

FROM ASSESSMENT OF COMPETENCE TO ENTRUSTABLE PROFESSIONAL ACTIVITIES

Sally Marotti¹, Yu Ting Sim¹, Karen Macolino¹ Debra Rowett²

1. SA Pharmacy Central Adelaide Health Network (CALHN)

2. University of South Australia

sally.marotti@sa.gov.au

Background

- Entrustable Professional Activities (EPAs) are a relatively new concept developed by medical educators to translate the theory of competency based education into practice
- EPAs are units of professional tasks or professional responsibilities that the learner (student/intern) needs to be able to be entrusted to perform with supervision at a distance.¹
- An EPA requires proficiency in multiple competencies simultaneously, and is a more suitable focus for assessment than separate competencies²
- EPA-based assessment results in summative entrustment decisions to act under a specified level of supervision²
- Professional Practice Reviews (PPRs) are currently used in SA Pharmacy to support the learner (student/intern/pharmacist) in development of their skills in undertaking specific clinical processes. They promote self-reflection, consistency and sharing of information and provide a template to facilitate objective, specific and relevant feedback to promote professional skills development
- Competencies are descriptors of the qualities of individual persons, EPAs describe the work that is being done or must be done in the workplace²

Aim

- To review the use of Statewide teaching tools, PPRs, used to support the development and learning of students/interns and pharmacists and compare to current literature describing EPAs

Method

- A literature search was performed to determine how EPAs are used in pharmacy education worldwide as a framework for assessment of multiple competencies, with a particular focus on utilisation of language and framing
- PPRs were reviewed for suitability to be adapted into EPAs
- SA Pharmacy PPRs were matrix- mapped to the 2016 National Competency Standards Framework for Pharmacists in Australia³

Results

- EPAs are being used widely in medical education and increasingly in pharmacy education
- Both EPAs and PPRs are discrete tasks or responsibilities that are mapped to a competency matrix, they are also observable activities that are measureable and have a designated time frame
- With PPRs the unit of assessment is the ability of an individual pharmacist, for an EPA the unit of assessment is the outcome of the activity, with levels of entrustability (see Figure 1)
- Both PPRs and EPAs are embedded in the clinical context and focus on integration of competencies needed to deliver care assessment.
- PPRs required proficiency in multiple domains in the National Competency Standards³ (see Figure 2)
- The PPRs were reviewed and adapted to be used as EPAs which will be trialled in the undergraduate pharmacy experiential placement program, in parallel with the statewide intern training program, and SA Pharmacy Pharmacist orientation program.

Figure 1: Level of Entrustability



Conclusion

PPRs with modification could become EPAs with feedback to the learner of their ability to perform professional activities with varying degrees of supervision or entrustment.

Language is critical and we have identified several areas where the PPRs could be adapted to facilitate learning as an EPA, including removing labelling such as 'review', and removing adjectives that refer to proficiency levels, and ensuring the wording is neutral. This EPA model could be applied to pharmacy education to develop an assessment framework across the pharmacy practice curriculum.

Figure 2: PPR Mapped Matrix to 2016 National Competency Standards

	2016 National Competency Standards Framework: Domains & Standards																									
	Domain 1: Professionalism & Ethics					Domain 2: Communication & Collaboration			Domain 3: Medicines Management & patient care				Domain 4: Leadership & management			Domain 5: Education & research										
	1.1 Uphold professionalism in practice	1.2 Observe and promote ethical standards	1.3 Practice within applicable legal framework	1.4 Maintain and extend professional competence	1.5 Apply expertise in professional practice	1.6 Contribute to continuous improvement in quality and safety	2.1 Collaborate and work in partnership for the patient-centred, culturally responsive care delivery	2.2 Collaborate with professional colleagues	2.3 Communicate effectively	2.4 Apply interpersonal communication skills to address problems	3.1 Develop a patient-centred, culturally responsive approach to medication management	3.2 Implement the medication management strategy or plan	3.3 Monitor and evaluate medication management	3.4 Compound medicines	3.5 Support Quality Use of Medicines	3.6 Promote health and well-being	4.1 Show leadership of self	4.2 Manage professional contribution	4.3 Show leadership in practice	4.4 Participate in organisational planning and review	4.5 Plan and manage physical and financial resources	4.6 Plan, manage and build human resource capability	4.7 Participate in organisational management	5.1 Deliver education and training	5.2 Participate in research	5.3 Research, synthesise and integrate evidence into practice
Dispensary Procedures	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Medication History Taking	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Assessment of Current Medication Management, Clinical Review & Chart Annotation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Therapeutic Drug Monitoring	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Discharge/Transfer Facilitation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Patient Education and Liaison	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

References

- Jarrett JB et al. Entrustable Professional Activities as a Novel Framework for Pharmacy Education. Am J Pharm Educ 2018; 82(5) Article 6256: 368-375
- Ten Cate O, Chen HC, Hoff RG, Peters H, Bok H, van der Schaaf M. Curriculum development for the workplace using entrustable professional activities (EPAs): AMEE Guide N 99. Med Teach. 2015;37(11):983-1002
- National Competency Standards Framework for Pharmacists in Australia; 2016 <https://www.psa.org.au/practice-support-industry/national-competency-standards/>