

## AACP Webinar Handout: “It’s all about trust! A preceptor’s guide to EPAs in Experiential Education

### COEPA 2022 Entrustment Scale

Table 4. Entrustment Scale for Entrustable Professional Activities\*

<b>Level</b>	<b>Description</b>
Observe only	Learner is permitted to observe only. Even with direct supervision, learner is not entrusted to perform the activity or task.
Direct Supervision	Learner is entrusted to perform the activity or task with direct and proactive supervision. Learner must be observed performing task in order to provide immediate feedback.
Reactive Supervision	Learner is entrusted to perform the activity or task with indirect and reactive supervision. Learner can perform task without direct supervision but may request assistance. Supervising pharmacist is quickly available on site. Feedback is provided immediately after completion of activity or task.
Intermittent Supervision	Learner is entrusted to perform the activity or task with supervision at a distance. Learner can independently perform task. Learner meets with supervising pharmacist at periodic intervals. Feedback is provided regarding overall performance based on sample of work.
General Direction	Learner is entrusted to independently decide what activities and tasks need to be performed. Learner entrusted to direct and supervise activities of others. Learner meets with supervising pharmacist at periodic intervals. Feedback is provided regarding overall performance based on broad professional expectations and organizational goals.

\*Table adapted from: Haines ST, et al. AJPE.2016;80(9):S20. Published in: Medina MS, et al. AJPE.2023;87(8). The expected performance level upon graduation from a PharmD program should be reactive supervision. Example entrustment scales with sub-levels that can be used to provide early learners additional feedback can be found in references.

COEPA examples



# The University of Texas at Austin College of Pharmacy

Observe Only / Direct Supervision	Direct Supervision	Reactive Supervision	Intermittent Supervision
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<b>Entrustment Statement</b>	I trust the learner to perform the task only with proactive supervision and/or frequent correction	I trust the learner to perform the task with supervision and/or correction	I trust the learner to perform the task with limited supervision and/or correction	I trust the learner to perform the assigned task
<b>College Ratings</b>	Significant Deficits Exist	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>Ratings Description</b>	Student has rarely demonstrated the competency at an acceptable level and often does not complete tasks	Student has not consistently demonstrated the competency at an acceptable level	Student performed the competency at an acceptable level	Student has excelled in performing competency
<b>Guidance</b>	Student requires continual guidance from preceptor	Student requires frequent guidance from preceptor	Student has met expectations but requires occasional guidance from preceptor	Student performs above expectations and requires minimal guidance from preceptor

# ROSEMAN UNIVERSITY OF HEALTH SCIENCES

## General Learning Outcomes Assessment Rubric

GENERAL LEARNING OUTCOMES				
5	4	3	2	1
<p>I trust the student completely as an independent practitioner (upon licensure)</p> <p style="text-align: center;">AND</p> <p><i>This student is qualified to give meaningful feedback to other learners for this outcome.</i></p>	<p>I trust the student completely as an independent practitioner (upon licensure)</p>	<p>I trust the student, with <b>limited correction.</b></p> <p style="text-align: center;">AND</p> <p><i>The student is self-directed and seeks guidance as necessary.</i></p>	<p>I trust the student, with direct supervision and <b>frequent correction.</b></p> <p style="text-align: center;">AND</p> <p><i>The student accepts feedback for performance improvement.</i></p> <p><i>If selected on FINAL assessment by PRECEPTOR, student will receive a No Pass (NP) for the rotation.</i></p>	<p>I only trust the student, with <b>specific direction</b> and direct supervision.</p> <p style="text-align: center;">AND</p> <p><i>The student requires significant correction for performance improvement.</i></p> <p><i>If selected on FINAL assessment by PRECEPTOR, student will receive a No Pass (NP) for the rotation.</i></p>



## PHARMACY SCHOOL

<p><b>Level 1</b> <b>Description:</b> Learner is permitted to <b>observe only</b>. Even with direct supervision, learner is not entrusted to perform the activity or task.</p> <p>If you assess your student to be at a level 1 entrustability, you would choose <b>"I trust the student to only observe me completing the task"</b> as the assessment statement on rubrics or evaluations</p>	<p><b>IPPE</b></p>
<p><b>Level 2</b> <b>Description:</b> Learner is entrusted to perform this activity or task with <b>direct and proactive supervision</b>. Learner must be observed directly in order to provide immediate feedback for direction.</p> <p>If you assess your student to be at a level 2 entrustability, you would choose <b>"I trust the student to complete this task with direct supervision (standing next to me)"</b> as the assessment statement on rubrics or evaluations</p>	<p><b>IPPE</b></p>
<p><b>Level 3</b> <b>Description:</b> Learner is entrusted to perform the activity or task with <b>indirect and reactive supervision</b>. Learner can perform the task without direct supervision but may need minimal assistance or correction. Learner needs feedback immediately after completion of the task</p> <p>If you assess your student to be at a level 3 <u>entrustability</u>, you would choose <b>"I trust the student to complete the task independently while I am in close proximity"</b> as the assessment statement on rubrics or evaluations</p>	<p><b>Late IPPE</b> <b>Early APPE</b></p>
<p><b>Level 4</b> <b>Description:</b> Learner is entrusted to perform the activity or task with <b>supervision at a distance</b>. Learner can independently perform the task. Learner may need to meet with a supervising pharmacist at periodic intervals to provide future feedback and continued growth.</p> <p>If you assess your student to be at a level 4 entrustability, you would choose <b>"I trust the student to complete independently without me nearby"</b> as the assessment statement on rubrics or evaluations</p>	<p><b>Late APPE</b> <b>Resident</b></p>



# University of Texas at El Paso

Level	Observe only	Direct Supervision	Reactive Supervision	Intermittent Supervision	General Direction
<b>Description*</b>	Learner is permitted to observe only. Even with direct supervision, learner is not entrusted to perform the activity or task.	Learner is entrusted to perform the activity or task with direct and proactive supervision. Learner must be observed performing task <u>in order to provide immediate feedback</u> .	<u>Learner</u> is entrusted to perform the activity or task with indirect and reactive supervision.	Learner is entrusted to perform the activity or task with supervision at a distance. Learner can independently perform <u>task</u> .	<u>Learner</u> is entrusted to independently decide what activities and tasks need to be performed. Learner entrusted to direct and supervise activities of others.
<b>Preceptor may say the following to the student: #</b>	“Let’s talk about this first” “Watch me do this”	“Let’s do this together” “I’ll watch you”	“You go ahead, and I’ll double check <b>all</b> of your findings” (Full review)	“You go ahead, and I’ll check <b>some</b> of your findings” (Spot-checking)	“You’re in charge, call me if you have any questions” (Follow up as needed)

\*Adapted from the AACP COEPA 2022 entrustment scale. #Adapted from the Modified Chen Preceptor Entrustment Scale.



## Polling Questions Information

### Question #1: Driving EPA Example

You have a 15 year old student driver who has successfully completed the written test for a driver's learning permit.

- They are able to start the car and put it in the various gears.
- They are able to drive the car down the neighborhood street.
- They express nervousness about getting out into traffic or having to make quick decisions.

### Question #2: Scenario 1

NS is a student in the first week of their community introductory pharmacy practice experience who is completing a drug utilization review.

- They are able to obtain information from the pharmacy system and identify the issue with minimal assistance.
- They are not sure about how to resolve the issue and when prompted are not comfortable contacting the provider to see about changing the prescription.

### Question #3: Scenario 2

KW is a student on an advanced ambulatory care experience.

- At the midpoint, the preceptor feels confident that KW can go into the room by herself, interview patients with diabetes, and perform a medication review.
- After the interview, KW must exit the room, present a summary to her preceptor, and have any recommendations approved before presenting them to the patient or provider.
- KW still needs significant help and corrections when documenting her findings and making recommendations in the electronic health record.

## Question #4: Scenario 3

CF is a student on a critical care rotation.

- CF is able to write up cases and create care plans with minimal direction from her preceptor meeting to review plans at the end of the day.
- She has answered several DI questions during the rotation and the answers have been complete and utilized primary literature.
- Responses during individual sessions with her preceptor indicate she has the knowledge.
- She is, however, quiet on rounds, makes some suggestions during team patient care rounds, but requires prompting from her preceptor for more complex recommendations.