**METHODS**

AACP Core EPAs for New Pharmacy Graduates*  

**EPA 1**  
Collect information to identify a patient’s medication-related problems and health-related needs.

**EPA 2**  
Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.

**EPA 3**  
Establish patient-centered goals and create a care plan in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.

**EPA 4**  
Implement a care plan in collaboration with the patient, caregiver(s), and other health-related needs.

**EPA 5**  
Follow-up and monitor a care plan.

**Interprofessional Team Member Domain**  

**EPA 6**  
Collaborate as a member of an interprofessional team.

**Population Health Promotion Domain**  

**EPA 7**  
Identify patients at risk for preventable diseases in a population.

**EPA 8**  
Minimize adverse drug events and medication errors.

**EPA 9**  
Maximize the appropriate use of medications in a population.

**EPA 10**  
Ensure that patients have been immunized against vaccine preventable diseases.

**Information Management Domain**  

**EPA 11**  
Use information-based feedback to advance patient care.

**Practice Manager Domain**  

**EPA 12**  
Oversee the pharmacy operations for an assigned work shift.

**EPA 13**  
Fulfill a medication order.

*AACP Core EPA: “Create a written plan for continuous professional development” was excluded from this survey.

**RESULTS**

How often is each EPA for an entry-level pharmacist?*

<table>
<thead>
<tr>
<th>EPA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
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</thead>
<tbody>
<tr>
<td>All (n=73)</td>
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<td>4.02</td>
<td>3.98</td>
<td>4.09</td>
<td>4.03</td>
<td>3.93</td>
<td>4.04</td>
<td>3.96</td>
<td>4.04</td>
<td>3.97</td>
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<tr>
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<td>4.05</td>
<td>3.97</td>
<td>4.05</td>
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<td>4.02</td>
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<tr>
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</table>

*  

**IMPLICATIONS**

- The majority of preceptors in this cohort agreed that Core EPAs 1-13 were either important or essential for an entry-level pharmacist.

- For nine of the 13 Core EPAs included in our survey, average responses from participating preceptors indicate an expectation that students should be able to perform with reactive (on demand and immediately available) supervision at the beginning of the APPE curriculum. This may indicate the need for preceptor education regarding expectations related to the assessment of entrustment and the need for direct observation in order for levels of entrustment to be accurately assessed as EPAs are formally integrated into the curriculum.

- Preceptors with residency training were more likely to indicate a need for more direct supervision of core EPAs. Additionally, preceptors with a PharmD indicated they were more likely to indicate a need for more direct supervision on 5 of 13 Core EPAs. It is possible that this is related to specialty practice area (although no difference in expectation was found with community setting compared to other groups).

**REFERENCES**

