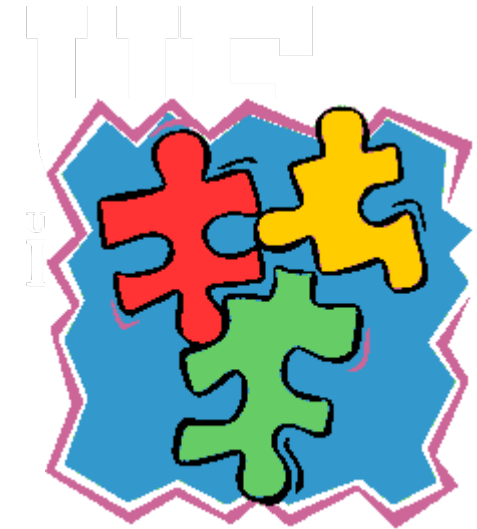# UF APPE Assessment Tool Updates

Components

- Competencies

- **Questions regarding** interprofessionalism, **professionalism,** behaviors

- Entrustable Professional Activities (EPAs)

NOTE: Only bolded items determine student Grade

SUCCESS Competencies

- Same 13 SUCCESS Competencies

- Same 99 supporting elements

- Now evaluate the 13 competencies rather than the 99 supporting elements

- Drug distribution/distribution support skills
- Disease state knowledge
- Drug therapy evaluation and management
- Monitoring for endpoints
- Patient case presentations
- Patient interviews
- Patient education/counseling
- Drug information
- Formal oral presentations
- Formal written presentations
- Professional team interactions
- Professionalism/motivation
- Cultural sensitivity

3

Example

Drug Therapy Evaluation and Development

Critical Skills (*must fulfill these sub-competencies in order to earn a C or E rating for this competency*):

A. Identifies and prioritizes both actual and potential drug related problem stating rationale
B. Identifies problems that require emergency medical attention
C. Designs and evaluates treatment regimens for optimal outcomes using pharmacokinetic data and drug formulation data
D. Designs and evaluates treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psycho-social, ethical-legal, and financial data

Additional sub-competencies:

E. Synthesizes complete patient history and laboratory and physical exam data to identify problems
F. Develops backup plans based on what problems are likely to occur from/with the primary plan
G. Provides written documentation of the pharmaceutical care plan that is clear, complete, and concise

Comments are required for Excellent or Deficient scores

*3. Drug Therapy Evaluation and Development: An answer is required for this question.

Assessment Options
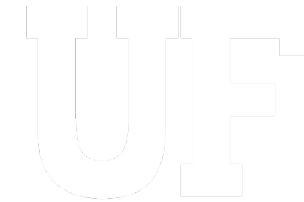
- Excellent: Independent of the preceptor, performs at a level consistently above expectations
- Above Average: With minimal guidance from the preceptor, performs at a level consistently above expectations
- Competent: With guidance from the preceptor, performs at a level consistent with expectations
- Below Average: With guidance from the preceptor, often performs at a level below expectations
- Deficient: Even with guidance from the preceptor, performs at a level consistently below expectations
- N/A - Opportunity unavailable

Professionalism Question

OVERALL Professionalism Assessment

Professionalism is of the utmost importance for our student pharmacists, as they prepare to become entrustable pharmacists upon graduation. Therefore, a UF student must consistently project professionalism in order to achieve success at each rotation. Please assess the student's OVERALL professionalism at this final point in the rotation.

Important: This is a _CRITICAL COMPETENCY_ area!! The student must have a positive assessment of overall professionalism in order to pass the rotation. A score of negative assessment on overall professionalism will lead to failing the rotation, regardless of the overall score of 13 above competencies.

*19. I trust the student to independently and without additional guidance, consistently exhibit professional behavior. (Please comment if not acceptable or not at goal. Document why not acceptable, and what interventions took place to remediate the student while on rotation)

○ YES - Acceptable, meets standards
○ NOT AT GOAL - Has been below expectations/standards but has improved and made progress
○ NO - Unacceptable, does not meet standards

Comments: No Comments Entered

What are EPAs?

- Pharmacist's key responsibilities

- Pharmacist's day-to-day work activities

- For new pharmacy graduates, they are discrete, essential activities and tasks that all graduates must be able to perform without direct supervision upon entering practice or postgraduate training

Haines ST, Gleason BL, Kantorovich A, et al. *American Journal of Pharmaceutical Education* 2016; 80(9):Article S20.

EPAs - A Practical Example

- Driving a car

- An entrustable act ("societal EPA")

- Requires competencies
  - Knowledge
  - Skills
  - Attitudes

- Ultimate test = "driving"

Core EPAs for Pharmacy

Core EPAs fall under six key professional roles or domains

Patient Care Provider	Interprofessional Team Member	Population Health Promoter
Information Manager	Practice Manager	Self-Developer

Example

Patient Care Provider Domain:

Collect information to identify a patient's medication-related problems and health-related needs.

Domain 6 Total

EPA 15 total

Analyze information to determine the effects of medication therapy, identify **medication-related problems**, and prioritize health-related needs.
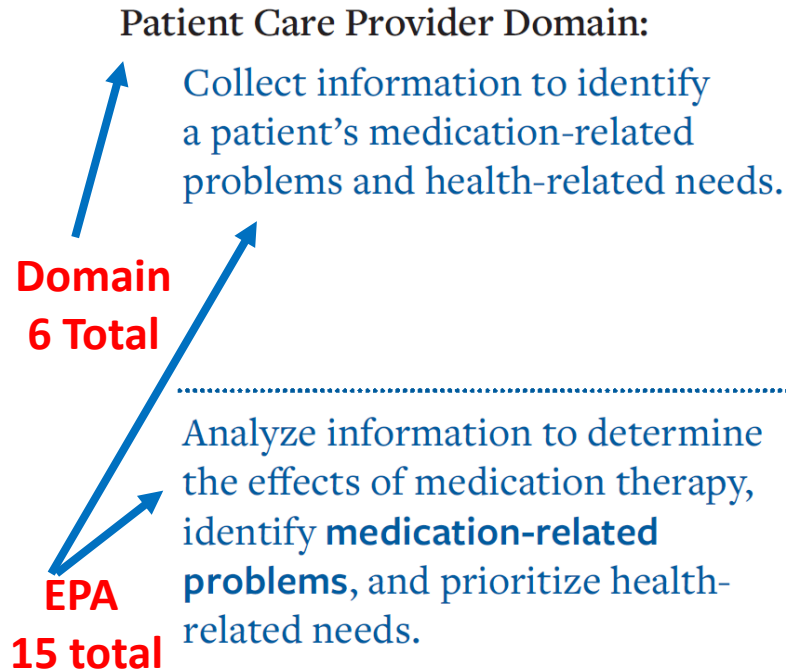
Example Supporting Tasks:

- Collect a medical history from a patient or caregiver.
- Collect a **medication history** from a patient or caregiver.
- Discuss a **patient's experience with medication**.
- Determine a patient's **medication adherence**.
- Use health records to determine a patient's health-related needs relevant to setting of care and the purpose of the encounter.

Supporting Tasks over 60 Total

- Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral.
- Measure an adult patient's **vital signs** and interpret the results (e.g., body temperature, pulse rate, respiration rate, and blood pressure).
- Interpret laboratory test results.
- Identify drug interactions.
- Perform a **comprehensive medication review** (CMR) for a patient.
- Assess a patient's health literacy using a **validated screening tool**.
- Compile a prioritized health-related problem list for a patient.
- Evaluate an existing drug therapy regimen.

How EPAs Align with PPCP

Patient Care Provider Domain

- Collect information to identify MRPs
- Analyze information to determine effects of medication and identify MRPs
- Establish patient-centered goals and create a care plan
- Implement a care plan
- Follow-up and monitor a care plan

Pharmacists' Patient Care Process

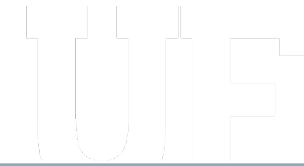https://jcpp.net/patient-care-process/

EPA Pearls

- EPAs do not negate need for a set of competencies
- EPAs outline baseline *minimum* expectations for practice
- Colleges/schools may develop EPAs to add to the core set
- Students should be able to perform each EPA without direct supervision (i.e., at least level 3) upon graduation
- Assumption across all EPAs
  - Professionalism, communication, and self-awareness
- Level of entrustability may vary depending on practice setting and complexity of patients

Haines ST, Gleason BL, Kantorovich A, et al. *American Journal of Pharmaceutical Education* 2016; 80(9):Article S20.

Levels of Entrustability - UF

When assessing EPAs, think, "I trust the student to…."

Level	Description
Level 1	Observe the activity only
Level 2	Act with direct supervision present in the room
Level 3	Act with supervision available within minutes
Level 4	Act with intermittent supervision available within hours
Level 5	Act independently to decide what activities to perform; direct and supervise activities of others

For More Information

FAQs

- My student is an A student. Should I give them a 5? I am worried that if I give the student a level 3 (the level at which I trust them) they will receive a poor grade.
  - EPAs currently do not factor in to student grades
  - Target level for new graduate, in most cases, is a level 3
  - Mark the student at the level you trust them

- I can't let the student perform the task without me right there because they are not licensed. Should they receive a level 2 (trust to do only with direct supervision)?
  - The assumption when assessing level is, if they were licensed at what level would you trust them.
  - You can have student walk you through the steps or perform all but the step which requires licensure

FAQs

- My practice site is very complex. I only trust the student to perform the task with me right there. If I give them a level 2 will they fail?
  - EPAs do not determine grade
  - You should rate the student based on what you trust them to do.
  - Some environments and patients are more complex and students may not achieve a level 3 (see slide illustrating where new pharmacy graduate should be in terms of patient and environment complexity)
  - Rating students accurately helps us to best understand how to apply the tool to assessing students

Questions