

Building Education Tools for Entrustable Professional Activities

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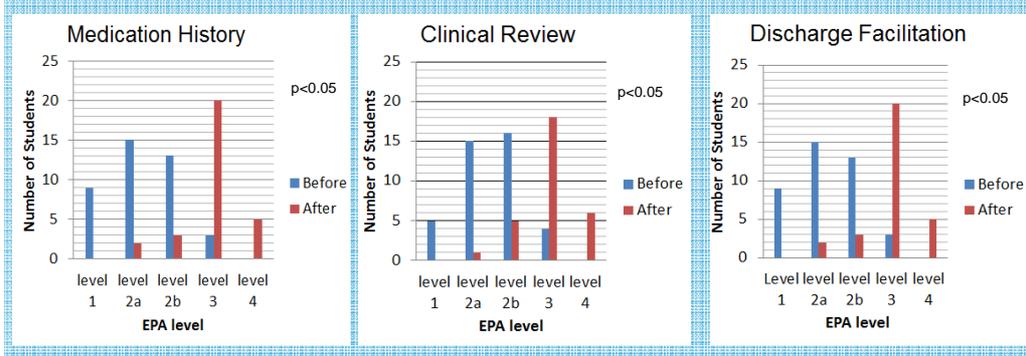
Introduction

Entrustable Professional Activities (EPAs) are a new framework for pharmacy education to support the development of students, interns and early career pharmacists. EPAs describe units of professional practice which are observable and measurable, with the outcome being an integrated care delivery episode. The new entrustment scale allows the supervisor to decide the level of independence appropriate for the learner, records their progressive improvement and extends usability to senior staff.

Method

A new SA Pharmacy EPA procedure was developed to support learners and supervisors use of this learner-centric self-reflective feedback tool. Implementation was supported by educational visiting and workshops. Students, Interns and Preceptors were surveyed before and after a 6 week student placement or 4 week intern elective at SA Pharmacy hospital sites, using survey monkey. Proportions were reported for nominal measures, and difference in medians were compared using Wilcoxon rank-sum.

Results - Students



Results (continued)

Interns (91%) and their preceptors (83%) considered EPAs easy to use, whilst facilitating self-reflection and supporting learner

centric feedback. Interns agreed that preceptors entrustment decision matched the increased level of independence given to them, indicating the EPA to be a robust training tool. Interns identified the ongoing value of EPA use beyond the required minimum, which supports EPAs as a more motivating developing tool.

Students reported increased confidence post 6 week hospital placement in each of the activities supported by EPAs including:

- medication history taking
- clinical review, and
- discharge facilitation.

Preceptor assessment of student ability similarly increased after placement for each of these three activities.

Preceptors agreed they assisted provision of structured feedback (76%) and were easy to use (63%, 24% neutral).

With 39% indicating they were time consuming to complete, pointing to an area for improvement to target with future educational visiting.

Results - Interns

Ongoing value

100% Interns agree EPAs valuable beyond minimum requirement

Easy to use 83% preceptors 91% Interns

Efficient use of time 67% preceptors

100% Preceptors felt EPA supported provision of effective feedback

100% Interns self-reflecting using EPA prior to preceptor feedback

Interns agreed EPA entrustment matched the independence given
100%

Discussion

Previous tools used in Pharmacy education resulted in a binary assessment of competency. Anecdotally these tools demotivated learners, promoted supervisor control, did not allow for progression of skill to be documented and lacked clarity and consistency on the definition of competency.

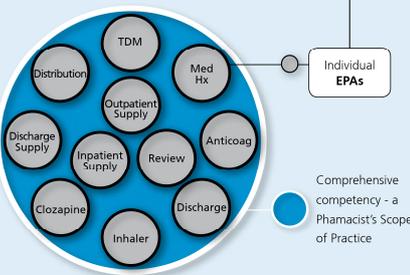
The new EPA tool was adapted from existing tools to incorporate a new entrustment scale of increasing independence and decreasing supervision.

Conclusion

Positive responses from Students, Interns and their Preceptors indicate that EPAs are considered a suitable development tool for learners in pharmacy practice.

EPAs are

- > An observation of a discreet outcome performed by the learner.
- > A tool to build competency in several key areas of pharmacy practice.
- > A strong foundation for demonstrating comprehensive competency.



Results

The response rate for each of the surveys were as follows: 46% (54/117) student preceptors, 33% (6/18) intern preceptors, 51% (60/117) students, and 100% (18/18) interns

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