

Building Education Tools for Entrustable Professional Activities

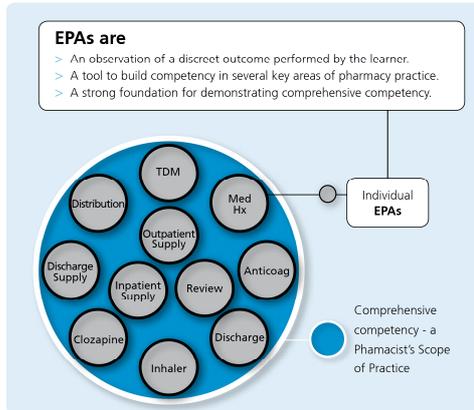
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Introduction

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 other learners.



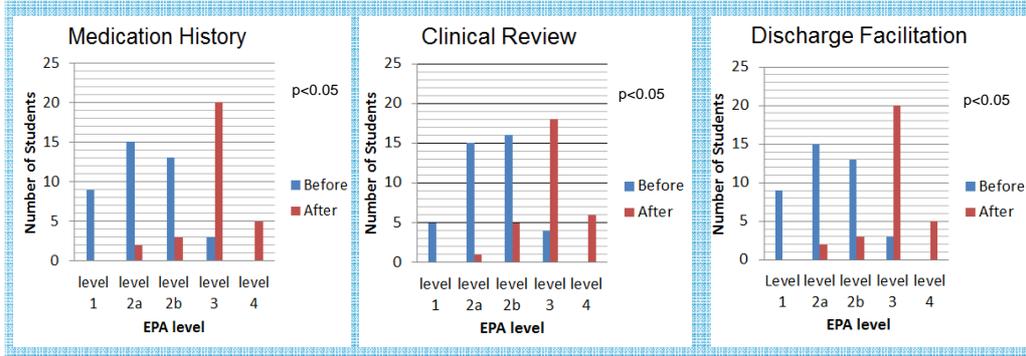
Background

Previous tools used in Pharmacy education resulted in a binary assessment of competency. Anecdotally these tools demotivated learners, promoted preceptor 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.



Results - Students



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 the online survey platform survey monkey®. Proportions were reported for nominal measures, and difference in medians were compared using Wilcoxon rank-sum.

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.

Interns (91%) and their preceptors' (83%) considered EPAs easy to use, whilst facilitating self-reflection and supporting learner centric feedback. Interns agreed that preceptor 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 development tool.

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

Results - Interns



Results (continued)

EPAs including; medication history taking, clinical review, and discharge facilitation. Preceptor entrustment of students also increased after placement for each of these three activities. Preceptors agreed that EPAs assisted provision of structured feedback (76%) and were easy to use (63%, 24% neutral). 39% indicated they were time consuming to complete, which highlighted an area for improvement to target with future education visiting.

Conclusion

Positive responses from students, interns and their preceptors indicate that EPAs are considered a suitable development tool for learners in pharmacy practice.

For more information

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