supporting tasks for a specific EPA have the same level assigned
 - ❑ Level 3-4 (four at level 4)

EXAMPLES



SOUTH DAKOTA
STATE UNIVERSITY

EPA Domain: Population Health Promoter

- EPA: Ensure that patients have been immunized against vaccine-preventable diseases.
 - SDSU Supporting Task: Administer and document recommended immunizations to an adult patient.
 - APPE Ready Level 3
 - Perform with reactive supervision: The learner has more complete knowledge and can independently perform the task when directed by a preceptor. The learner is trusted to ask for help when needed.
 - Indirect supervision of learner; readily available while trainee performs task (not in the room but nearby)
 - Practice Ready Level 4
 - Perform with distant supervision: The learner has complete knowledge and can independently perform the task. The learner seeks guidance as needed.
 - Reactively and intermittently supervises; available at a distance

EPA Domain: Patient Care Provider

- EPA: Follow-up and monitor a care plan
 - SDSU Supporting Task: Manage healthcare needs of patients during transitions of care
 - Concept introduced in the P3 year
 - APPE Ready Level - none
 - Practice Ready Level 3
 - Perform with reactive supervision: The learner has more complete knowledge and can independently perform the task when directed by a preceptor. The learner is trusted to ask for help when needed.
 - Indirect supervision of learner; readily available while trainee performs task (not in the room but nearby)
 - Student may carry out the full activity without a preceptor in the room but the preceptor is available within minutes (<10 minutes)

EPA Domain: Information Master

- EPA: Use evidence-based information to advance patient care
 - SDSU Supporting Task: Retrieve and analyze scientific literature to make a patient-specific recommendation
 - Concept introduced in the P2 year
 - APPE Ready Level 2
 - Perform with direct, proactive supervision
 - Directly and proactively supervises trainee performing the task; in the same room and ready to step in if needed
 - Practice Ready Level 3
 - Perform with reactive supervision: The learner is trusted to ask for help when needed.
 - Indirect supervision of learner; readily available while trainee performs task (not in the room but nearby)

Integrating EPAs into the Evaluation Process



**SOUTH DAKOTA
STATE UNIVERSITY**

EPA Based IPPE & APPE Evaluations

- Implementation in 2021-22
 - Evaluations will be based on SDSU supporting tasks and the level of entrustability the preceptor has for the student performing the task
- Piloting Evaluations 2019-2021
 - Internal Medicine
 - Ambulatory Care
- Fall 2019 – Preceptor Development
 - Hospital
 - Community

New IPPE & APPE Evaluations

- IPPE I & II
- Required APPE Evaluations
 - Hospital
 - Community
 - Internal Medicine
 - Ambulatory Care
- Assigned APPE Evaluations
- Patient Care Elective Evaluations
- Non-patient care elective APPEs – not EPA based
- Streamline evaluation process, fewer evaluations and/or items per evaluation

Pharmacy Practice Experience Evaluations

- Basic Components (IPPE & APPE)
 - Professionalism
 - EPA supporting tasks assessment
 - Satisfactory completion of all assignments/activities/hours
 - Grade recommendation
 - Strengths, areas to improve and other comments
- IPPEs - one evaluation at the end
- APPEs
 - Mid-Rotation Evaluation
 - End of Rotation Evaluation
 - Professionalism & EPA assessments auto populate with Mid-Rotation assessment

Professionalism

- Professionalism must permeate every EPA and every supporting task
- Yes/No statements
 - Is accountable and accepts responsibility for own actions.
 - Accepts constructive feedback, using it to improve performance or behavior.
 - Recognizes own limitations and seeks out help appropriately.
 - Is sensitive and respectful to others (e.g. patients, staff, other healthcare professionals, faculty, peers)
 - Establishes and maintains appropriate boundaries at the practice site.

- Manages emotions appropriately in difficult or stressful situations.
- Maintains honesty and integrity at the practice site.
- Respects diversity (e.g. race, gender, religion, sexual orientation, age, disability, socioeconomic status).
- Demonstrates the use of professional language and behavior at the practice site.
- Protects patient confidentiality.
- Dresses in a manner appropriate for the practice site.
- Demonstrates appropriate attitude towards Pharmacy Practice Experience.
- Is punctual and fulfills responsibilities in a reliable manner.

- Mid-Rotation APPE evaluation
 - If any questions were answered "no" above or if any professionalism issues were identified prior to the mid-point evaluation but have resolved, please explain in the box below.

IPPE and End of Rotation APPE evaluation

- Were any professionalism issues addressed during this Pharmacy Practice Experience?
Yes/No
- If yes, please explain in the box below and indicate the level of professionalism issue and level of resolution.
- Level of professionalism issue and resolution of the issue(s):
 - Minor issue and resolved
 - Minor issues – repeated/multiple issues and resolved with feedback by end of the Pharmacy Practice Experience
 - Major issue during the Pharmacy Practice Experience (resolved or unresolved) or unresolved minor issue at the end of the Pharmacy Practice Experience
 - Not Applicable

EPA Tasks Assessment

- Four levels of entrustability
 - Observe only (1): Cannot perform the task even with assistance
 - Perform with direct, proactive supervision (2): Is able to perform the task with direct supervision and proactive correction.
 - Perform with reactive supervision (3): Can independently perform the task when directed by a preceptor. The learner is trusted to ask for help when needed.
 - Perform with distant supervision (4): Can independently perform the task. The learner seeks guidance as needed.
 - **On the Mid-Rotation APPE Evaluation if the student has not engaged in activities that will allow for an evaluation, the mark the item as a 1.**

- APPE ready level of entrustability
 - Achievement of this level on tasks with an assigned value prior to starting APPEs
- Practice Ready level of entrustability
 - Achieve on all tasks prior to graduation

Grade Calculation for IPPE

- Professionalism
 - Minor issue – if resolved no impact
 - Minor issue – repeated/multiple issues & resolved with feedback by end of IPPE – no impact
 - Major issue or unresolved minor issue – refer to course coordinator to determine final grade
- Passing grade $\geq 70\%$ EPA supporting tasks at expected level
 - Expected level indicated at the end of the task in **RED**
 - Once EPA task levels entered an auto-populated pass/fail will be available
 - If the preceptor does not concur with the recommended pass/fail grade there is the opportunity to provide an alternate grade suggestion and justification
- Must complete all assignments and 120 hours

Grade Calculation for APPE on Final APPE Evaluation

- Professionalism

- Minor issue – if resolved no impact on grade
- Minor issue – repeated/multiple issues and resolved with feedback by end of APPE – **drop 1 letter grade**
- Major issue or unresolved minor issue – a letter grade **no higher than C** for the APPE and possibly an F depending on the degree of the professionalism issue

- Attainment of the Practice Ready level on the EPA supporting tasks
 - Any task marked Observe only (1) = letter grade of F
 - < 60% of the EPAs = letter grade of F for the APPE
 - 60-69.99% of the EPAs = letter grade of D for the APPE
 - 70-79.99% of the EPAs = letter grade of C for the APPE
 - 80-89.99% of the EPAs = letter grade of B for the APPE
 - 90%+ of the EPAs = letter grade of A for the APPE
 - Expected level indicated at the end of the task in **RED**
 - Once EPA task levels entered an auto-populated letter grade will be available
 - If the preceptor does not concur with the recommended letter grade there is the opportunity to provide an alternate grade suggestion and justification

Comments boxes IPPE and APPE End of Rotation Evaluations

- Strengths
- Areas to Improve
- Other comments

Examples of New Evaluations

- PHA 410 IPPE 1
- PHA 610 IPPE 2
- PHA 716 Hospital APPE

Summary

- EPAs provide a connection between classroom and practice by linking curriculum to real expectations and responsibilities of a pharmacist
- Streamline evaluations

References

Haines ST, Pittenger AL, Stolte SK et al. Core entrustable professional activities for new pharmacy graduates. Am J Pharm Educ. 2017, 81(1), Article S2

Learning Assessment

Entrustable Professional Activities (EPAs) can be best defined as

- A. Affective domain student learning outcomes that describe attitudes, values, and behaviors expected of all new pharmacy graduates.
- B. Specific tasks that all new pharmacy graduates must be able to perform without direct supervision upon entering practice or postgraduate training.
- C. The knowledge, skills, and attitudes that are descriptors of a good pharmacist.
- D. A list of student attitudes and behaviors that is used to guide assessment of professionalism in experiential education.

Learning Assessment

How are supporting tasks utilized in relationship to EPAs?

- A. A supporting task or activity is done as a component of each EPA in order to accomplish an EPA.
- B. Not all supporting tasks will have an APPE ready level, but all will have a practice ready entrustability level.
- C. APPE ready is typically at the level of 2-3 for entrustability for supporting tasks.
- D. All of the above.

Learning Assessment

Level 2 of entrustability is defined as:

- A. Perform with reactive supervision: The learner has more complete knowledge and can independently perform the task when directed by a preceptor. The learner is trusted to ask for help when needed.
- B. Perform with direct, proactive supervision: The learner has broader knowledge and is able to perform the task with direct supervision and proactive correction.
- C. Perform with distant supervision: The learner has complete knowledge and can independently perform the task. The learner seeks guidance as needed.
- D. Observe only: The learner has acquired some knowledge but cannot perform the task even with assistance.

Learning Assessment

On APPEs, pharmacy students will be evaluated on SDSU's Supporting Tasks for EPAs. In the APPE setting the students will be expected to obtain what level of entrustability for each Supporting Task by graduation?

- A. Students will be expected to obtain a level 4 on all supporting tasks
- B. Students will be expected to obtain a level 3 on all supporting tasks
- C. Students will be expected to obtain a level 3 or 4 on all supporting tasks, depending on the "Practice Ready" level assigned to that supporting task
- D. There is no minimum standard set