

Using Continuous Performance Monitoring to Design Student Plans Optimizing Entrustable Professional Activities Entrustment Prior to Graduation

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Background

- In 2017, The American Association of Colleges of Pharmacy's (AACP) Academic Affairs Committee approved 15 Entrustable Professional Activity (EPA) statements with over 60 supporting tasks. EPAs are units of professional practice that trainees are entrusted to perform without direct supervision upon entering practice or postgraduate training.¹ Pharmacy schools/colleges have integrated this teaching and assessment framework into their curricula.
- Various remediation strategies are incorporated across the Advanced Pharmacy Practice Experience (APPE) course sequence to augment students' ability to meet learning outcomes.^{2,3,4}
- At Fairleigh Dickinson School of Pharmacy and Health Sciences (SoPHS), students' EPA ratings were recorded and reviewed at midpoint and endpoint of each APPE. Despite repeat opportunities to demonstrate entrustment with an EPA within a core APPE course (Acute Care, Ambulatory Care, Community, Institutional) and/or subsequent core APPEs, some students did not achieve minimum program requirement (performance level 3-perform with reactive supervision on a 5-point scale) and required remediation prior to graduation.⁵

Objective

- To describe how continuous performance monitoring, early intervention, and individualized in-course remediation strategies implemented during the APPE year can improve students' achievement of minimum entrustment level for each Entrustable Professional Activity (EPA) and decrease the need for end of year remediation.

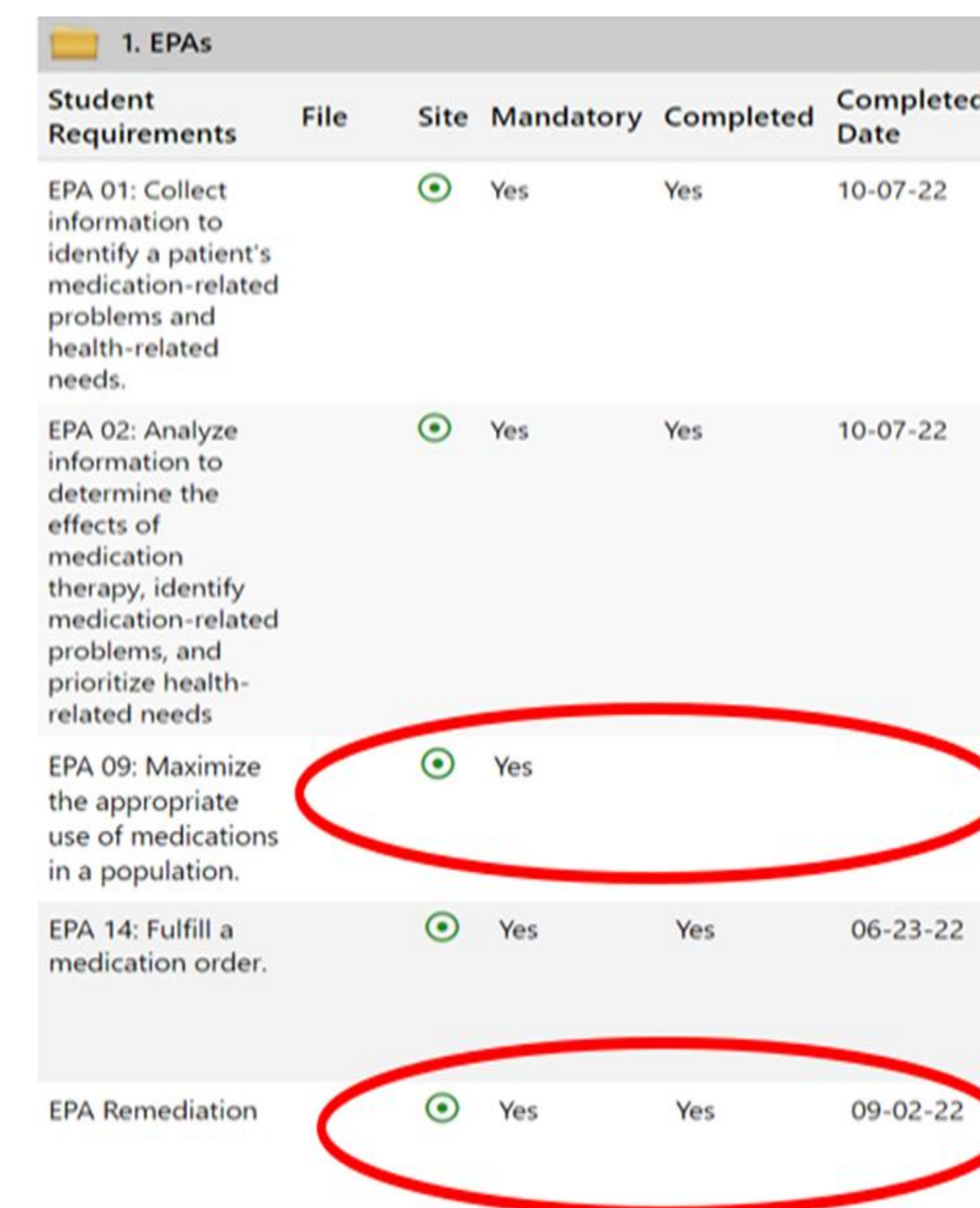
Methods

- Three intervention and remediation strategies were implemented to ensure deficiencies were improved as early as identified:
 - Longitudinal monitoring, early intervention, and proactive outreach:** Continuous review and documentation using "EPA Report Card" of students' EPA entrustment at the completion of each core APPE. Report card is viewable to the student and all subsequent preceptors for the purpose of tailoring subsequent core APPEs and enhancing course activities to meet deficiencies. Proactive outreach is performed by the office of experiential education to student and preceptor in situations where a student is completing a core APPE containing their final opportunity to demonstrate level 3 entrustment on one or multiple EPAs (as APPE year progresses, the approach intensifies).

Methods (continued)

- In sequence remediation:** Using elective APPEs to augment activities identified as requiring remediation within core APPE(s); scheduling changes incorporated where applicable.
 - End of Year Remediation:** Intensive one-on-one remediation and reassessment by clinical faculty for students who do not meet EPAs through course embedded and course sequence modification approaches.
- Descriptive statistics were used to compare data prior to and following the implemented strategies.

Figure 1: EPA Report Card



Student Requirements	File	Site	Mandatory	Completed	Completed Date
EPA 01: Collect information to identify a patient's medication-related problems and health-related needs.		Yes	Yes	Yes	10-07-22
EPA 02: Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.		Yes	Yes	Yes	10-07-22
EPA 09: Maximize the appropriate use of medications in a population.		Yes	Yes	Yes	06-23-22
EPA 14: Fulfill a medication order.		Yes	Yes	Yes	06-23-22
EPA Remediation		Yes	Yes	Yes	09-02-22

Results

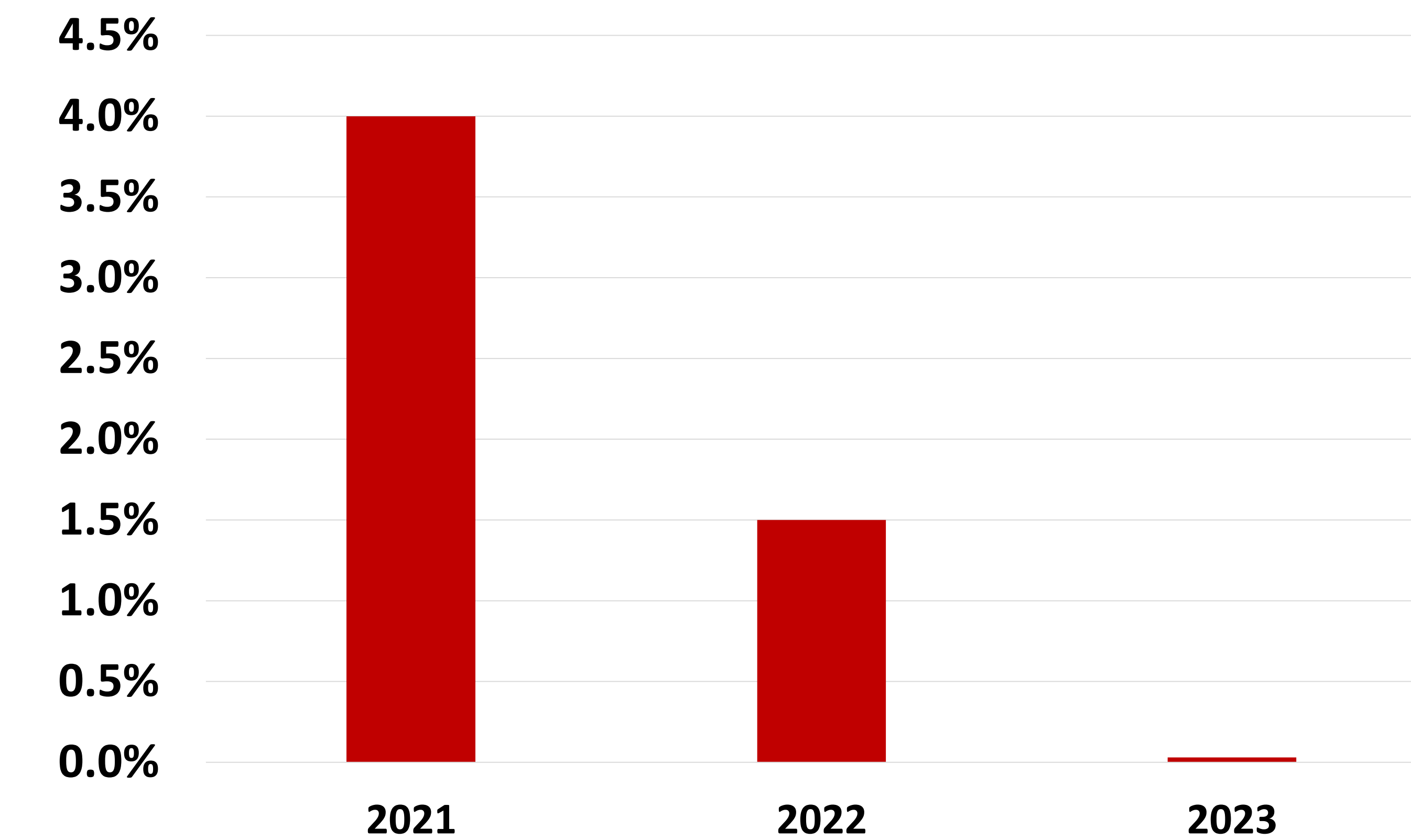
- In 2023, following implementation of the early intervention and additional remediation strategies, 3 students (4%) were able to complete in-course remediation in a subsequent elective APPE. Based on students' existing schedules, no modification to the schedules were warranted and no students required end of year faculty-facilitated remediation prior to graduation.

Table 1: EPA Entrustment per Year

Number of Students (%)	2021 (n=74)	2022 (n=68)	2023 (n=69)
At risk students identified through continuous review "EPA Report Card"	NA	NA	9 (13%)
Met EPA entrustment through proactive outreach	NA	NA	6 (9%)
Met EPA entrustment through in sequence remediation	NA	NA	3 (4%)
Met EPA entrustment through end of year remediation	3 (4%)	1 (1.5%)	0

Results (continued)

Figure 2: Students Requiring End of Year Remediation (%)



Conclusion

- Monitoring student performance on EPA entrustment systematically optimizes proactive early intervention for students at risk of not achieving the minimum expected entrustment. Early intervention with individualized remediation plans throughout the APPE course sequence has decreased the need for end of year remediation.

References

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