

60th Annual Meeting

Sparkle Shine
Celebrate!

Trust, But Verify: Entrustment Levels Every Preceptor Should Master

Melissa Ruble, PharmD, BCPS, FFSHP
Assistant Dean of Experiential Programs and Professor | University of South Florida Health Taneja College of Pharmacy

Margareth Larose-Pierre, PharmD, RPh
Founding Campus Dean, Director and Professor | Florida Agricultural & Mechanical University

1

60th Annual Meeting

Sparkle Shine
Celebrate!

Disclosure

We do not have a vested interest in or affiliation with any corporate organization offering financial support or grant monies for this continuing education activity, or any affiliation with an organization whose philosophy could potentially bias our presentation (within the last 12 months).

PowerPoint "Design Suggestions" were used to assist with slide design.

2

60th Annual Meeting

Sparkle Shine
Celebrate!

Presentation Objectives

01

Summarize critical updates to the AACP Standards and their impact on competency-based assessments within experiential learning

02

Apply entrustment levels to assess student performance using updated assessment tools

03

Develop a plan to implement accurate entrustment ratings and effective feedback into student experiential evaluations

3

60th Annual Meeting

Sparkle Shine
Celebrate!

Accreditation Council for Pharmacy Education
Advancing Excellence in Pharmacy Programs and Standards. ACPE. 2026. <https://www.acpe-accredit.org>

4

60th Annual Meeting

Sparkle Shine
Celebrate!

American Association of Colleges of Pharmacy

About Us, American Association of Colleges of Pharmacy. 2026. <https://www.aacp.org/about-aacp>

5

60th Annual Meeting

Sparkle Shine
Celebrate!

ACPE Standards Update July 2025

Our Standards & Policies

Accreditation of professional degree programs in pharmacy provides a national basis for quality assurance. For the profession, accreditation provides a means for practitioners to participate in setting of requirements for preparation to enter the profession. Accreditation also assures improvement in the professional services available to the general public since accredited programs are expected to modify their requirements to reflect advances in knowledge and practice. ACPE Standards outline required elements for accreditation. Accreditation decisions are based upon the extent to which a PharmD program meets the expectations of ACPE Standards

The latest standards approved by the ACPE Board of Directors, effective July 1, 2025

ACPE Standards 2025

Crosswalk of Standards 2016 to 2025

2025 Rubric V1.0

PharmD Program Accreditation, Accreditation Council for Pharmacy Education. 2026. <https://www.acpe-accredit.org/program/pharmd-program-accreditation/>

6



FSHP 10th Annual Meeting



Sparkle Shine
Celebrate!

IPPE and APPE Expectations: Standards 2016 vs. Standards 2025

Area	Standards 2016	Standards 2025
Overall Philosophy	Emphasis on exposure and completion of experiences; outcomes addressed but less explicit linkage to assessment "IPPEs <u>expose</u> students to common contemporary U.S. practice models"	Explicit focus on producing practice-ready and team-ready graduates with documented outcomes and assessment evidence "IPPEs <u>involve</u> students in common contemporary U.S. practice models"
Assessment Emphasis	Assessment required, but often focused on course and rotation completion and global ratings	Strong emphasis on outcome data, competency demonstration, and use of assessment to improve program quality
Competency and Readiness	Implicit linkage to readiness through CAPE outcomes	Explicit alignment with <u>competency-based education, COPEA, and expectations for practice and team readiness</u>

CAFE: Center for the Advancement of Pharmacy Education
 COPEA: Curricular Outcomes and Enrichment Professional Activities
 Accreditation Standards and 4e Elements for the Professional Program, 2025
 Medina MS, Am J Pharm Educ. 2023.



FSHP 60th Annual Meeting

Sparkle Shine Celebrate!

Effective: February 2026

AACAP Strategic Plan

Advancing the Pharmacy Academy Toward a Resilient Future

Advancing the Pharmacy Academy Toward Resilient Future, Feb 2026. <https://www.aacp.org/sites/default/files/2026-02/StrategicPlan-2026-current.pdf>

FSPH *60th Annual Meeting*

AACP Strategic Plan "Advancing Pharmacy Academy Toward a Resilient Future"

Sparkle Shine Celebrate!

Four Priority Areas

- **Education**, Practice, Research & Scholarship, and Outreach & Engagement

Education

- **Goal 1, Objective 1:** To build national capacity for **Competency Based Education** by exploring **program readiness**, strengthening foundational and implementation resources, and sharing learning and outcomes from **early adopters**

Advancing the Pharmacy Academy Toward a Resilient Future, Feb 2026. <https://www.aacp.org/sites/default/files/2026-02/StrategicPlan-2026-current.pdf>



What is Competency-Based Pharmacy Education?

“**Outcomes-based** curricular model of an organized **framework of competencies (knowledge, skills, attitudes)** for pharmacists to **meet health care and societal needs.** This **learner-centered** curricular model aligns **authentic teaching and learning strategies and assessment** (emphasizing workplace assessment and quality feedback), while **de-emphasizing time.**”

Daugherty KK, Am J Pharm Educ. Jan 2024.

[illegible]

[illegible]

13

FSHP 60th Annual Meeting

Sparkle Shine
Celebrate!

Assessing Experiential Learning: What Counts Now

- BE DIRECTLY OBSERVABLE WITH QUALITY FEEDBACK
- ALIGN WITH EPAS (PPCP)
- PROVIDE EVIDENCE OF INCREASING INDEPENDENCE (ENTRUSTMENT)
- BE CONSISTENT ACROSS SITES AND PRECEPTORS

Medina MS, Am J Pharm Educ. 2023.

14



FSHP

10th Annual Meeting

**Sparkle Shine
Celebrate!**

Using Entrustment Levels to Assess Student Performance

Level	Description
Observe Only (Below Competency)	Learner is permitted to observe only. Learner is not entrusted to perform the task even with direct supervision. The learner is unable to operationalize the knowledge. This level of entrustment is acceptable at the midpoint of the Introductory Pharmacy Practice Experience (IPPE) but is unacceptable in the Advanced Pharmacy Practice Experience (APPE) Level of entrustment is low.
Direct Supervision (Developing Competency)	The learner is entrusted to perform this activity with direct and proactive supervision. The learner has broad knowledge but needs to be told what to do to correct performance. This level of entrustment is appropriate for IPPE at the end of the rotation. This level of entrustment is appropriate for APPE at the midpoint of their rotation. Level of entrustment is moderate.
Reactive Supervision (Meets Competency)	The learner is entrusted to perform the activity with indirect and reactive supervision. The Entrusted Professional Activity (ECPA) Session, presented at the AACP Annual Meeting Pharmacy Education 2013, July 27-29, Aurora, Colorado. The pharmacist/preceptor is available on site and can provide feedback once the task is completed. This level of entrustment is appropriate for APPE at the end of their rotation. Level of entrustment is high.

Adapted from Halnes ST, Gleason BL, Kantorovich A, et al. Report of the 2015 2016 AACAP, AACAP 2016/2017 S20 and Guidance on the Implementation of the New Curricular Outcomes for Entrusted Professional Activities (ECPA) Session, presented at the AACP Annual Meeting Pharmacy Education 2013, July 27-29, Aurora, Colorado.

15



Sparkle Shine Celebrate!



Application of Entrustment Levels in Activity Assessment

16



FSHP
Florida State Health Planning
10th Annual Meeting



**Sparkle Shine
Celebrate!**

Florida Experiential Education Consortium APPE Rubrics

(Example of Assessment Tools)

Advanced Pharmacy Practice Experience [APPE] in Direct Patient Care (Adult Med/Gen Med; Ambulatory Care; Direct Patient Care Electives)	Level of Entrustment			Example Tasks
Below Competency	Developing Competency	Meets Competency	<u>Sample tasks</u> are provided to aid preceptors in assessing the learning activity. This compilation is by no means comprehensive, and students are not required to accomplish all the tasks to demonstrate competency.	
Learning Activities (12)	<i>"Watch me do this"</i>	<i>"I'll watch you do this task"</i>	<i>"You go ahead and do this task, and I'll double check"</i>	
Collect				
1. Collect information necessary to identify a patient's medication-related problems and health-related needs. (EPA 1)				• Collect a history from a patient or caregiver. • Collect a medication history from a patient or caregiver. • Collect a patient's experience with medication (e.g., adverse/side effects). • Collect information related to barriers for patients to take their medication(s). • Collect objective information from the patient (e.g., physical exam, point of care testing). • Collect data from a patient's electronic health, digital health, or medication record.
<u>Related Educational Outcomes:</u> Learner, Problem Solver, Communicator, Ally, Provider, Collaborator				

*Consent Required for Below Competency or Developmental Competency

17

The banner features a dark blue background with a subtle pattern of stars and constellations. On the left, the FSHIP logo is displayed, consisting of a circular emblem with a building and the text 'FSHP' below it. To the right of the logo, the text '60th Annual Meeting' is written in a cursive, gold-colored font. On the far right, the phrase 'Sparkle Shine Celebrate!' is written in a large, bold, gold-colored font, with 'Sparkle Shine' on one line and 'Celebrate!' on the next. The overall design is festive and celebratory.

18

FSHP 60th Annual Meeting Sparkle Shine Celebrate!			
Professionalism Rubric Snapshot			
Professionalism (EO 3.2) (Exhibits attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society) <i>Sample tasks are provided to aid preceptors in assessing each core value.</i> *This compilation is by no means comprehensive, and students are not required to accomplish all the tasks to demonstrate competency.			
	Unacceptable	Developing	Acceptable
Altruism, Compassion and Empathy *Demonstrates an ability to show genuine care and concern for others' well-being, displaying a compassionate attitude in interactions *Exhibits a sense of empathy, actively listening to others without judgment, and offering support in an understanding manner *Handles difficult situations with grace and empathy, maintaining a compassionate approach even in challenging and stressful circumstances *Demonstrates the ability to understand the feelings and perspectives of others			
Comments:			

19

FSHP 60th Annual Meeting

Sparkle Shine Celebrate!

Getting Oriented to Entrustment Levels

Using the handout provided, review the three entrustment levels.

In your own words, how would you explain the difference between “Developing Competency” and “Meets Competency” to a student?

20

FSHP 60th Annual Meeting

Sparkle Shine Celebrate!

Matching Supervision to Entrustment

Review the supervision descriptions in the handout.

Which supervision level do you use most often with students at the beginning of a rotation?

What changes would you expect to see before moving a student to the next level?

21

FSHP 60th Annual Meeting

Sparkle Shine Celebrate!

Basic vs. Complex Tasks

Look at the “Basic Tasks” and “Complex Tasks” rows.

Name one basic task and one complex task from your practice site.

Would you expect a student to be entrusted at the same level for both? Why or why not?

22

FSHP 60th Annual Meeting Sparkle Shine Celebrate!			
Example Tasks & Expected Competency of EPA			
Learning Activities	Level of Entrustment		
	Below Competency	Developing Competency	Meets Competency
1. Create a care plan in collaboration with the patient, often assisted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment. (20% 3)	*Watch me do this* *I'll watch you do this task*	*I'll watch you do this task, and I'll shadow you* *I'll shadow you*	*I'll go ahead and do this task, and I'll shadow you* *This compilation is by no means comprehensive, and students are not required to accomplish all the tasks to demonstrate competency.*
Related Educational Outcomes: Learner, Problem Solver, Communicator, #3, Provider, Advocate, Collaborator, Leader			Example Tasks *Create patient-centered treatment goals* *Create a prioritized list of evidence-based and patient-centered treatment options to discuss with members of the healthcare team (attendees/consultants)* *Create a patient-centered treatment plan* *Create a treatment plan that incorporates potential strategies to minimize cost for the patient, such as formulary review, patient education programs, medication discount programs* *Create a plan to monitor the safety and efficacy of the treatment plan* *Create an individualized education plan for the patient and/or caregiver*
Comment Required for Below Competency or Developing Competency			

23

FSHP 60th Annual Meeting

Sparkle Shine Celebrate!

Competency-Based Assessments & Feedback

Competency-based assignments provide several methods of assessment and opportunities for feedback.

The following assignments can serve to assess student competencies:

- Chart reviews prior to rounds and active participation on rounds (preparation, participation, interprofessional behaviors, etc.)
- Patient interviews (patient interaction/relation/communication, professional identity, etc.)
- Creation of care plans (critical thinking, completeness of tasks)
- Clinical interventions (dosage adjustments, pharmacokinetic calculations, etc.)
- Drug utilization reviews and other projects (writing skills, etc.)
- Case presentations (teaching/presentation skills, literature search, content delivery)
- Journal club presentations (Verbal and written communication)
- Professional interactions (Interprofessional skills, communication, teamwork, etc.)

24

Types of and Paths to Effective Feedback From Preceptor to Student

- Routine oral feedback can be done daily to assist student in performing tasks more effectively and progressively improve skills
- Written feedback can be done routinely but definitely at the midpoint evaluation. Written feedback should be detailed, succinct, and actionable to allow students to understand what needs to be done
- Feedback should be formative and constructive (we're in it to win it). Students should be able to utilize feedback to improve skills for future assignments. Is the feedback diagnostic, prescriptive, descriptive, and/or micro? What is the intended outcome of the feedback?*
- Students should feel a sense of commitment and guidance from the preceptor when feedback is provided. This also helps build trust and professional relationships.

** <https://theadvantage.com/blog/the-four-paths-to-effective-feedback/>

25

Key Takeaways

What is one change you could make immediately to better understand the entrustment ratings?

What concerns or barriers came up most often in your groups?

What resources or trainings would help you feel more confident using entrustment-based evaluations?

If you had to explain entrustment-based assessment to a new preceptor in one sentence, what would you say?

26

References

1. Advancing Excellence in Pharmacy Programs and Standards. Accreditation Council for Pharmacy Education. Updated 2026. Accessed March 15, 2026. <https://www.acpe-accredit.org>
2. About Us. American Association of Colleges of Pharmacy. Updated 2026. Accessed March 15, 2026. <https://www.aacp.org/about-aacp>
3. PharmD Program Accreditation. Accreditation Council for Pharmacy Education. Updated 2026. Accessed March 15, 2026. <https://www.acpe-accredit.org/program/pharmd-program-accreditation>
4. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Accreditation Council for Pharmacy Education. Updated June 12, 2025. Accessed March 15, 2026. <https://www.acpe-accredit.org/wp-content/uploads/ACPEStandards2025.pdf>
5. Medina MS, Farland MZ, Conry JM, et al. The AACP Academic Affairs Committee's Guidance for Use of the Curricular Outcomes and Entrustable Professional Activities (COEPs) for Pharmacy Graduates. *Am J Pharm Educ*. 2023;87(8):100562. doi:10.1016/j.ajpe.2023.100562
6. Advancing the Pharmacy Academy Toward a Resilient Future. AACP Strategic Plan. Updated February 2026. Accessed March 15, 2026. <https://www.aacp.org/sites/default/files/2026-02/StrategicPlan-2026-current.pdf>
7. Daugherty KK, Chen A, Churchwell MD, et al. Competency-based pharmacy education definition: What components need to be defined to implement it? *Am J Pharm Educ*. 2024;88(1):10624. doi:10.1016/j.ajpe.2023.100624
8. Medina M, Stoltz S, Conry J, et al. Revising the Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes and Entrustable Professional Activities (EPAs): The Report of the 2021-2022 Academic Affairs Standing Committee. *Am J Pharm Educ*. 2023;87(1):ajpe9453. doi:10.5668/ajpe9453
9. Wynne K, Mwangi F, Onifade O, et al. Readiness for professional practice among health professions education graduates: a systematic review. *Front Med (Lausanne)*. 2024;11:1472834. Published 2024 Nov 8. doi:10.3389/fmed.2024.1472834

27

Questions?

28

Trust, But Verify: Entrustment Levels Every Preceptor Should Master

Melissa Ruble, PharmD, BCPS, FFSHP
Email: mruble@usf.edu

Margareth Larose-Pierre, PharmD, RPh
Email: margareth.larose@fam.u.edu

Thank you!

29