

EPA Domains & Core Statements			CAPE Domains and Subdomains											
			(PPCP)											
EPA Domain	EPA Core Statement	5 step PPCP Process (select 1 or more) Collect, Assess, Plan, Implement, Follow-Up: Monitor & Evaluate	Pharmacist Patient Care Process											
			Learner	Caregiver	Manager	Promoter	Provider	Problem Solver	Educator	Advocate	Collaborator	Includer	Communicator	Self-aware
1	Patient Provider	Collect information to identify a patient's medication-related problems and health-related needs.		X	X	X		X				X	X	
		Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.	X	X				X					X	
		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.	X	X	X					X		X		
		Implement a care plan in collaboration with the patient, caregivers, and other health professionals.		X	X			X	X					
		Follow-up and monitor a care plan.		X	X						X		X	
2	Interprofessional Team Member	Collaborate as a member of an interprofessional team.	X					X		X	X		X	X
3	Population Health Promoter	Identify patients at risk for prevalent diseases in a population.				X	X		X		X	X	X	
		Minimize adverse drug events and medication errors.			X	X	X		X	X	X	X	X	
		Maximize the appropriate use of medications in a population.		X	X	X	X		X	X	X	X	X	
		Ensure that patients have been immunized against vaccine-preventable diseases.		X	X	X	X		X	X	X	X	X	
4	Information Master	Educate patients and professional colleagues regarding the appropriate use of medications.	X						X	X		X	X	X
		Use evidence-based information to advance patient care.	X									X	X	X
5	Practice Manager	Oversee the pharmacy operations for an assigned work shift.			X			X					X	X
		Fulfill a medication order.			X			X					X	X
6	Self-developer	Create a written plan for continuous professional development.											X	X

Activity One

EPA Domain 1- Pharmacist Patient Care Process

Part 1: In your groups, brainstorm the elements needed for a preceptor to observe a learner perform in order to meet the following EPA core statement-

EPA Core Statement: Collect Information to Identify a Patient's Medication Related Problem and Health Related Needs

What is the healthcare work that must be done (elements you would be looking to observe the learner perform to meet this EPA)?

Part 2: In your groups, discuss how you would define the 5 levels of entrustment for this specific EPA core statement (can they perform it and at what level of supervision)?

Using Entrustable Professional Activities to Guide Experiential Learning

Activity Two

Review the EPA statements in one of the ROLE domains and the associated task statements. Based your impressions of student performance (in the recent past), what level of supervision (aka level of entrustability) do you think most students are TODAY? Now, envision an activity that could be implemented in your introductory or advanced pharmacy practice experience THIS YEAR that could enable students to perform the EPA with greater autonomy. Describe how you would evaluate student performance.

EPA Domain(s): _____

EPA Statement	Current Level?	Describe an activity you could implement in your IPPE / APPE this YEAR	Describe how you would evaluate it

Levels of Entrustability Table- EPAs – Development and Progression

Stage of Development	Description / Level of Autonomy	Role of Supervisor / Preceptor	Assessment Methods
Level 1	Has very limited knowledge and insufficient skill to perform the activity, even with assistance	Performs the activity while trainee observes	Questioning; written and oral exams
Level 2	Allowed to perform the activity under direct observation; supervisor determines when and where a task will be performed	Directly and proactively supervises trainee performing the task(s)	Objective structured clinical exam (OSCE)
Level 3	Able to independently execute the activity when assigned by supervisor; trusted to ask for help	Indirectly supervises trainee; readily available while trainee performs task(s)	Direct observation

EPA Preceptor Workshop Companion Documents

Dr. Seena L. Haines

Level 4	Trusted to independently perform the activity; seeks guidance when needed	Reactively and intermittently supervises; available at a distance; reviews performance at periodic intervals	Workplace based assessment; samples of work
Level 5	Able to skillfully perform the activity; trusted to independently determine what tasks should be performed; can supervise others	Sets overall expectations and goals; annually reviews performance	Outcome evaluation; 360° evaluations

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Activity Two

AACP Core Entrustable Professional Activities for New Pharmacy Graduates^{a,b}

Appendix 1

Patient Care Provider Domain: Collect information to identify a patient's medication-related problems and health-related needs.	Example Supporting Tasks: <ul style="list-style-type: none"> 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.
Analyze information to determine the effects of medication therapy, identify medication-related problems , and prioritize health-related needs.	<ul style="list-style-type: none"> Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral. Measure an adult patient's vital signs and interpret the results (e.g., body temperature, pulse rate, respiration rate, and blood pressure). Interpret laboratory test results. Identify drug interactions. Perform a comprehensive medication review (CMR) for a patient. Assess a patient's health literacy using a validated screening tool. Compile a prioritized health-related problem list for a patient. Evaluate an existing drug therapy regimen.
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.	<ul style="list-style-type: none"> Follow an evidence-based disease management protocol. Develop a treatment plan with a patient. Manage drug interactions. Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan. Determine the appropriate time interval(s) to collect monitoring data. Create a patient-specific education plan.
Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	<ul style="list-style-type: none"> Write a note that documents the findings, recommendations, and plan from a patient encounter. Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test. Educate a patient on the use of medication adherence aids. Assist a patient with behavior change (e.g., use shared decision making and motivational strategies).
Follow-up and monitor a care plan.	<ul style="list-style-type: none"> Collect monitoring data at the appropriate time interval(s). Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan. Recommend modifications or adjustments to an existing medication therapy regimen based on patient response. Present a patient case to a colleague during a handoff or transition of care.
Interprofessional Team Member Domain: Collaborate as a member of an interprofessional team.	Example Supporting Tasks: <ul style="list-style-type: none"> Contribute medication-related expertise to the team's work. Explain to a patient, caregiver, or professional colleague each team member's role and responsibilities. Communicate a patient's medication-related problem(s) to another health professional. Use setting appropriate communication skills when interacting with others Use consensus building strategies to develop a shared plan of action.
Population Health Promoter Domain: Identify patients at risk for prevalent diseases in a population.	Example Supporting Tasks: <ul style="list-style-type: none"> Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g., hypertension, diabetes, depression).
Minimize adverse drug events and medication errors.	<ul style="list-style-type: none"> Assist in the identification of underlying system-associated causes of errors. Report adverse drug events and medication errors to stakeholders.
Maximize the appropriate use of medications in a population.	<ul style="list-style-type: none"> Perform a medication use evaluation. Apply cost-benefit, formulary, and/or epidemiology principles to medication-related decisions.
Ensure that patients have been immunized against vaccine-preventable diseases.	<ul style="list-style-type: none"> Determine whether a patient is eligible for and has received CDC-recommended immunizations. Administer and document CDC-recommended immunizations to an adult patient. Perform basic life support.
Information Master Domain: Educate patients and professional colleagues regarding the appropriate use of medications.	Example Supporting Tasks: <ul style="list-style-type: none"> Lead a discussion regarding a recently published research manuscript and its application to patient care. Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional(s) or lay audience.
Use evidence-based information to advance patient care.	<ul style="list-style-type: none"> Retrieve and analyze scientific literature to make a patient-specific recommendation. Retrieve and analyze scientific literature to answer a drug information question.
Practice Manager Domain: Oversee the pharmacy operations for an assigned work shift.	Example Supporting Tasks: <ul style="list-style-type: none"> Implement pharmacy policies and procedures. Supervise and coordinate the activities of pharmacy technicians and other support staff. Assist in training pharmacy technicians and other support staff. Assist in the evaluation of pharmacy technicians and other support staff. Identify pharmacy service problems and/or medication safety issues. Maintain the pharmacy inventory. Assist in the management of a pharmacy budget. Interpret pharmacy quality and productivity indicators using continuous improvement quality techniques. Assist in the preparation for regulatory visits and inspections.
Fulfill a medication order.	<ul style="list-style-type: none"> Enter patient-specific information into an electronic health or pharmacy record system. Prepare commonly prescribed medications that require basic sterile compounding or basic non-sterile compounding prior to patient use. Determine if a medication is contraindicated for a patient. Identify and manage drug interactions. Determine the patient co-pay or price for a prescription. Ensure that formulary preferred medications are used when clinically appropriate. Obtain authorization for a non-preferred medication when clinically appropriate. Assist a patient to acquire medication(s) through support programs.
Self-Developer Domain: Create a written plan for continuous professional development .	Example Supporting Tasks: <ul style="list-style-type: none"> Create and update a curriculum vitae, resume, and/or professional portfolio. Perform a self-evaluation to identify professional strengths and weaknesses.

^a in compliance with federal, state and local laws and regulations
^b all words or phrases in **bold** are defined in the glossary



Core Entrustable Professional Activities for New Pharmacy Graduates

Appendix 2: Glossary

Term	Definition	References
Adverse effect/ Adverse drug event	An injury resulting from medical intervention related to a drug. This includes medication errors, adverse drug reactions, allergic reactions, and overdoses.	Health Care Quality and Patient Safety, Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services. https://health.gov/hcq/ade.asp . Accessed September 26, 2016.
Basic life support	Defined as a variety of noninvasive emergency procedures performed to assist in the immediate survival of a patient, including cardiopulmonary resuscitation, hemorrhage control, stabilization of fractures, spinal immobilization, and basic first aid.	Colwell CB, Soriya G. Basic Life Support. In: Vincent J-L, Hall JB, eds. <i>Encyclopedia of Intensive Care Medicine</i> . Berlin, Heidelberg: Springer; 2012:285–288.
Basic non-sterile compounding (new term basic <795> USP compounding)	See reference for more information	United States Pharmacopeia. Pharmaceutical Compounding—NonSterile Preparations. http://www.usp.org/sites/default/files/usp_pdf/EN/USP/USP-795.pdf . Accessed October 24, 2016.
Basic sterile compounding (new term basic <797> USP compounding)	See reference for more information There is a USP dictionary or USP Compounding Compendium that might have a succinct definition	United States Pharmacopeia. Pharmaceutical Compounding—Sterile Preparations. http://www.usp.org/sites/default/files/usp_pdf/EN/USP/USP-797-proposed-revisions-sep-2015.pdf . Accessed October 24, 2016.
Behavior change (include Motivational strategies)	Things people can do to for themselves to positively impact health outcomes	Prochaska JO, DiClemente CC, Norcross, JC. In Search of How People Change. <i>American Psychologist</i> . 1992; 27 (9), 1102–1114. Rollnick S, Miller WR, Butler CC. <i>Motivational Interviewing in Health Care: Helping Patients Change Behavior</i> . New York: The Guildford Press, 2008.
Communication skills	Communication skills include: active listening, non-verbal, clarity, confidence, empathy, open-mindedness, respect, feedback, and choosing the right medium.	Effective Interpersonal Communication: A Handbook for Healthcare Providers. http://ccp.jhu.edu/documents/EffectiveInterpersonalCommunicationHandbookforProviders_o.pdf . Accessed October 24, 2016.
Comprehensive Medication review	Is an interactive, person-to-person or telehealth medication review and consultation of a beneficiary's medications (including prescriptions, over-the-counter (OTC) medications, herbal therapies, and dietary supplements) by a pharmacist or qualified provider that is intended to aid in assessing medication therapy and optimizing patient outcomes.	The Centers for Medicare & Medicaid Services. Medicare Part D Medication Therapy Management Program Standardized Format. https://www.cms.gov/Medicare/Prescription-Drug-Coverage/Prescription-DrugCovContra/Downloads/MTM-Program-Standardized-Format-English-and-Spanish-Instructions-Samples-v032712.pdf . Accessed 10/1/2016
Continuous professional development (CPD)	Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	Medina MS, Plaza CM, Stowe CD, Robinson ET, DeLander G, Beck DE, Melchert RB, Supernaw RB, Roche VF, Gleason BL, Strong MN, Bain A, Meyer GE, Dong BJ, Rochon J, Johnston P. Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes 2013. <i>Am J Pharm Educ</i> . 2013