



Coping with COEPA:

The process to adopt, adapt, and integrate them into Maryland-brand competency-based outcomes

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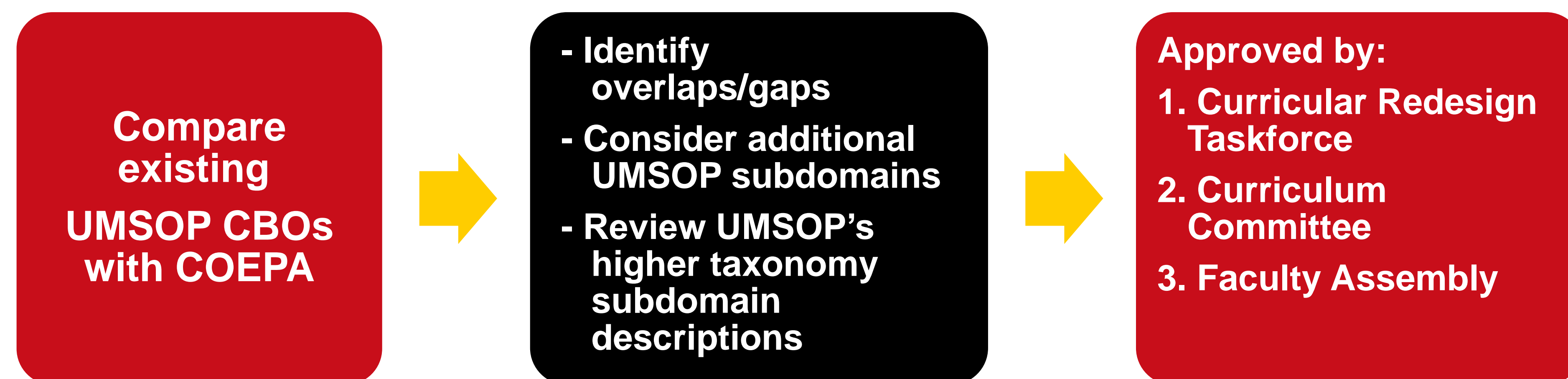
Background

- In May 2022, the University of Maryland School of Pharmacy (UMSOP) developed Competency- Based Outcomes (CBOs) using Entrustable Professional Activities (EPAs) as a guide in preparation for PharmD curriculum reimagination.
- AACP Curricular Outcomes and Entrustable Professional Activities (COEPA) were released in July 2022 and represent the knowledge, skills, and attitudes of pharmacists that all students should demonstrate upon graduation.
- Recent guidance issued by the AACP Academic Affairs Committee and the ACPE Draft Standards 2025 instruct programs to adopt COEPA; programs were advised not to revise or reduce educational outcomes; however, additional outcomes could be incorporated. Subdomain descriptions could increase in taxonomy level to highlight areas of institution specialization.
- Although newly created and adopted to guide PharmD curriculum reimagination process, the Maryland CBOs needed to conform to ACPE Standards 2025 requirements.

Objective

- Align the UMSOP’s existing CBOs with the newly released AACP COEPA.

Methods



Results

- The former Maryland CBOs aligned well with COEPA, requiring only minor changes.
 - Two subdomain descriptions with a higher taxonomy were included.
 - Subdomains of cultural and structural humility and leadership, which were not explicitly addressed in the UMSOP CBOs, were incorporated.
 - Subdomain of antiracism and anti-oppression was added in the attitudes domain and aligned with the one-word descriptor of “Ally.”
- 13 competency-based educational outcomes (CBEOs) and 52 educational objectives were approved.

| Domain | Subdomain | One Word Descriptor | UMSOP Competency-Based Educational Outcomes (CBEOs) | Number of Objectives |
|-----------|------------------------------------|---------------------|--|----------------------|
| Knowledge | Scientific Thinking | Learner | Seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice (biomedical; pharmaceutical; social, behavioral, administrative; and clinical sciences; drug classes; and digital health). | 4 |
| | Problem-solving Process | Problem Solver | Use problem solving and critical thinking skills along with an innovative mindset to address challenges and to promote positive change. | 3 |
| Skills | Communication | Communicator | Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization. | 4 |
| | Cultural and Structural Humility | Ally | Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g. social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes. | 2 |
| | Person-centered Care | Provider | Serve as a medication specialist and provide exemplary population health and person-centered care, including health promotion and preventative care, management of acute and chronic conditions, and management during transitions of care. | 11 |
| | Advocacy | Advocate | Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level. | 2 |
| | Medication-use Process Stewardship | Steward | Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems. | 9 |
| | Interprofessional Collaboration | Collaborator | Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies. | 2 |
| | Population Health and Wellness | Promoter | Assess factors that influence the health and wellness of a population and develop strategies to address those factors. | 4 |
| | Leadership | Leader | Demonstrate responsibility for creating and achieving shared goals, regardless of position, and engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals. | 4 |
| Attitudes | Self-awareness | Self-Aware | Examine, reflect on, and address personal and professional attributes (e.g., knowledge, metacognition, skills, abilities, beliefs, biases, motivation, help-seeking strategies, and emotional intelligence that could enhance or limit growth, development, and professional identity formation. | 2 |
| | Professionalism | Professional | Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society. | 3 |
| | Anti-racism and Anti-oppression | Ally | Exhibit behaviors that dismantle racism and other forms of oppression in health care. | 2 |

Implications

- A standardized process is needed to evaluate overlaps and gaps and to consider school-specific subdomains and higher taxonomy descriptions. A high level of faculty and staff engagement through collaborative discussion is needed to reach consensus.