

## IPPE/APPE Student Evaluation

Evaluating student performance on the Entrustable Professional Activities of a new pharmacy graduate

Jill Fitzgerald, PharmD

## Disclosure

- Jill Fitzgerald has no actual or potential conflict of interest associated with this presentation

## Learning Objectives

- Describe why UConn is changing the IPPE and APPE student evaluation
- List the EPAs (Entrustable Professional Activities) of new pharmacy graduates
- Describe how UConn has prepared students for the new evaluation
- Compare the evaluation rubric for IPPE and APPE students
- List the 3 pass/fail items on the evaluation tool
- Discuss how the office of experiential education can support preceptors in evaluating students on rotation

## Life at School vs. Experiential Education



## Professional Experience Program Manual



**UConn**  
SCHOOL OF PHARMACY

Professional Experience  
Program Manual

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- Required reading
- Answer a number of questions you will likely have
- Located in the Core Elms document library

## Why are we changing the evaluation tools?

- ACPE "Standards 2016"
  - 1/3 of the curriculum is EE
  - Demonstrate student progress throughout the curriculum
  - Describes EPAs as ultimate goal of graduating a "practice-ready" student
- NERDEE Group
  - Many were evaluating their school's tools
  - Overlapping preceptors among programs

<https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>

## What's new in the student evaluation??

- Developed from the AACP Core Entrustable Professional Activities (EPAs) for New Pharmacy Graduates
  - Adopted by the New England Regional Departments of Experiential Education (NERDEE)
- The goal is for students to attain a level of independence by the end of the P4 year – Practice-ready
- 4 different evaluations
  - IPPE Community
  - IPPE Health System
  - APPE Direct patient care
  - APPE Non-direct patient care
- IPPE pass-fail

<https://www.aacp.org/sites/default/files/2017-11/CoreEntrustableProfessionalActivitiesforNewPharmacyGraduates.pdf>

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## What's an EPA?

- EPAs are the units of professional practice that constitute what clinicians do as daily work
  - the responsibilities or tasks that must be done in patient care
- Modeled after medical education
  - Introduced in 2005
  - Designed to bridge the gap between competency and clinical practice
  - Provides a framework for competency-based assessment
  - EPAs are activities with a beginning and an end and are only entrusted to trained personnel
  - EPAs define the profession

Korean J Med Educ. 2018 Mar; 30(1): 1–10. Published online 2018 Feb 28. doi: 10.3946/kjme.2018.76

## Why are we using EPAs for evaluation of students?

- ACPE "Standards 2016" state we must produce practice-ready graduate pharmacists
- AACP developed the EPAs for pharmacy graduates
- It is critical in pharmacy education at the completion of training, that these activities can be executed safely
- Assessment of learners should be focused on the ability to carry out the EPAs

## EPA Domains

- IPPE/Direct Patient Care APPEs
  - Patient Care Provider
  - Interprofessional Team Member
  - Population Health Promoter
  - Information Master
  - Practice Manager Domain
- Non-direct Patient Care APPEs
  - Problem-solving Process
  - Team Member
  - Population Health Promoter
  - Information Master
  - Manager

## EPA Domain- Patient Care Provider Domain:

- EPA 1 - Collect information to identify a patient's medication-related problems and health-related needs
- EPA 2 - Analyze information to determine the effects of medication therapy, identify **medication-related problems**, and prioritize health-related needs
- EPA 3 - 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
- EPA 4 - Implement a care plan in collaboration with the patient, caregivers, and other health professionals
- Follow-up and monitor a care plan

## EPAs - Interprofessional Team Member Domain

- Collaborate as a member of an interprofessional team

EPAs –

### Population Health Promoter Domain

- Identify patients at risk for prevalent diseases in a population
- Minimize adverse drug events and medication errors
- Maximize the appropriate use of medications in a population
- Ensure that patients have been immunized against vaccine-preventable diseases

EPAs –

### Information Master Domain

- **Educate** patients and professional colleagues regarding the appropriate use of medications
- Use evidence-based information to advance patient care

EPAs –

### Practice Manager Domain

- Oversee the pharmacy operations for an assigned work shift
- Fulfill a medication order

EPA 1: The student **collects information** to identify a patient's medication related problems and health-related needs.

- Example tasks **may** include:
  - 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

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How has UConn prepared students for EPAs?

- IPPE Community
  - Immunization training
  - BP monitoring
  - OTC education
  - Patient counseling
  - MyDispense simulation
  - Top 200 drugs – brand and generic names
  - Communication/professionalism/self-awareness

How has UConn prepared students for EPAs?

- IPPE Health System
  - Presentations on hospital pharmacy
    - Informatics
    - Patient safety
    - Clinical roles
  - USP 797 and 800 instruction
  - Medication reconciliation
  - Immunization training
  - Top 200 drugs – brand and generic names and FDA-approved indications
  - Communication/professionalism/self-awareness

## How has UConn prepared students for EPAs?

- APPE rotations
  - Capstone skills course for APPE-readiness
  - Top 200 drugs – brand and generic names, FDA-approved indications, therapeutic class, usual dose
  - Interprofessionalism
  - Communication/professionalism/self-awareness

## Other evaluation criteria – Non-EPAs

- Professionalism
- Communication
- Self-awareness

## The evaluation tool

## General overview – note to IPPE preceptors

- Introductory Pharmacy Practice Experience grading is designed as a pass/fail grade based on your confidence in the student's ability to perform as a new pharmacy graduate. Recognizing this is an introductory level experience, students must perform at the level of "**observation/meets expectations**" for many of the activities.
- You should counsel students who are not attaining the minimum competency at the rotation's midpoint in person and provide feedback on how to improve. Please also **contact OEE administration** at that time.
- The last 3 competencies, Professionalism, Communication and Self-awareness are more stringent. Students receiving a "**does not meet**" for any of those competencies at the final evaluation will automatically fail the rotation.
- You should counsel students who are not meeting expectations at the midpoint in person and provide feedback on how to improve. Please also **contact OEE administration** at that time.

## General overview – note to APPE preceptors

- Advanced Pharmacy Practice Experience grading is based on your confidence in the student's ability to perform as a new pharmacy graduate. Recognizing this is an advanced practice experience, students, at a minimum, must perform the activity with your "**direct feedback/meets expectations**".
- You should counsel students who are not attaining minimum competency at the rotation's midpoint in person and provide feedback on how to improve. Please also **contact OEE administration** at that time.
- The last 3 competencies, Professionalism, Communication and Self-awareness are more stringent. Students receiving a "**does not meet**" for any of those competencies at the final evaluation will automatically fail the rotation.
- You should counsel students who are not meeting expectations at the midpoint in person and provide feedback on how to improve. Please also **contact OEE administration** at that time.

## Rubric for specific EPA's - IPPE

Evaluation queue	Definition	Level of independence (IPPE)	Entrust Level
	The learner has		
Does not meet expectations	...insufficient knowledge, skills and/or attitude. The learner is not trusted to observe this activity.	None	0
Observe only/meets expectations	...limited knowledge, skills and/or attitude and cannot perform the activity. I trust the learner to only observe this activity.	Average	1
Performs with direct feedback/exceeds expectations	...appropriate knowledge, skills and/or attitude. I trust the learner to perform the activity with direct supervision and feedback.	Above Average	2

## Rubric for specific EPA's - APPE

Evaluation queue	Definition At this time, the learner, has	Level of independence (APPE)	Entrust Level
Does not meet expectations	...insufficient knowledge, skills and/or attitude. The learner is not trusted to observe this activity.	None	0
Observe only/below expectations	...limited knowledge, skills and/or attitude and cannot perform the activity. I trust the learner to only observe this activity.	Below average	1
Performs with direct feedback/meets expectations	...appropriate knowledge, skills and/or attitude. I trust the learner to perform the activity with direct supervision and feedback.	Average	2
Performs with self-directed guidance/exceeds expectations	...appropriate knowledge, skills and/or attitude. I trust the learner to perform the activity with requested feedback. Student is self-directed and seeks guidance as needed.	Above average	3
Performs independently/exceptional	...appropriate knowledge, skills and/or attitude. I would trust the learner, upon licensure, to perform this activity independently.	Far above average	4

## Rubric for Professionalism, Communication and Self-awareness

- **Does not meet:** Student does not meet expectations.
- **Meets:** Student meets expectations.
- **Exceeds:** Student exceeds expectations.

Please provide comment for any scores of "Does not meet".

Earning the designation of "does not meet" automatically earns a failing grade.

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## Professionalism

### The student consistently demonstrates the professional values and behaviors of a pharmacist

- Example qualities include:
  - Demonstrate punctuality and communicates delays or absences effectively with the preceptor
  - Adhere to dress code required by the site
  - Demonstrate sensitivity, respect, and empathy for each individual's needs, values, and beliefs, including cultural factors, religious beliefs, language barriers, cognitive abilities, and socioeconomic status
  - Display preparation, initiative, and accountability consistent with a commitment to excellence
  - Perform in a manner that is legal, ethical, and compassionate
  - Student is self-directed

## Communication

### The student effectively communicates verbally and nonverbally when interacting with an individual, group, or organization

- Example qualities include:
  - Actively listen, comment appropriately, and ask pertinent questions to engage in conversation
  - Use available technology and other media to assist with communication as appropriate
  - Use effective interpersonal skills to establish rapport and build trusting relationships
  - Communicate assertively, persuasively, confidently, and clearly

## Communication

### The student effectively communicates in writing

- Example qualities include:
  - Display proper email etiquette
  - Develop professional documents pertinent to organizational needs (e.g. monographs, policy documents)
  - Document activities clearly, concisely, and accurately using appropriate methods
  - Use available technology and other media to assist with communication as appropriate

## Self-awareness

### The student examines and reflects on aspects of him/herself that could enhance or limit personal or professional growth

- Example qualities include:
  - Ability to accept constructive criticism
  - Ability to adapt and adhere to preceptor requests for change
  - Maintain motivation, attention, and interest during learning and work-related activities
  - Approach tasks with the desire to learn
  - Use constructive coping strategies to manage stress
  - Seek personal, professional, or academic support to address personal limitations
  - Display confidence when working with others

### Student scenario #1

IPPE student SW has set a schedule to complete IPPE hours in the first 3 weeks of the summer vacation. She indicated that she was going to work 830am-5pm with a 30 minute lunch break. For the first 3 days, she arrives at 9am and leaves at 430pm. She is pleasant and has excellent knowledge. She is engaged in observing the pharmacist activities throughout her shift. You approach her on day 3 to discuss her tardiness and she says the traffic has prevented her from getting there on time.

What should you do?

### Student scenario #2

APPE rotation student WS has been on rotation with you for 1 week. This is their 2<sup>nd</sup> direct patient care APPE rotation of the year. You have gone on rounds with the student each day, met with them to discuss patient cases and you find the student does not have the appropriate knowledge, skill and/or attitude to provide answers to the team. It is your usual practice to allow students to go on rounds alone trusting that they will be able to come back to you with specific questions before answering the team.

What should you do?

### Student scenario #3

APPE student GP is a very likable person with an outgoing personality. He is professional, shows up on time and is friendly to the patients and staff at your pharmacy. This is his 7<sup>th</sup> rotation out of 9. He is able to perform many tasks that a technician can do by the end of week 1, however, during the next week, when you task him to evaluate a prescription for validity and lawfulness, he often comes up short. When an interaction alert presents itself, he often does not know what to do. He mixes up the therapeutic class of medications and gives vague instructions to the patient. You observe him giving OTC information and you have to interject information because he is not providing good advice.

How should this student be evaluated?

### Oath of a Pharmacist

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

### Questions?

- Jill Fitzgerald, Director, Experiential Learning and Continuing Professional Development – [jill.fitzgerald@uconn.edu](mailto:jill.fitzgerald@uconn.edu)
- Mary Morytko, Field Coordinator – [mary.morytko@uconn.edu](mailto:mary.morytko@uconn.edu)
- Mary Ann Phaneuf, Assistant Director, Experiential Education - [mary.phaneuf@uconn.edu](mailto:mary.phaneuf@uconn.edu)
- Joshlyn Lucas-Nash, Program Assistant – [joshlyn.lucas-nash@uconn.edu](mailto:joshlyn.lucas-nash@uconn.edu)

### Instructions for obtaining your on-line statement of credit!

- If you are a UConn preceptor – this is a free activity
  - You MUST register for the program to receive credit
  - Go to [https://pharmacyce.uconn.edu/program\\_register.php](https://pharmacyce.uconn.edu/program_register.php)
  - If you are new to UConn CE, please register as a new user
  - If not, enter your NABP E Profile ID and date of birth (MMDD)
  - Select the preceptor education title
  - Select pay by check
  - You will receive the confirmation email within 72 hours – after we confirm you are a UConn official preceptor
- If you are not a UConn preceptor – there is a fee
  - Register as above and pay for the education
- Follow instructions in the confirmation email to obtain your credit