Developing a competency-driven curriculum at the COEPA cabana is the hottest spot north of Havana
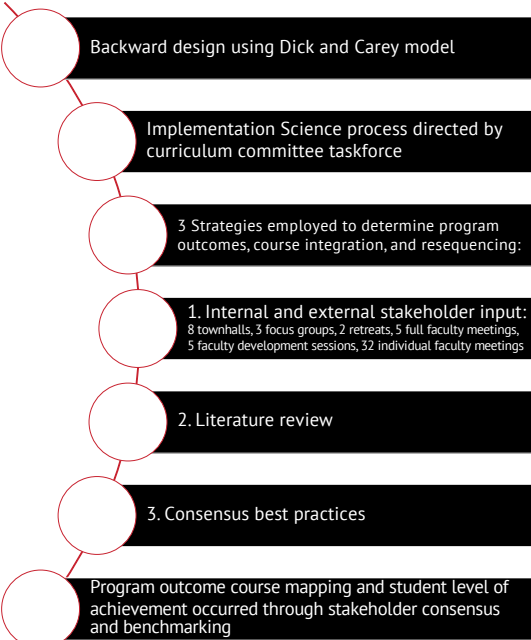
BACKGROUND/OBJECTIVES

Integration of the 2013 CAPE outcomes and entrustable professional activities into Curricular Outcomes and Entrustable Professional Activities (COEPA) was unable to address the design needs of competency-based education (CBE) within its framework.

1. Identify strategies to adopt/integrate COEPA into CBE-based program outcomes
2. Integrate knowledge, skills and attitudes into revised program outcomes
3. Develop a new system of student programmatic achievement

METHODS

- Backward design using Dick and Carey model
- Implementation Science process directed by curriculum committee taskforce
- 3 Strategies employed to determine program outcomes, course integration, and resequencing:
  1. Internal and external stakeholder input:
     8 townhalls, 3 focus groups, 2 retreats, 5 full faculty meetings, 5 faculty development sessions, 32 individual faculty meetings
  2. Literature review
  3. Consensus best practices
- Program outcome course mapping and student level of achievement occurred through stakeholder consensus and benchmarking

References:
Medina, Melissa S., et al. "The AACP AA Cmte's guidance for use of the Curricular Outcomes and Entrustable Professional Activities (COEPA) for pharmacy graduates." American journal of pharmaceutical education 87.8 (2023): 100562.

YOU BETTER WORK

You want to design a CBE-based curriculum using COEPA?

YOU BETTER WORK!

(AND COMMUNICATE)

YOU BETTER WORK!

Take a picture to ⟵········ download the full paper

Northeastern University
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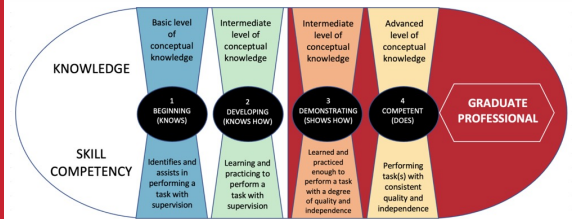**School of Pharmacy and Pharmaceutical Sciences**

RESULTS

- Participation level varied, but was robust (PharmD faculty 100%, PharmD students 30%, preceptors 10%)

1. Revised COEPA integrated program outcomes:

2. Creation of revised outcome achievement levels integrating knowledge, skills and attitudes

3. Creation of program outcomes course map

4. Feedback on methods employed

Successes (≥75% agreement):	Challenges (≥25% agreement):
1. Faculty retreats	1. Stakeholders did not feel "in the know" at times
2. External experts	2. How to get everyone "on board"
3. Dedicated discussion/working time in standard meetings	3. Balance of providing scaffolding vs telling people what to do

Authors:

Michael Gonyeau   Deb Copeland   Stephanie Sibicky