

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

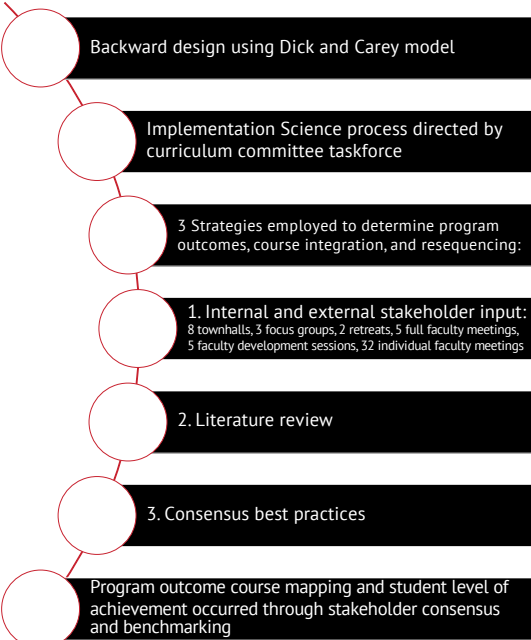


BACKGROUND/OBJECTIVES

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



References:
Medina, Melissa S., et al. "The AACPAAC 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 want to design a CBE-based curriculum using COEPA? YOU BETTER WORK! (AND COMMUNICATE)



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Northeastern University Bouvé College of Health Sciences School of Pharmacy and Pharmaceutical Sciences

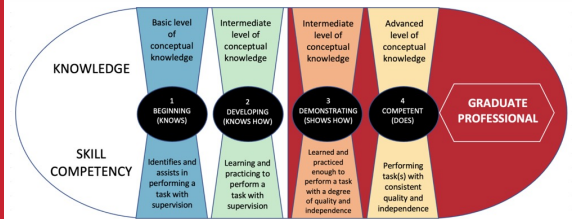
RESULTS

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

1. Revised COEPA integrated program outcomes:

COEPA Outcome	Revised Program Outcome (RPO)
1. Identify the patient's history and physical examination findings, and apply knowledge from the fundamental sciences of biomedical pharmaceuticals to identify the patient's condition. Identify the patient's history and physical examination findings, and apply knowledge from the fundamental sciences of biomedical pharmaceuticals to identify the patient's condition. Identify the patient's history and physical examination findings, and apply knowledge from the fundamental sciences of biomedical pharmaceuticals to identify the patient's condition.	1. Conduct comprehensive history, physical examination, and health-related assessment. Identify the patient's condition. Identify the patient's condition. Identify the patient's condition.
2. Develop a plan of care in collaboration with the patient, other licensed health professionals, and the patient's family, and evaluate the patient's response to the plan of care.	2. Create a plan of care in collaboration with the patient, other licensed health professionals, and the patient's family. Evaluate the patient's response to the plan of care. Evaluate the patient's response to the plan of care.
3. Monitor the patient's response to the plan of care, and evaluate the patient's response to the plan of care.	3. Monitor the patient's response to the plan of care. Evaluate the patient's response to the plan of care. Evaluate the patient's response to the plan of care.
4. Provide patient education, counseling, and support to the patient, other licensed health professionals, and the patient's family.	4. Provide patient education, counseling, and support to the patient, other licensed health professionals, and the patient's family. Provide patient education, counseling, and support to the patient, other licensed health professionals, and the patient's family.
5. Collaborate with the patient, other licensed health professionals, and the patient's family to provide patient education, counseling, and support to the patient, other licensed health professionals, and the patient's family.	5. Collaborate with the patient, other licensed health professionals, and the patient's family to provide patient education, counseling, and support to the patient, other licensed health professionals, and the patient's family.
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2. Creation of revised outcome achievement levels integrating knowledge, skills and attitudes



3. Creation of program outcomes course map

Course	PHAR 101	PHAR 102	PHAR 103	PHAR 104	PHAR 105	PHAR 106	PHAR 107	PHAR 108	PHAR 109	PHAR 110	PHAR 111	PHAR 112	PHAR 113	PHAR 114	PHAR 115	PHAR 116	PHAR 117	PHAR 118	PHAR 119	PHAR 120
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4. Feedback on methods employed

Successes (≥75% agreement):	Challenges (≥25% agreement):
<ol style="list-style-type: none"> 1. Faculty retreats 2. External experts 3. Dedicated discussion/working time in standard meetings 	<ol style="list-style-type: none"> 1. Stakeholders did not feel "in the know" at times 2. How to get everyone "on board" 3. Balance of providing scaffolding vs telling people what to do

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