

A Dose of Reality – Assessing Entrustable Professional Activities in an Infectious Diseases Elective

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Background

- Professional communication and strong clinical skills are ACPE accreditation standards and requirements of pharmacy students for graduation
- Optimal academic approach to developing professional communication skills prior to the start of advanced pharmacy practice experiences (APPEs) is lacking in current literature

Objectives

- Introduce “real-world” simulated rounding activities in a didactic infectious disease elective that encourages students to provide evidence-based drug therapy recommendations to a provider
- Enhance the professional communication and inpatient clinical skills to prepare students for APPEs and interactions with other healthcare disciplines
- Assess the impact of these activities through the students’ performance on journal clubs and case presentations

Methods

Simulation Activity Design:

- Two “real-time” case-based simulation activities completed by the students
- Cases start on the day of the patient’s admission to the hospital and students attend multidisciplinary rounds and follow the patient daily until final pharmacotherapy recommendations are accepted by the attending
- Multidisciplinary team consists of the pharmacists (student learners in groups of four), an acting attending physician (volunteer pharmacist evaluator), and a microbiology lab technician (volunteer pharmacist evaluator)

Methods (cont.)

Assessment:

- Volunteer pharmacists recruited by the course coordinator serving as evaluators and members of the interdisciplinary team await contact from the pharmacy team (learners) to discuss the best course of therapy for the patient as the case progresses in “real-time”
- Pharmacists ask learners DI questions throughout the case

Data Source:

- Post-case survey distributed to volunteer evaluators assessing the ability of the students to meet four entrustable professional activity (EPA) goals involving clinical and professional communication skills

EPAs:

- Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs
- Implement a care plan in collaboration with the patient caregivers, and other health professionals
- Collaborate as a member of an interprofessional team
- Use evidence-based information to advance patient care

Results

Total of 41 volunteers completed the survey

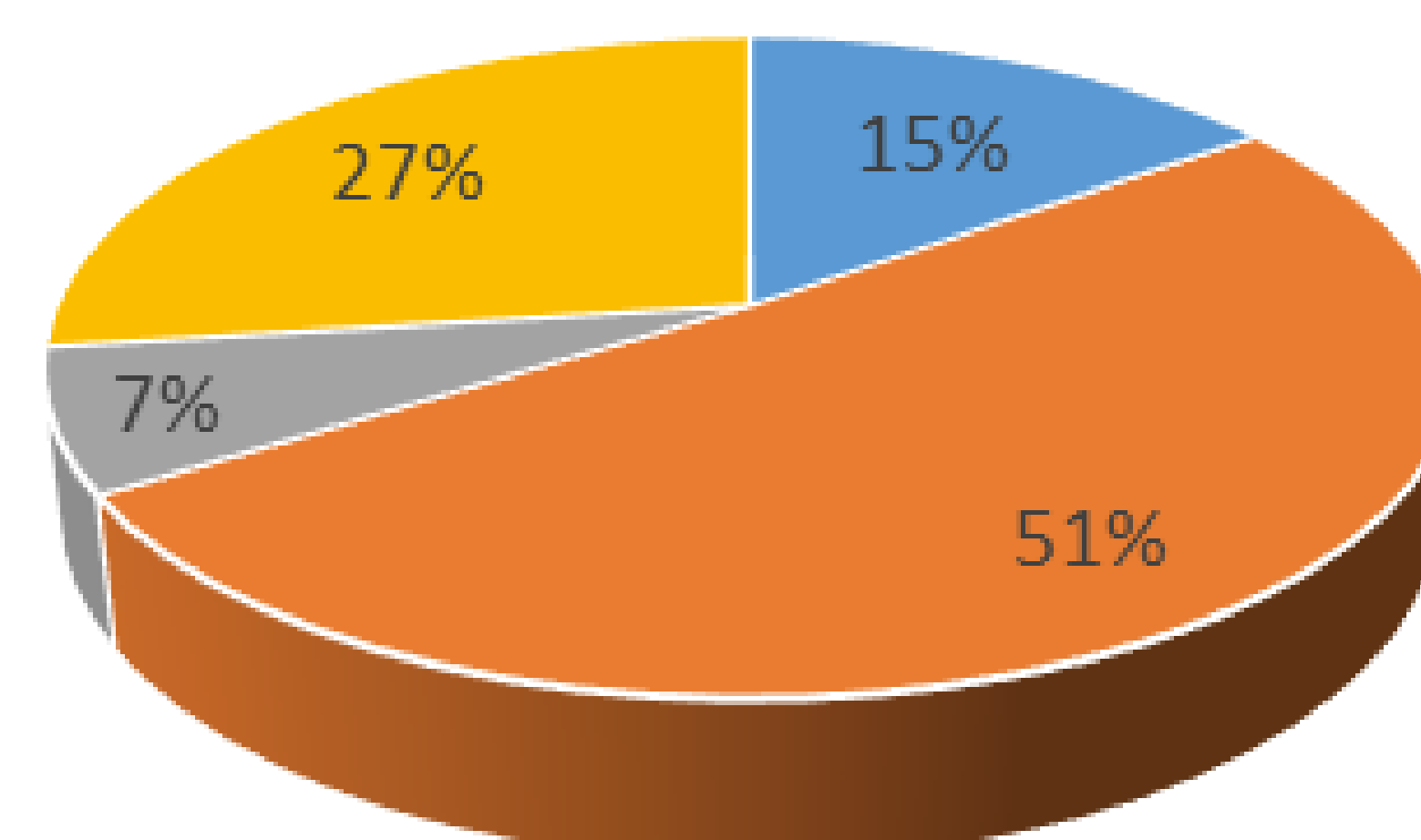
- Attending physicians: **22**
- Microbiology lab technicians: **19**

Average total time spent with team

- Attending physicians: **42 min**
- Microbiology lab technicians: **26 min**

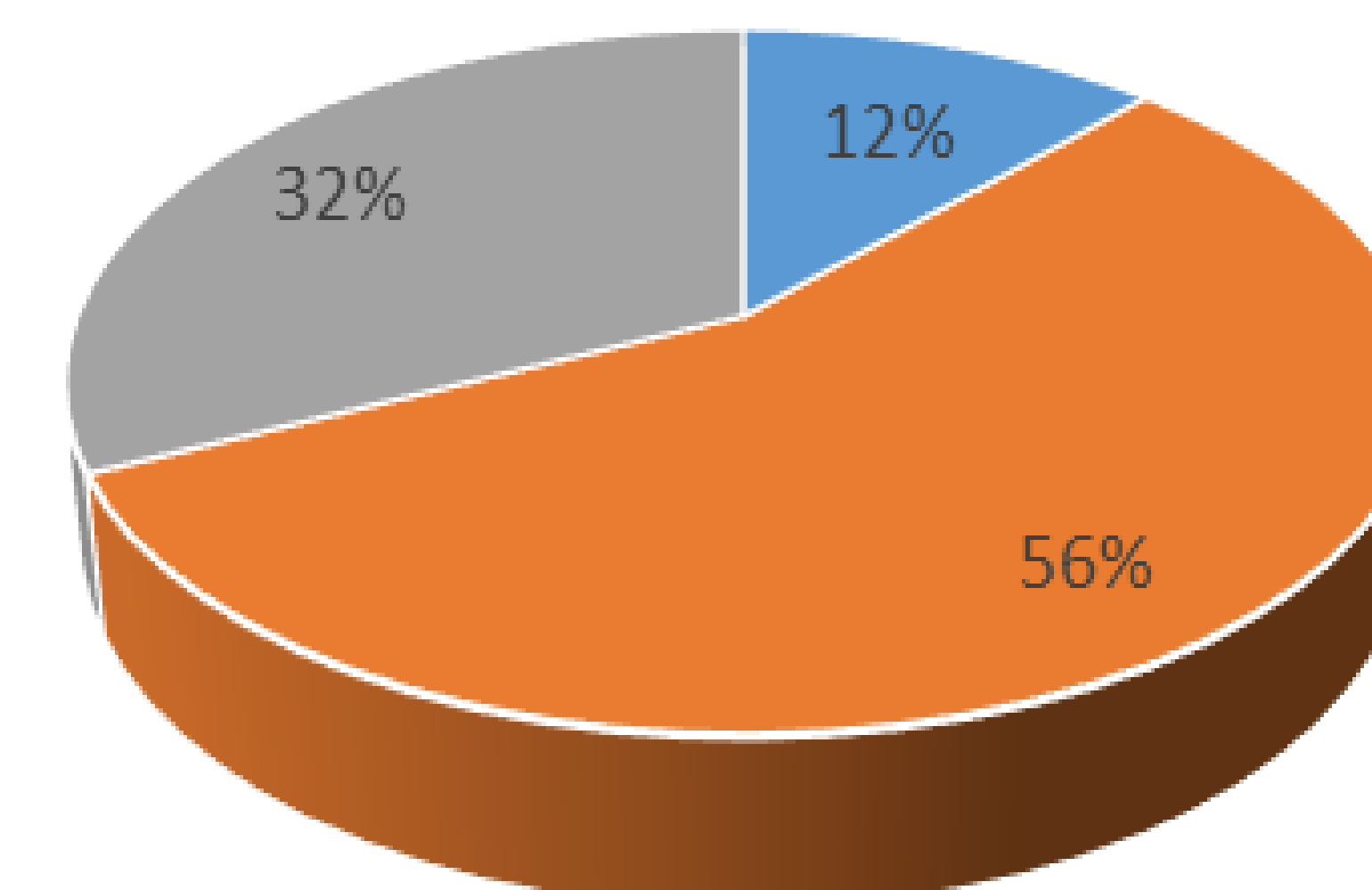
EPA 2: "The team was able to recommend a complete pharmacotherapeutic care plan to the healthcare team. I would trust their ability to recommend a care plan."

- Strongly Agree: 15%
- Agree: 51%
- Neutral: 7%
- N/A: 27%



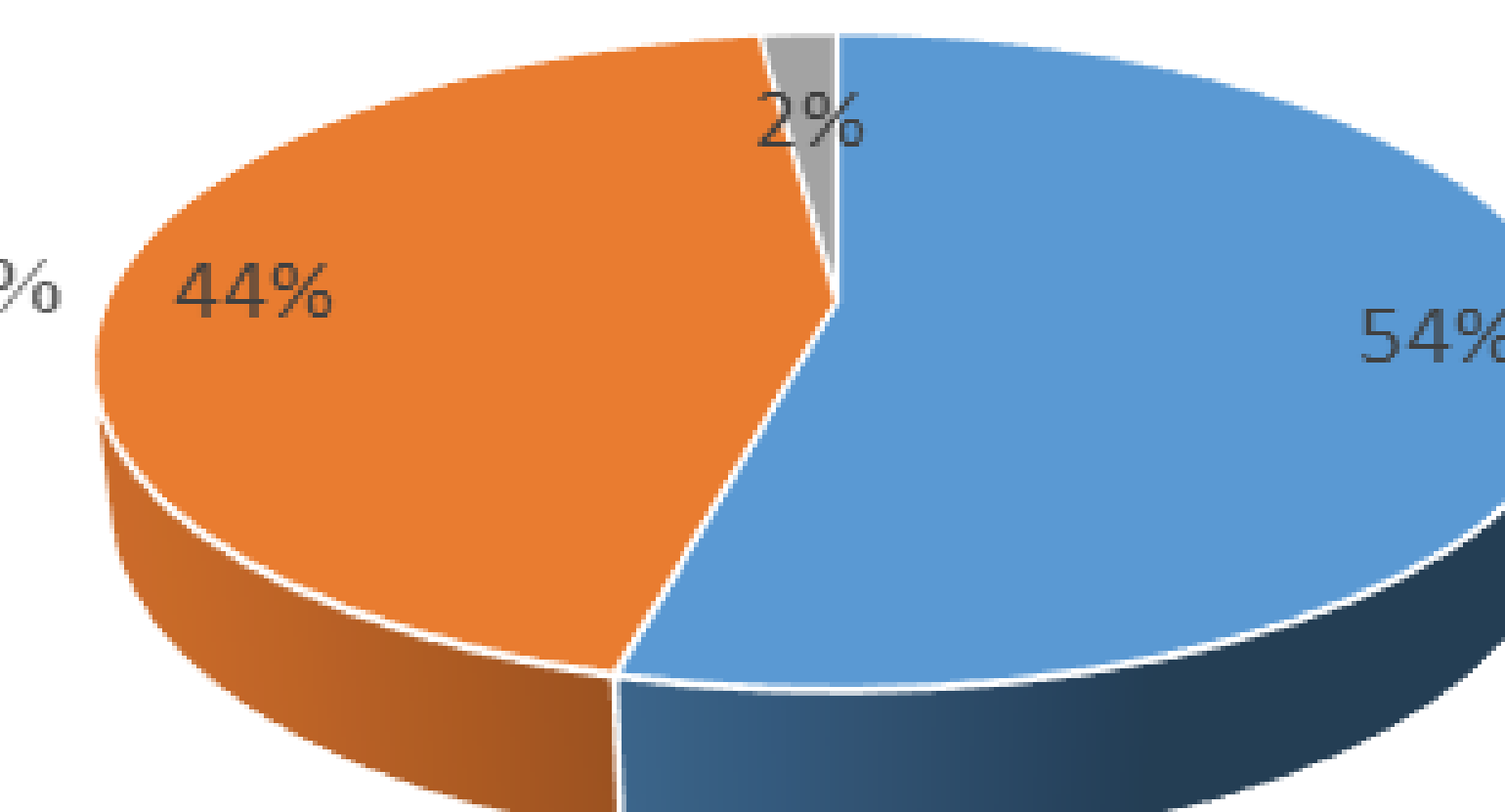
EPA 1: “The team was able to evaluate an existing drug therapy regimen. I trust their ability to do this.”

- Strongly Agree: 12%
- Agree: 56%
- N/A: 32%



EPA 3: “The team demonstrated appropriate professionalism when communicating with you. I trust them when communicating with other healthcare professionals.”

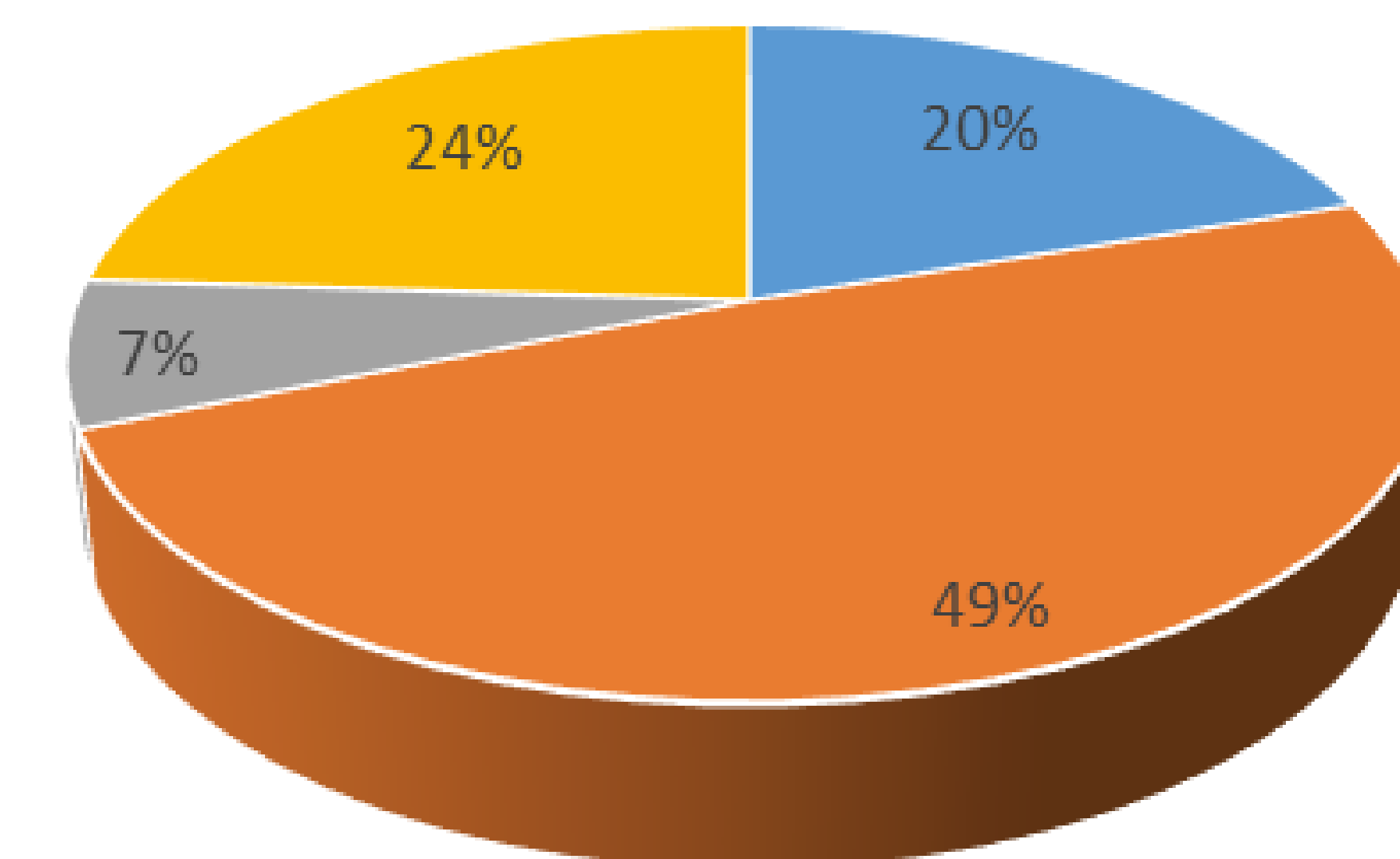
- Strongly Agree: 54%
- Agree: 44%
- N/A: 2%



Results (cont.)

EPA 4: “The team used evidence based information when making recommendations and answering drug info related questions. I trust them in their ability to evaluate primary literature to make a recommendation.”

- Strongly Agree: 20%
- Agree: 49%
- Neutral: 7%
- N/A: 24%



Conclusions

- Novel simulation activity presents students with a unique opportunity to utilize essential interprofessional communication and clinical skills
- Evaluations provided by external pharmacy professionals demonstrate the students’ success in achieving four EPAs involving key interprofessional communication and clinical assessment skills

Limitations

- Subjective measures utilized to assess EPAs
- Unequal distribution of student engagement opportunities between the two evaluator roles
- Non-formal communication methods allowed to accommodate schedules (i.e. text messages)
- Lack of assessment data comparing outcomes of first case to the second case

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