# EXPERIENTIAL EDUCATION PROGRAM UPDATES
MAY 2019

University at Buffalo
School of Pharmacy and Pharmaceutical Sciences

Outline

- Entrustable Professional Activities (EPAs)

- IPPE and APPE Evaluation Updates
    - Evaluation of Professionalism and Skills
    - Assignments

- Experiential Learning Management Software (ELMS): CORE

University at Buffalo
School of Pharmacy and Pharmaceutical Sciences

Entrustable Professional Activities
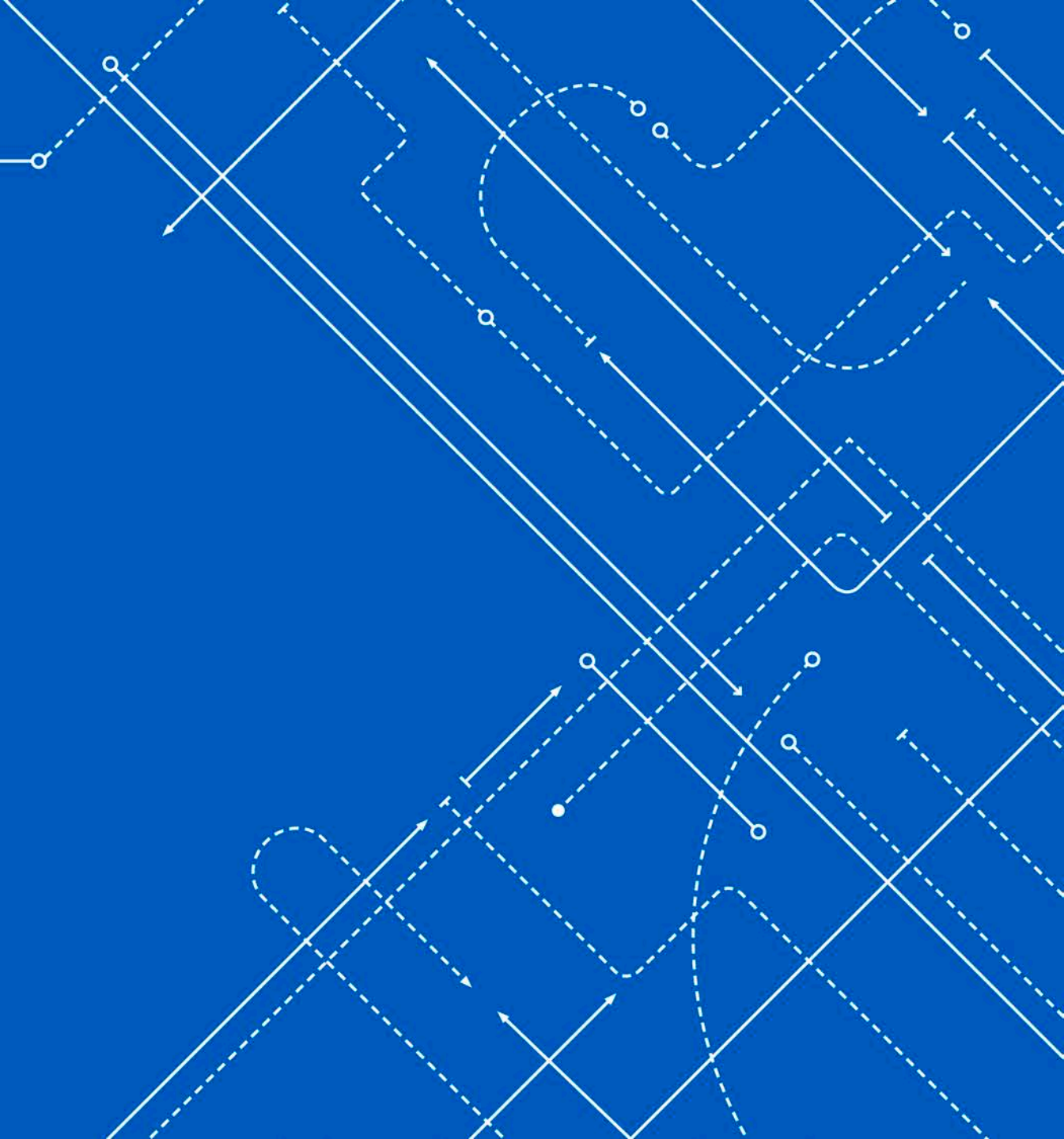
Entrustable Professional Activities (EPAs)

- EPAs are units of work
    - Observed or assigned by preceptors and supervisors

- Used to translate **competency statements** into **concrete tasks** that supervisors can observe and delegate to trainees in the clinical environment
    - Competency statement
        - *Provide high quality, evidence-based, patient-centered care that is appropriate and effective, in cooperation with patients, prescribers, and other members of the inter-professional health care team.*
    - EPA Core Statements
        - *Collect information to identify a patient's medication-related problems and health-related needs*
        - *Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs*

Entrustable Professional Activities (EPAs)

- Competency-based education and assessment
  - Provides a mechanism to prevent students from graduating without first demonstrating the necessary combination of knowledge, skills, and attitudes to be effective clinicians
  - Assessed by the educator/preceptor using a scale that describes the level of trust
    - Must be **trust** that the learner has the **necessary knowledge, skills and attitudes** to safety and effectively perform the professional practice-related activities at the appropriate supervision levels
    - Must be **trust** that the learner has **appropriate self-awareness** regarding personal imitations and knows when to ask for assistance

- Competencies are not mutually exclusive, but are interrelated and overlap

Entrustable Professional Activities (EPAs)

- Core EPAs for New Pharmacy Graduates
  - Available at: https://www.aacp.org/resource/entrustable-professional-activities-epas
    - 6 EPA Domains
    - 15 Core EPA Statements
  - Reflect the unique roles and responsibilities of pharmacists
  - Take into account that pharmacists are fully licensed shortly after graduation

- **New pharmacy graduates should be able to perform all core EPAs without direct supervision**
  - Not to say that all new pharmacy graduates are "fully formed" and no longer need feedback, guidance or coaching
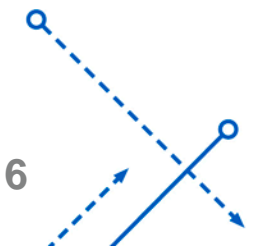
EPA Domains & Core Statements

(PPCP)
Pharmacist Patient Care Process

EPA Domain	EPA Core Statement	5 step PPCP Process (select 1 or more) Collect, Assess, Plan, Implement, Follow-Up: Monitor & Evaluate
1 Patient Provider	Collect information to identify a patient's medication-related problems and health-related needs.	Collect
	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	Assess
	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Plan
	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Implement
	Follow-up and monitor a care plan.	Follow-Up: Monitor & Evaluate

Assessment of EPAs

- **Level 1**: Student requires specific direction, direct supervision and significant correction for performance improvements

- **Level 2**: Student requires direct supervision and frequent correction and accepts feedback for performance improvement

- **Level 3**: Student requires limited correction, is self-directed and seeks guidance as necessary

- **Level 4**: Student is able to accurately complete as an independent practitioner

- **Level 5**: Student has mastered ability as an independent practitioner and is able to give meaningful feedback to other learners

Evaluation of Professionalism and Skills

Reminder

- Required for:
  - All APPE rotations → at midpoint and final
  - All IPPE-3 rotations → at final

  No longer required at midpoint

- **Professionalism** section remains the same

		Does NOT Meet Expectations	Meets Expectations	Exceeds Expectations
Motivation: Displays eagerness to learn and to effectively care for patients	Midpoint	○	○	○
	Final	○	○	○

Evaluation of Professionalism and Skills (2018 – 2019)

	Skills						Comments:
	DOES NOT KNOW _OR_ Student needs extensive intervention; student cannot complete multiple tasks. _OR_ Level: inexperienced pharmacy technician/P1	**KNOWS** _OR_ Student possesses knowledge/skills; however, he/she is unable to consistently apply said knowledge/skills to practice. _OR_ Level: P3 pharmacy intern	**KNOWS HOW** _OR_ Student possesses knowledge/skills and can consistently apply said knowledge/skill to practice, but needs some preceptor intervention to do so. _OR_ Level: experienced pharmacy intern/P4	**SHOWS HOW** _OR_ Student possesses knowledge/skills and can consistently apply said knowledge/skill to practice with minimal preceptor intervention. _OR_ Level: PGY1 resident or recently graduated practicing pharmacist	**FACILITATES** _OR_ Independent learner that integrates knowledge, skills, and attitudes at the highest level of pharmacy practice; performs at an exceptional level, (e.g. equates to one of the best students you have ever encountered). _OR_ Level: experienced practicing pharmacist	**Not Observed**	
Communication Skills: Displays both verbal and written communication skills appropriate to this practice setting							
Verbal Communication with Preceptor and Other Healthcare Professionals: Effective communication (verbal and non-verbal): uses clear and correct language; sensitive to surroundings – Student Self Assessment:	1.0	2.0	3.0	4.0	5.0	0	

Evaluation of Professionalism and Skills (2019 – 2020)

		Level 1	Level 2	Level 3	Level 4	Level 5	N/A
		Technician/P1 Student requires specific direction, direct supervision and significant correction for performance improvements	Intern/P2/P3 Student requires direct supervision and frequent correction and accepts feedback for performance improvement	Experienced intern/P4 Student requires limited correction, is self-directed and seeks guidance as necessary	Resident or recent graduate Student is able to accurately complete as an independent practitioner	Experienced pharmacist Student has mastered ability as an independent practitioner and is able to give meaningful feedback to other learners	N/A

|		Level 1	Level 2	Level 3	Level 4	Level 5	N/A
Verbal Communication with Preceptor and Other Healthcare Professionals: Effective communication (verbal and non-verbal); uses clear and correct language; sensitive to surroundings	Midpoint	○	○	○	○	○	○
	Final	○	○	○	○	○	○

Assignments

Reminder

- No required assignments for APPE rotations
  - Preceptor may assign and evaluate coursework at their discretion
    - Feedback is formative
- Two required assignments for IPPE-3 rotations (depending on rotation type)
  - Preceptor may assign and evaluate coursework at their discretion
    - Feedback is formative

2018 – 2019	2019 – 2020
45 assignment rubrics	8 assignment rubrics
Specific to rotation type (e.g. Outpatient DI Response Evaluation)	Universal
Various different scoring scales (e.g. 1-5 Likert scale, total points, etc.)	Level 1 – Level 5 (same as Eval. of Prof. and Skills)

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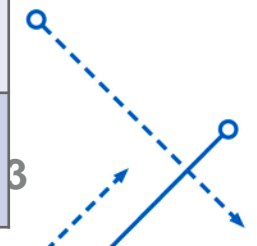
Assignments

EPA Domain	Assignment Rubric
Patient Provider	Pharmacotherapy Care Plan*
Population Health Promoter	
Interprofessional (IP) Team Member	IP Team Member Interaction
Information Master	Provision of Drug Information* Case Presentation Counseling Activity*
Practice manager	Medication Order Fulfillment Practice Management Activity
Self-developer	Continuous Professional Development Activity
*required for IPPE-3 rotations	

IPPE-3 Rotation – Required Assignments

- Provision of Drug Information [Required for **Inpatient** and **Outpatient**]

- Pharmacotherapy Care Plan [Required for **Inpatient**]
  - Examples: pharmacokinetic consult note, antimicrobial stewardship consult note, formulary change, SOAP note
  - May be in the format used by the facility at which the rotation is being completed

- Counseling Activity [Required for **Outpatient**]
  - Examples: prescription counseling, OTC counseling, device counseling

Final Grades

- IPPE-3

  Based off final Evaluation of Professionalism and Skills
  - **Pass**
    - Level of expectation for Professionalism items = Meets Expectation
    - Level of expectation for Skills items = Level 2
  - **Probationary Pass**
  - **Fail**

- APPE

  Based off final Evaluation of Professionalism and Skills
  - **Letter Grade Assigned by Office of Experiential Education**
    - Level of expectation for Professionalism items = Meets Expectation
    - Level of expectation for Skills items = Level 3

B

CORE Higher Education Group

- Education technology company, with roots in pharmacy education

- Contracted with >150 colleges and universities throughout North America
  - >50% of U.S. Schools/Colleges of Pharmacy work with CORE

- 99.5% client retention

CORE
TECHNOLOGY SUITE

www.CoreHigherEd.com

User Information

- Should have received an email from no-reply@corehighered.com with username and password

- Under **My Account** you have the opportunity to update information (i.e. address, phone number, picture, etc.)

- Under **Profile Information**
    - **Description**: add description of yourself, site, rotation, etc.
    - **Documents**: add rotation specific documents
    - **Site Requirements**: list of UB requirements for all APPE students

Schedule

- **Rotation Schedule**: view current schedule
  - Sort by Rotation Date Group (e.g. IPPE)
  - Obtain student contact information (e.g. email)

Evaluations

- You may complete evaluations of your students by clicking **Evaluations > Evaluation of Student** and submitting your evaluation electronically by clicking the title of the evaluation.

- Evaluation Email Alerts
  - Will provide a reminder to complete the evaluation with a link to access the evaluation.

- You may save your evaluation in draft mode or submit it when you have completed the form. If you need to make changes after submitting an evaluation, you will need to contact the Office of Experiential Education.

APPE Evaluation of Professionalism and Skills

- Required at **midpoint** and **final**
  - Will receive email reminder to complete the week it is due

- Encouraged to remind student to complete midpoint prior to preceptor completing, so that students midpoint scores appear on preceptor evaluation

Note

- At **midpoint** click: **Submit Midpoint Score**
- At **final** click: **Submit Final Score**

APPE Deadlines

MIDPOINT DEADLINES			
MODULE	**ROTATION DATES**	**STUDENT TO COMPLETE BY 11:59 PM OR PENALTY WILL BE GIVEN**	**PRECEPTOR TO GRADE**
1	May 20 – June 28, 2019	Tuesday, June 4th	Friday, June 7th
2	July 1 – Aug. 9, 2019	Tuesday, July 16th	Friday, July 19th
3	Aug. 12 – Sept. 20, 2019	Tuesday, Aug. 27th	Friday, Aug. 30th
4	Sept. 23 – Nov. 1, 2019	Tuesday, Oct. 8th	Friday, Oct. 11th
5	Nov. 4 – Dec. 13, 2019	Tuesday, Nov.19th	Friday, Nov.22nd
6	Jan. 6 – Feb.14, 2020	Tuesday, Jan. 21st	Friday, Jan. 24th
7	Feb. 17 – Mar. 27, 2020	Tuesday, March 3rd	Friday, March 6th
8	March 30 – May 8, 2020	Tuesday, April 14th	Friday, April 17th

Hours Tracking

- You may confirm or deny all hours that your student(s) submit by utilizing the **Hours Tracking** module.

- Click **Confirm** or **Deny**, add any notes, and click **Update**.
  - Any denied hours will be sent back to the student to edit

Field Encounters (*used for APPE rotations*)

- Think of these as the "Assignments"

- On this page, you can view each student's submissions and also filter the list by Rotation Type.

- You can then **Confirm/Deny** the submissions and provide feedback for the encounter.

- Evaluation forms can be found in **Document Library**

Incidents

- Tracking issues or concerns

- Mechanism to provide documentation between preceptors and Office of Experiential Education

- Goal = capture poor performing students early so that we can work together on a plan to address their deficiencies

Message Center

- Read any messages that have been sent to you from the Office of Experiential Education

Document Library

- APPE and IPPE manuals

- Evaluation forms

Training/Benefits

- Training documents

- Link to recording of this session

Preceptor Requirements

	IPPE-1	IPPE-2	IPPE-3	APPE
Evaluations	-	-	Prof. & Skills (Final) ***Outpatient*** - Counseling Activity - Provision of Drug Info. ***Inpatient*** - PT Care Plan - Provision of Drug Info.	Prof. & Skills (Midpoint) Prof. & Skills (Final)
Hours Tracking	Yes	Yes	Yes	Yes
Field Encounters	-	-	-	Enabled, at your discretion

Questions