

# Coping with COEPA: A preceptor's guide to measuring a student's practice readiness through the 2022 AACP COEPA standards

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# Disclosure Statement

- Dr. Pahl and Dr. Jenkins have no relevant financial relationship(s) with ineligible companies to disclose.  
*and*
- None of the planners for this activity have relevant financial relationships with ineligible companies to disclose.

# Learning Objectives

At the completion of this activity, the participant will be able to:

1. Describe the 2022 AACP Curriculum Outcomes and Entrustable Professional Activities (COEPA) standards
2. Explain the alignment of the Pharmacist Patient Care Process with COEPA
3. Select a learning activity that highlights a student's "practice readiness"

# **EVOLUTION OF ENTRUSTABLE PROFESSIONAL ACTIVITIES (EPA)**

# What are EPA's?

*“...**tasks or responsibilities** that clinicians trust a trainee to execute unsupervised once they have achieved an adequate level of competence.”*

*“...a **unit of measure** of the unique professional duties of a specific profession”*

# What are EPA's?

## Criteria

- Executable within a **timeframe**
- Must be **flexible** across multiple practice areas
- Both **observable** and **measurable**

Translate competencies to clinical practice

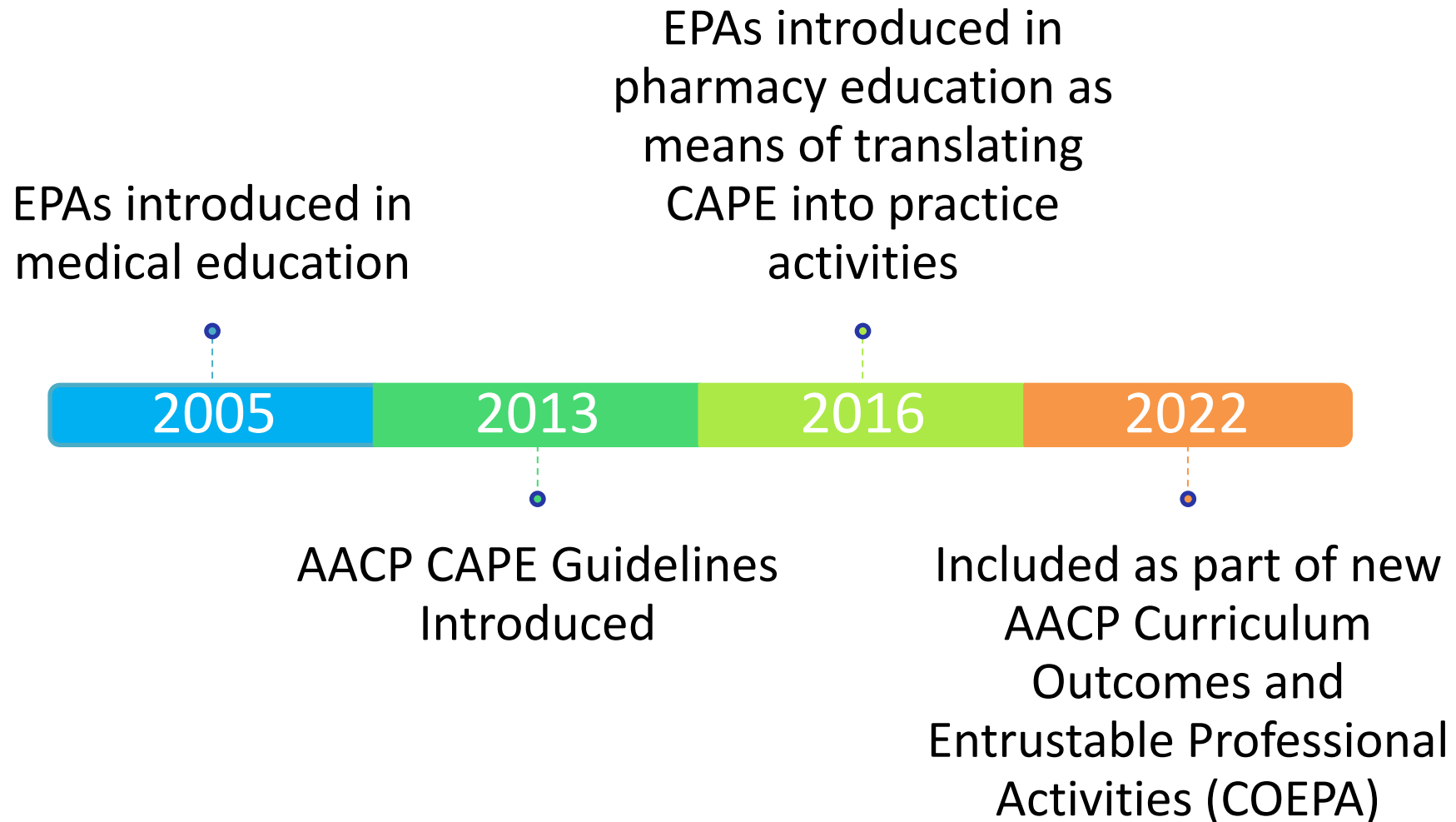
# Why EPA's?

Simplification and  
**clarity** of  
assessment

**Practice-ready**  
graduate focus

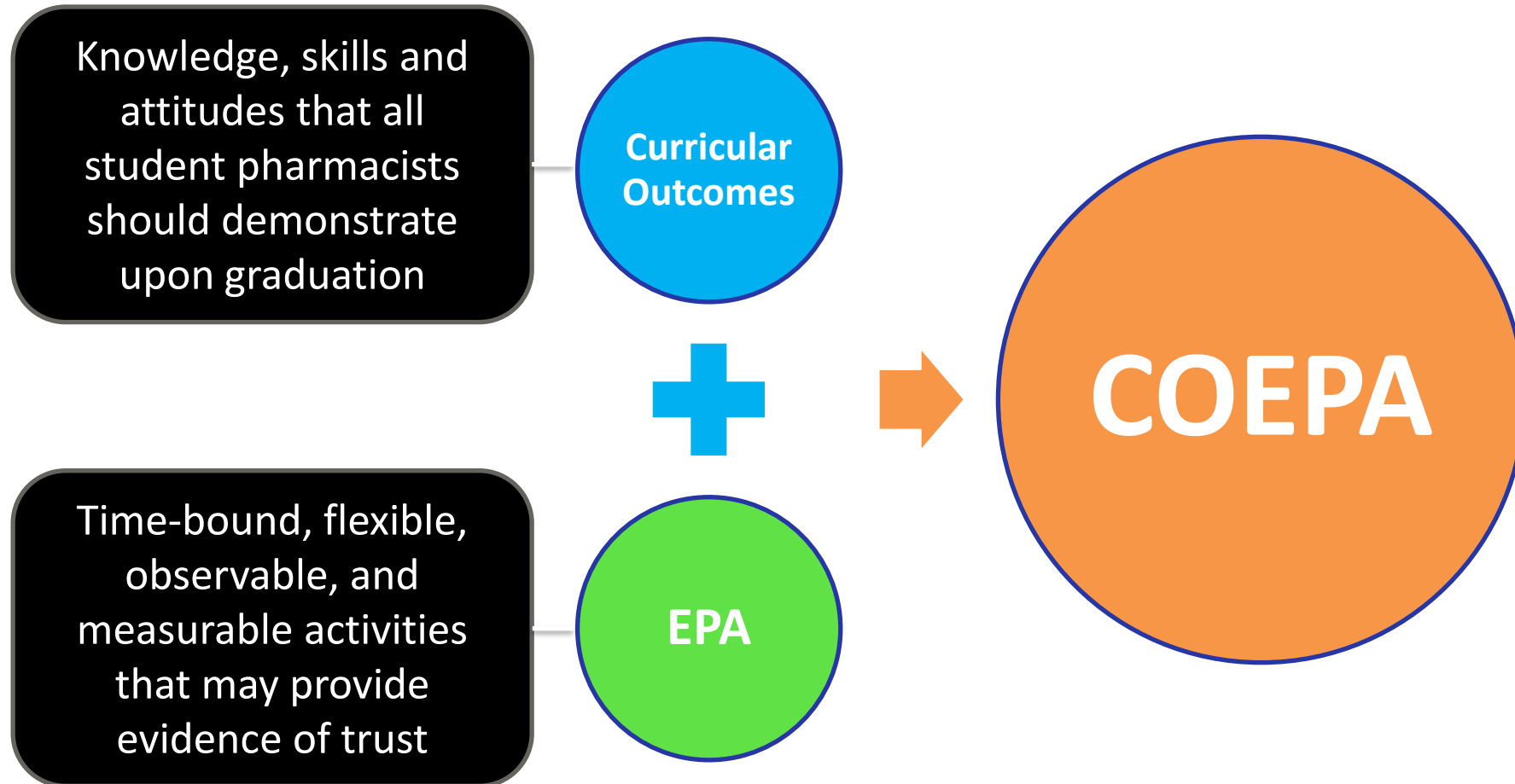
Trend in academy  
towards **Pass / Fail**  
assessment  
schemes

# History of EPAs

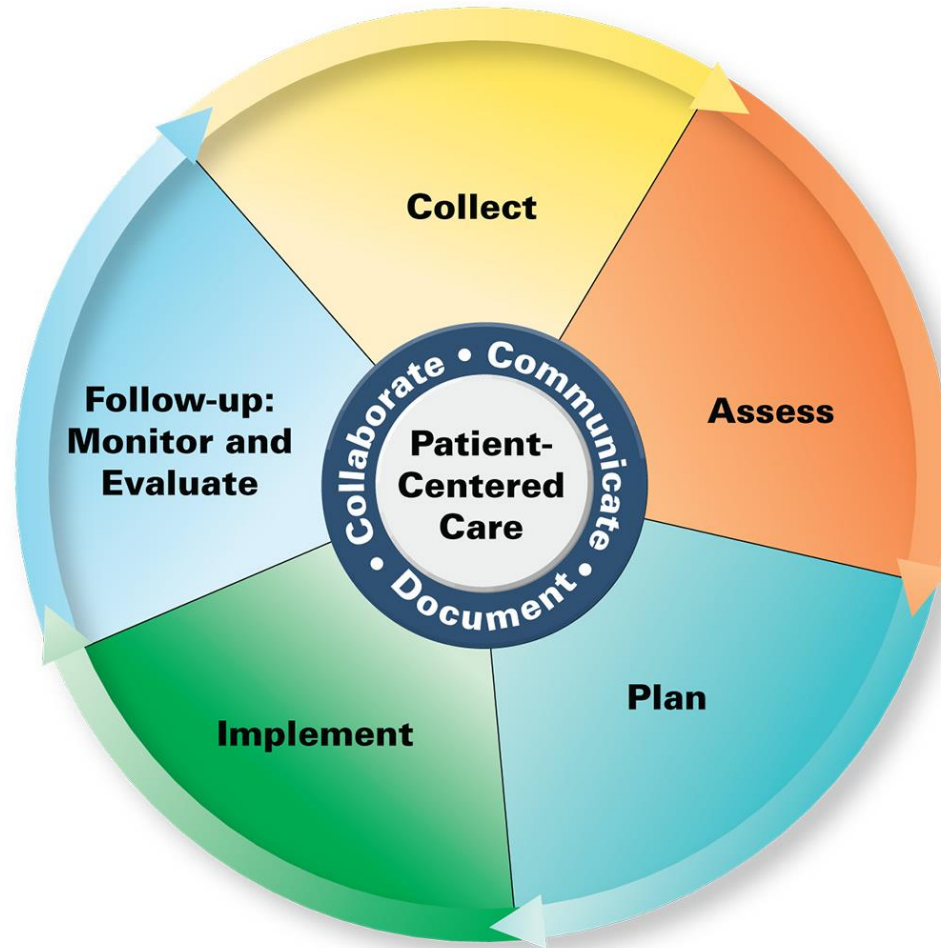




# Why COEPA?



# Pharmacists' Patient Care Process (PPCP)



*Joint Commission of Pharmacy Practitioners.  
Pharmacists' Patient Care Process. May 29, 2014.*

# EPAs vs. PPCP

EPA Domain	PPCP Activity	EPA Domain	PPCP Activity
Collect necessary information	Collect	Educate the patient and others	Implement
Assess collected information	Assess	Monitor and evaluate	Follow Up
Create a care plan	Plan	Report ADRs and Med Errors	Follow Up
Contribute medication expertise as part of an interprofessional team	Plan	Deliver medication or health related information	--
Answer medication questions	Plan	Identify at risk populations	--
Implement a care plan	Implement	Perform operations of a practice site	--
Fulfill a medication order	Implement		

# QUESTION #1

Which of the following **BEST** defines an EPA?

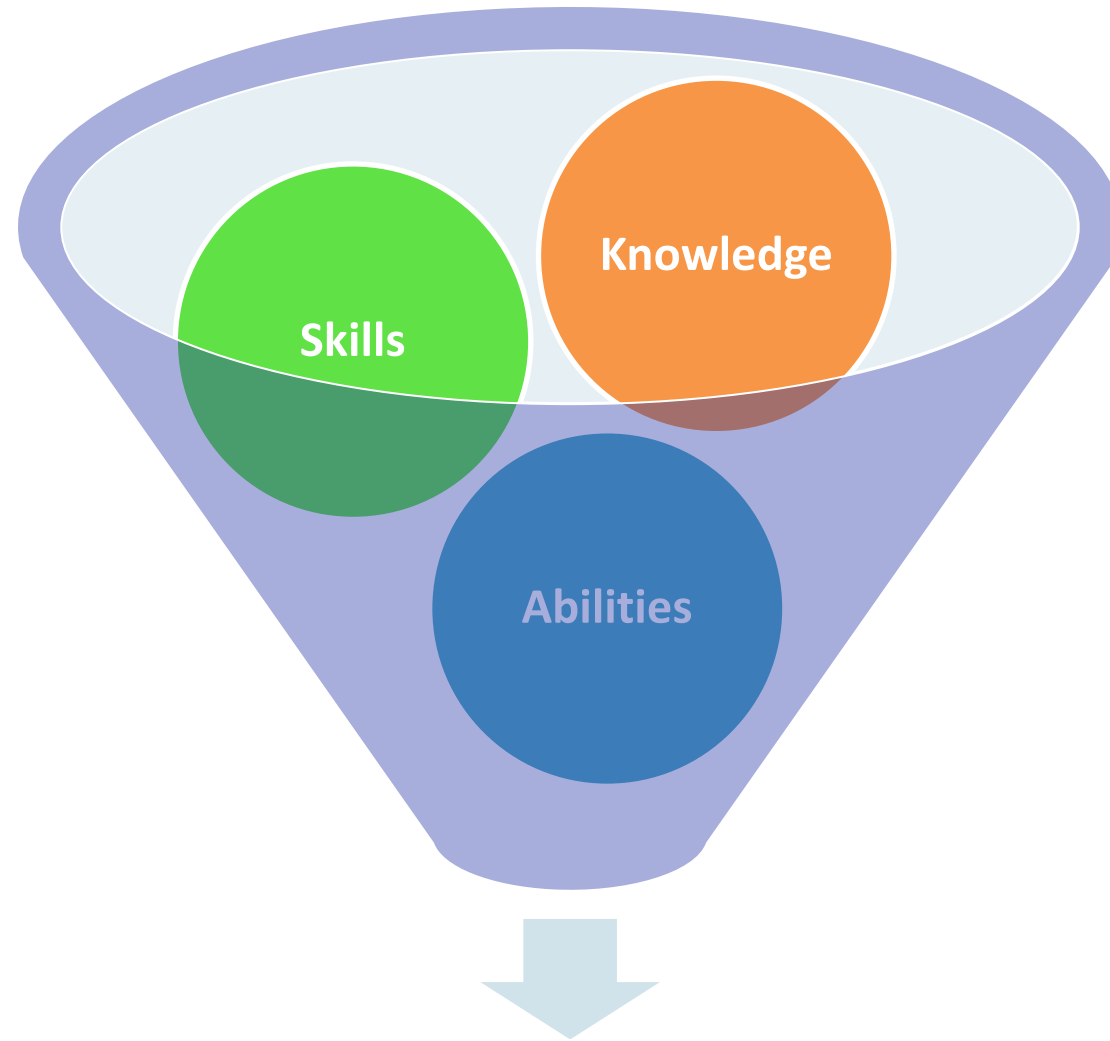
- a) Learning outcome
- b) NAPLEX readiness assessment
- c) Proficiency of a task or activities associated with pharmacy practice
- d) Specific skill

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# **PROVIDING AN APPROPRIATE EVALUATION FRAMEWORK**

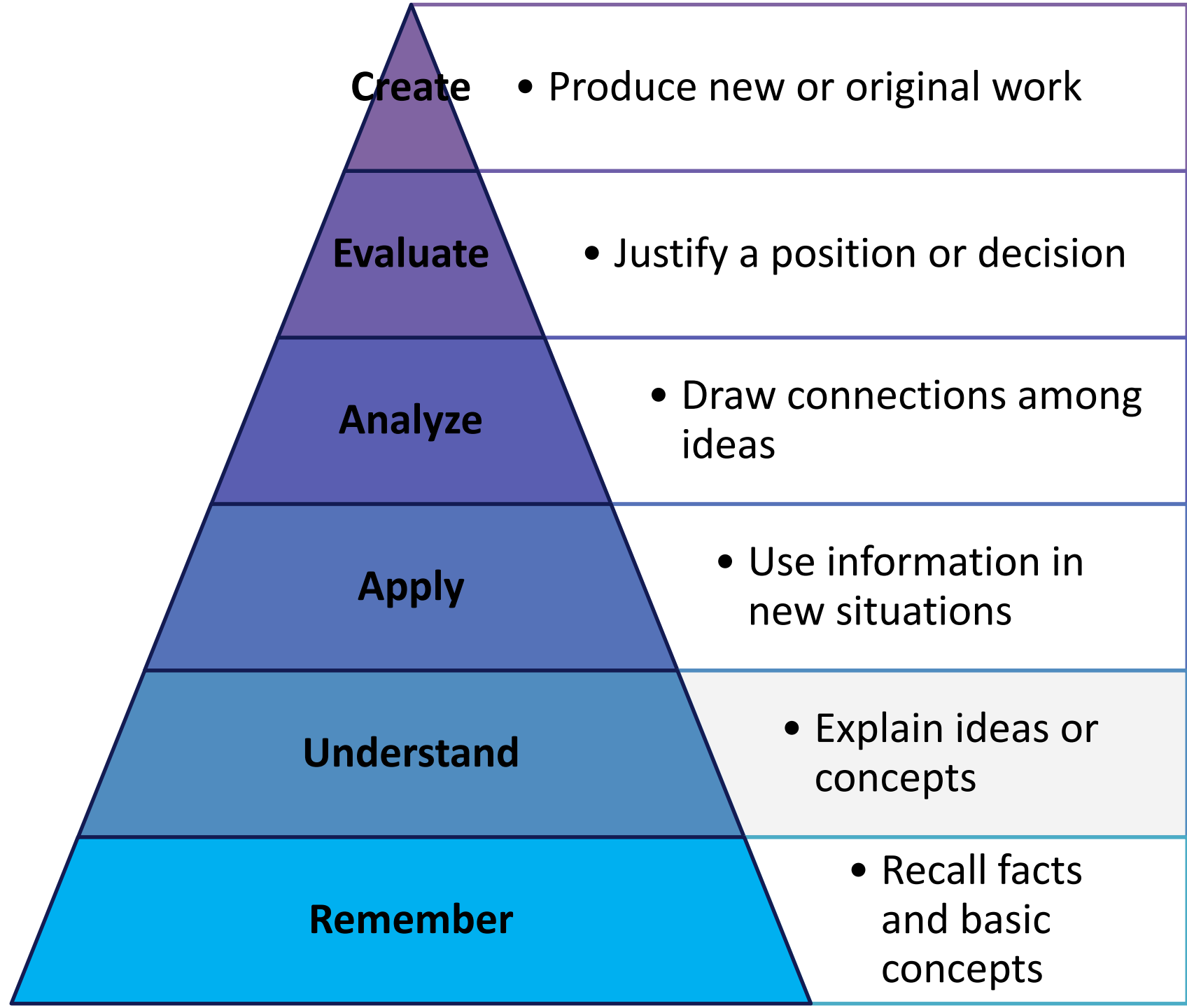


**Anticipated Outcome**

*What does it take to get our  
desired outcome?*



# Bloom's Taxonomy



# The Roles of the Preceptor

## Direct Instruction

- Information necessary before skills can be applied

## Modeling

- Demonstrate a skill or process for a learner while “thinking out loud”

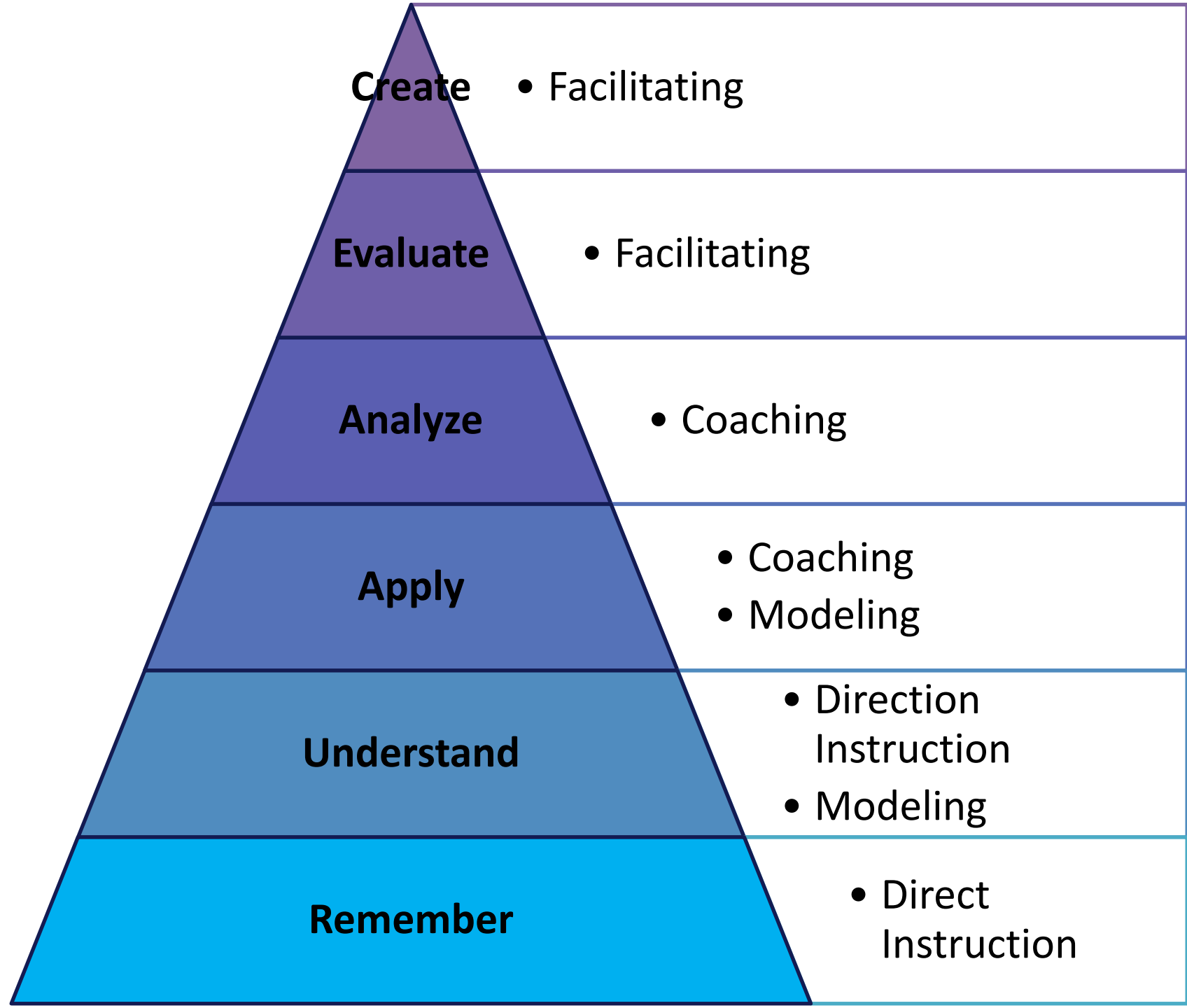
## Coaching

- Learner performs the skill as observed by the preceptor

## Facilitating

Learner performs independently while debriefing the preceptor

# Preceptor **Role** by Blooms



*How do we evaluate trust  
in our learners?*

# Level of Trust

Level of Supervision	Learner Capability	Feedback Needed	Setting or Training Level	Level of Trust
<b>Observation (1)</b>	Can observe only; not expected to perform task	Immediate, specific	Didactics, IPPE rotations	<b>Low</b>
<b>Direct Supervision (2)</b>	Can perform task with direct and proactive supervision	Immediate, specific	Skills lab, Simulation, IPPE & APPE rotations	<b>Moderate</b>
<b>Reactive Supervision (3)</b>	Can perform task with indirect or reactive supervision	Immediate, specific	APPE rotations, New practitioner, Postgraduate trainee	<b>High</b>
<b>Intermittent Supervision (4)</b>	Can perform task independently with limited supervision; feedback periodic	Periodic, broad	New practitioner, Postgraduate trainee	<b>Complete</b>
<b>General Direction (5)</b>	Can perform task independently	Periodic, broad	Seasoned pharmacist	<b>Complete</b>

## QUESTION #2

A student who can perform a task with direct, proactive supervision would be best described by this level of entrustability:

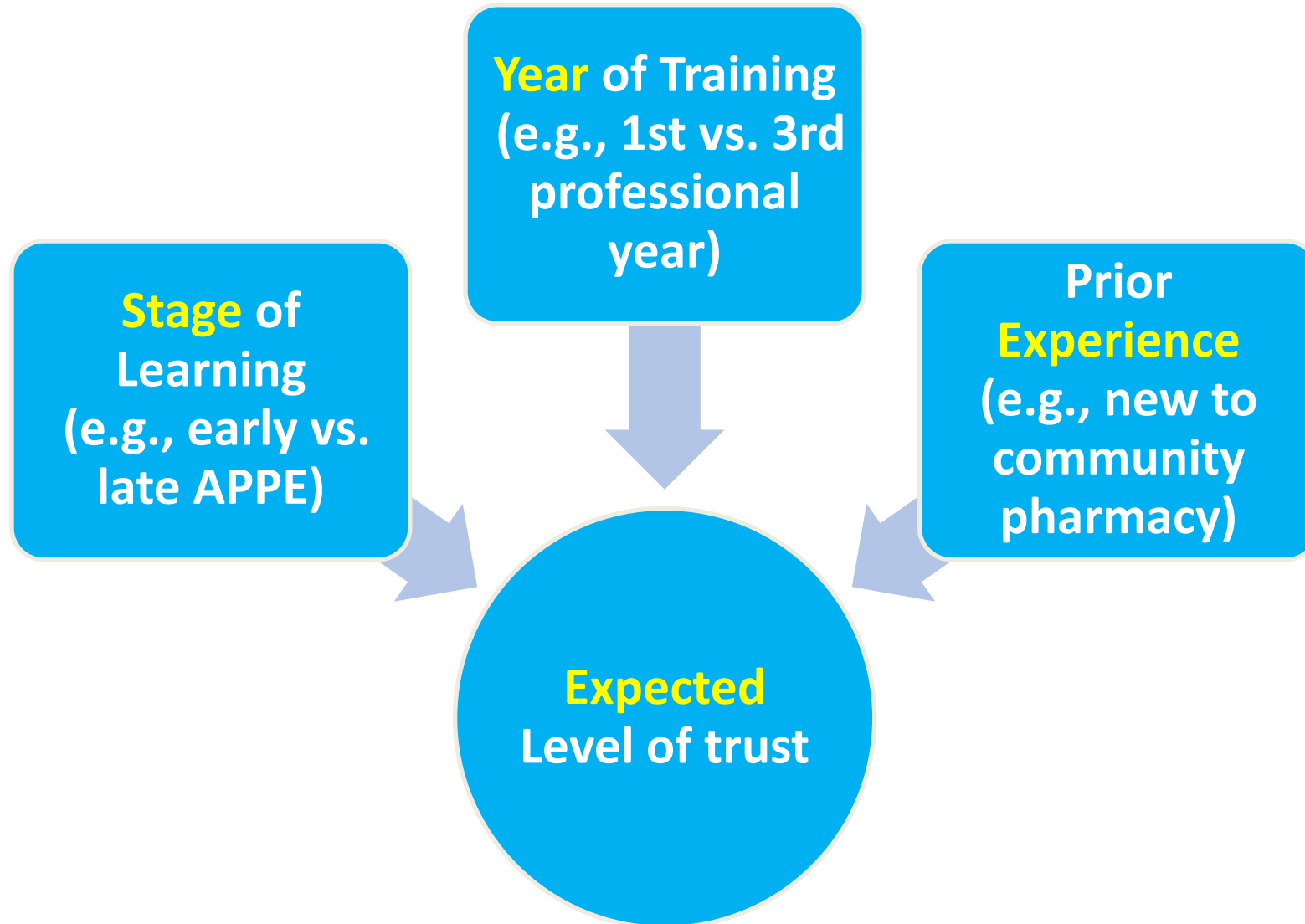
- a) Level 1
- b) Level 2
- c) Level 3
- d) Level 4
- e) Level 5

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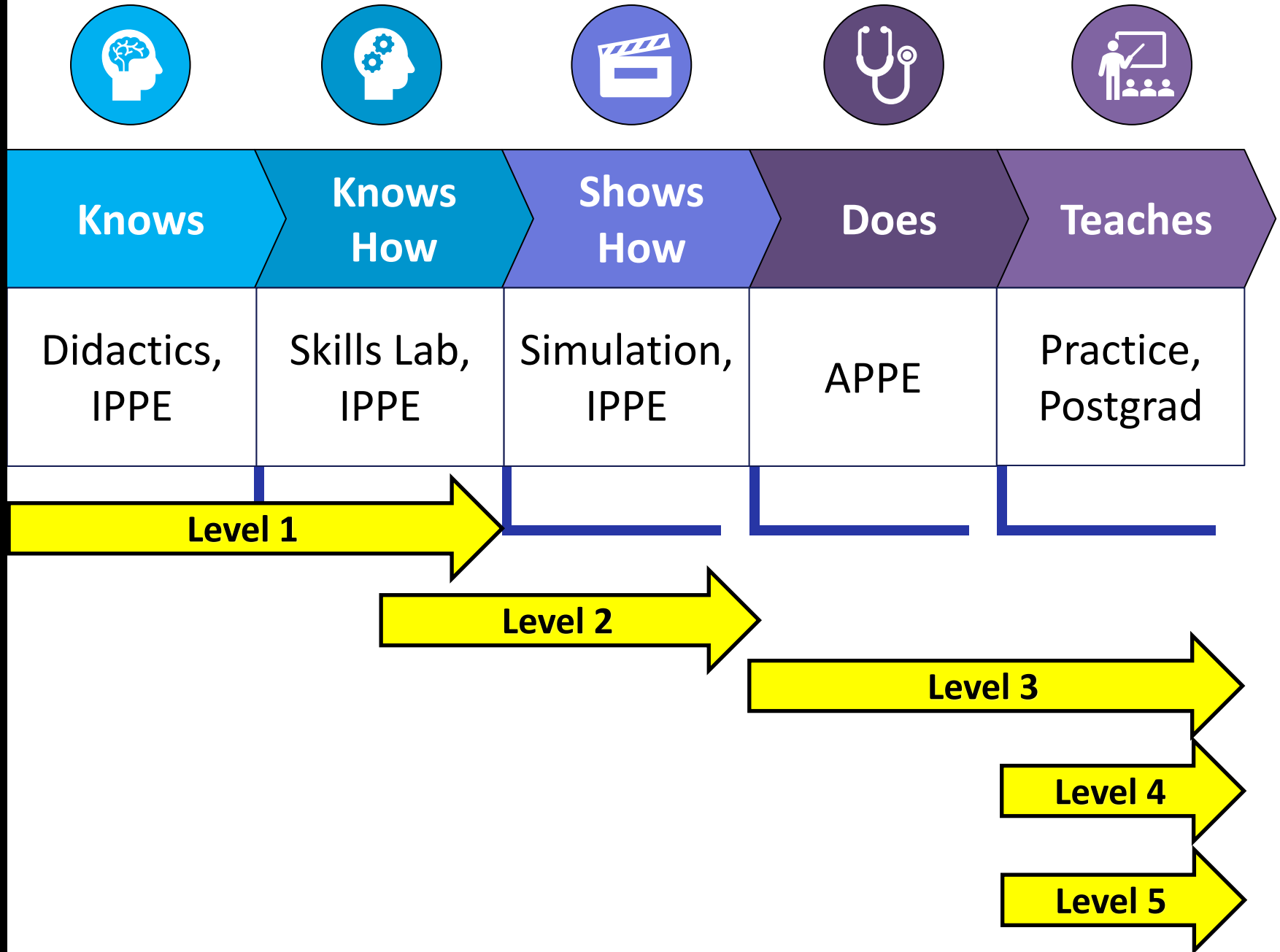
- a) Level 1
- b) Level 2
- c) Level 3
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- e) Level 5

# Perspective is Everything





# Desired Level of Trust



# CUSOP EPA by Year (Example)

		P1	P2	P3	APPEs
EPA #	Final Standards (Cohort 2028 and beyond)	Expected Level of Entrustability			
1	Collect information necessary to identify a patient's medication-related problems and health-related needs	Level 2	Level 2	Level 2	Level 3
2	Assess collected information to determine a patient's medication-related problems and health-related needs.	Level 1	Level 2	Level 2	Level 3
3	Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.	Level 1	Level 1	Level 2	Level 3
4	<a href="#">Contribute patient specific medication-related expertise as part of an interprofessional care team.</a>	Level 1	Level 1	Level 2	Level 3
5	Answer medication related questions using scientific literature.	Level 1	Level 2	Level 2	Level 3
6	Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.	Level 1	Level 1	Level 2	Level 3
7	Fulfill a medication order.	Level 2	Level 2	Level 2	Level 3
8	Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test.	Level 1	Level 2	Level 2	Level 3
9	Monitor and evaluate the safety and effectiveness of a care plan.	Level 1	Level 1	Level 2	Level 3
10	Report adverse drug events and/or medication errors in accordance with site specific procedures.	Level 1	Level 2	Level 2	Level 3
11	Deliver medication or health-related education to health professionals or the public.	Level 1	Level 1	Level 2	Level 3
12	Identify populations at risk for prevalent diseases and preventable adverse medication outcomes.	Level 1	Level 1	Level 2	Level 3
13	Perform the technical, administrative, and supporting operations of a pharmacy practice site.	Level 1	Level 2	--	Level 3

## QUESTION #3

Students who are near the end of their APPE rotations should be expected to have attained this level of entrustability in every domain:

- a) Level 1
- b) Level 2
- c) Level 3
- d) Level 4
- e) Level 5

# QUESTION #3

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# Case #1

You are precepting an APPE student on an internal medicine rotation in a hospital setting. The student has had 4 other APPE rotations prior this experience (3 of which were in hospital settings). The student is responsible for providing recommendations to the medical team each day. However, they continue to require you to demonstrate how to deliver these recommendations.

1. What should be the **desired level of trust**?
2. What should your **primary role** as a preceptor be at the desired level?
3. How would you rate your **current trust** in this student?

# Case #1: Review

**COEPA Standard:**

Contribute expertise as part of an interprofessional team

**Supporting Task:**

Deliver recommendations to medical team

**Stage of Learner:**

APPE

**Desired Level of Trust:**

Level 3

**Dominant Precepting Role:**

Modeling

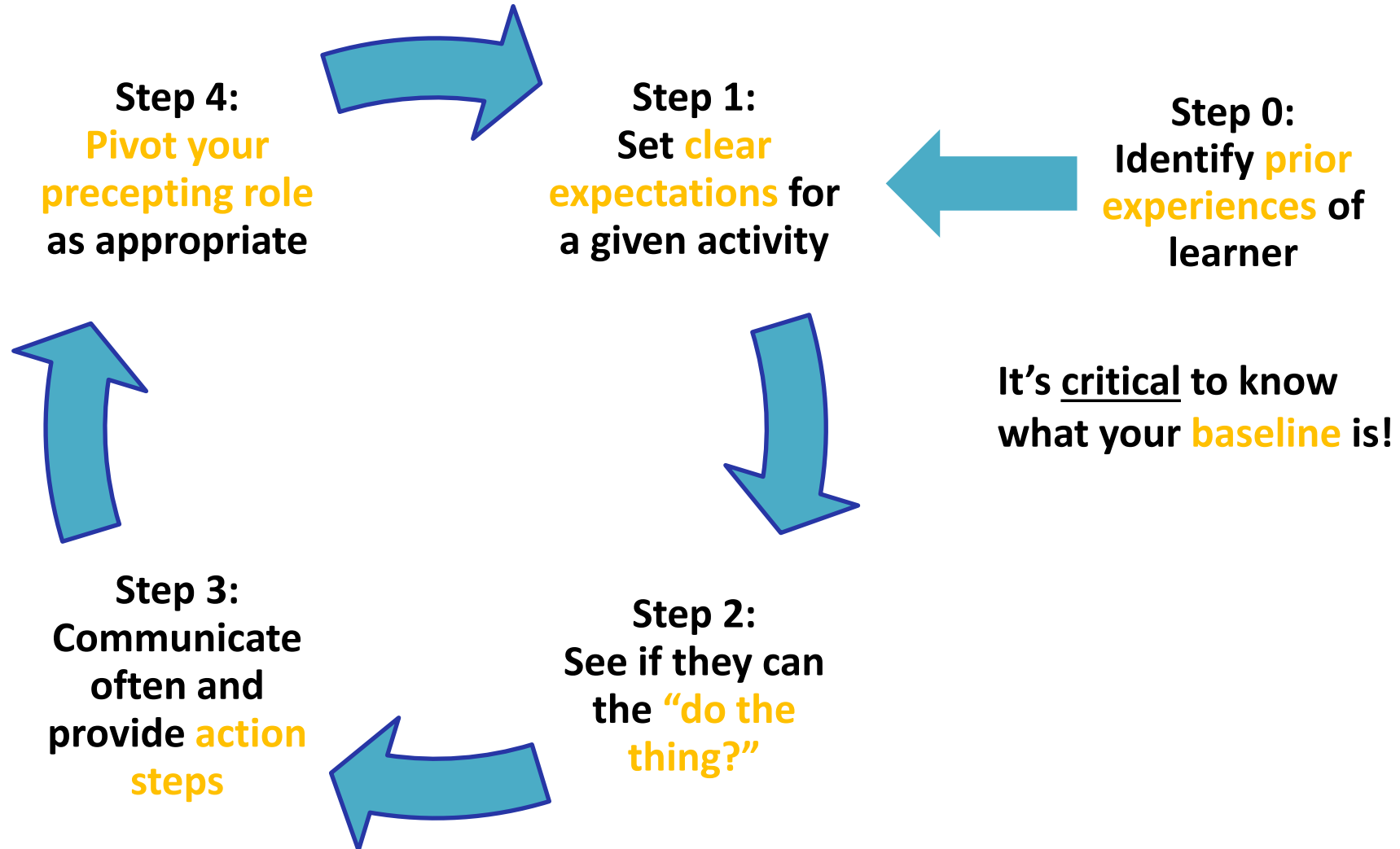
**Baseline:**

APPE (Mid), 4<sup>th</sup> Professional Year, prior hospital APPEs

**Actual Level of Trust:**

Level 2

# Best Practices for Evaluating Performance



# Case #2

RJ is an IPPE student in their 1<sup>st</sup> professional year of training at your independent community pharmacy. They have never worked in a pharmacy before. You have just reviewed how your inventory is managed and how dropship orders are placed each day with the student. During their next time on site with you, you ask them to verbally walk you through the ordering process, which they do successfully.

1. What should be the **desired level of trust**?
2. What should your **primary role** as a preceptor be at the desired level?
3. How would you rate your **current trust** in this student?



# Case #2: Review

<p><b>COEPA Standard:</b> Perform the technical, administrative, and supporting operations of a pharmacy practice site</p> <p><b>Supporting Task:</b> Maintain inventory</p> <p><b>Stage of Learner:</b> IPPE (Early)</p> <p><b>Desired Level of Trust:</b> Level 1</p>	<p><b>Dominant Precepting Role:</b> Direct Instruction</p> <p><b>Baseline:</b> No prior pharmacy experience</p> <p><b>Actual Level of Trust:</b> Level 1</p>
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Integrating COEPA into Your Rotation

# **COPING WITH COEPA**

# Best Practices for Integrating COEPA

**Step 1:** Identify important activities for pharmacists in your practice setting

- **Example:** Dispense a controlled substance

**Step 2:** Break an activity down into smaller observable and measurable steps (supporting tasks)

- **Example:** Identify controlled substances, determine necessary days supply per patient, evaluate OARRS report, evaluate appropriateness of controlled substance prescription, documents dispensing

# Best Practices for Integrating COEPA

**Step 3:** Determine supporting tasks appropriate for desired levels of learning

- **Example:**

IPPE (novice): Identifies controlled substances, explains how controlled substances should be stored

IPPE (advanced): Correctly identifies controlled substance categories (CI, CII, CIII, CIV and CV), calculate days supply necessary for prescription

APPE: Evaluate OARRS report, evaluate appropriateness of controlled substance prescription, documents dispensing

# Best Practices for Integrating COEPA

## **Step 4: Determine when to assess the learner**

- **Example (IPPE student with no previous exposure to community pharmacy):**

The learner may need several iterations of direction instruction and modeling before they are able to perform the task. A formal assessment should be delayed until this has taken place. Informal assessments would be very valuable

## **Step 5: Assess the learner's performance**

- **Example (IPPE Student – Advanced):**

Ask the learner to determine the number of days (i.e., quantity) of a controlled substance necessary to dispense a prescription

# Best Practices for Integrating COEPA

**Step 6:** Provide honest feedback to the learner (including details about how to improve)

- **Example (IPPE Student – Advanced):**

“Your thought process is solid, but your opioid calculations needed frequent corrections from me. It appeared that you were trying to move too quickly. It’s important that we maintain a high standard of accuracy for patient safety. Without addressing this issue, you may not be ready for APPE rotations or practice. I recommend pausing to check your work more often to avoid this issue.”

# Let's Practice! (5 minutes)

1. Identify important activities for pharmacists in your practice setting
2. Break an activity down into smaller observable and measurable steps (supporting tasks)
3. Determine supporting tasks appropriate for desired levels of learning

# **COEPA RESOURCES**



# AACP Guidance Document

## **AACP Curriculum Outcomes and Entrustable Professional Activities (COEPA) 2022**

### **Report of the 2022-2023 Academic Affairs Standing Committee: Revising the Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes and Entrustable Professional Activities**

Melissa S. Medina, Ed.D. University of Oklahoma College of Pharmacy, Oklahoma City, Oklahoma

Michelle Z. Farland, PharmD; University of Florida College of Pharmacy

Daniel R. Malcom, PharmD, Sullivan University College of Pharmacy and Health Sciences

Dawn Kashelle Lockman, PharmD; MA, University of Iowa College of Pharmacy

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Nicole Culhane, PharmD; Notre Dame of Maryland University School of Pharmacy

Deepti Vyas, PharmD; University of the Pacific School of Pharmacy

Daniel R. Kennedy, PhD; Western New England College of Pharmacy and Health Sciences

John M. Conry, PharmD; St. John's University College of Pharmacy and Health Sciences

Kelly R. Ragucci, PharmD; American Association of Colleges of Pharmacy

*Am J Pharm Educ.* 2023;87(8):100558.

Available at: <https://www.aacp.org/resource/educational-outcomes-and-epas>

# ASHP Guidance Document



## Suggested IPPE Rotation Activities to address EPA requirements

Last Updated: April 2023

### **Purpose**

This document includes suggested activities Doctor of Pharmacy students may complete on Community or Hospital Introductory Pharmacy Practice Experiences (IPPE) based on Entrustable Professional Activities (EPA). <sup>1</sup> Each activity suggested has been designated using a tiered approach:<sup>1,2</sup>

Suggested IPPE Rotation Activities to address EPA requirements.  
In: *Section of Pharmacy Educators*. ASHP.

# The Experiential Office

Your Office of Experiential Programs can help you...

- Identify EPA-related activities at your site
- Provide context about program expectations for the level of the student
- Determine the best way to assess students
- Triage challenging situations

# CONCLUSION

# Conclusion

## COEPA

- Link between competencies and curricular outcomes for an expected level of practice

## Trust

- Categorized into "levels" of trust
- Influenced by required preceptorship role and learner's stage of learning and prior experience

## Effective Implementation

- Identify: pharmacist activities → supporting tasks → task appropriate for level of learning
- Determine desired level of trust

# References

1. Persky AM, Fuller KA, Cate OT. True Entrustment Decisions Regarding Entrustable Professional Activities Happen in the Workplace, not in the Classroom Setting. *Am J Pharm Educ.* 2021 May;85(5):8536. doi: 10.5688/ajpe8536. Epub 2021 Feb 11. PMID: 34283734; PMCID: PMC8174615.
2. Jarrett JB, Berenbrok LA, Goliak KL, et al. Entrustable Professional Activities as a Novel Framework for Pharmacy Education. *Am J Pharm Educ.* 2018 Jun;82(5):6256. doi: 10.5688/ajpe6256. PMID: 30013239; PMCID: PMC6041495.
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4. Haines ST, Pittenger AL, Stolte SK, et al. Core Entrustable Professional Activities for New Pharmacy Graduates. *Am J Pharm Educ.* 2017 Feb 25;81(1):S2. doi: 10.5688/ajpe811S2. PMID: 28289312; PMCID: PMC5339597.
5. ten Cate O. Entrustability of professional activities and competency-based training. *Med Educ.* 2005 Dec;39(12):1176-7. doi: 10.1111/j.1365-2929.2005.02341.x. PMID: 16313574.
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7. Haines ST, Gleason BL, Kantorovich A, et al. Report of the 2015-2016 Academic Affairs Standing Committee. *Am J Pharm Educ.* 2016;80(9):S20. doi: <https://doi.org/10.5688/ajpe809S20>.

# Need More Information?

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