

# Suggested IPPE Rotation Activities to address EPA requirements

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## Purpose

This document includes suggested activities Doctor of Pharmacy students may complete on Community or Hospital Introductory Pharmacy Practice Experiences (IPPE) based on Entrustable Professional Activities (EPA).<sup>1</sup> Each activity suggested has been designated using a tiered approach:<sup>1,2</sup>

*Basic:* All students in good standing in the didactic Doctor of Pharmacy curriculum should be able to complete these tasks. Students completing these tasks may feel anxious or expend excessive energy but should be able to complete the task with direct supervision from the preceptor.

*Intermediate:* These tasks require analytical and problem solving skills. Students with these “skills in progress” should be able to complete these tasks. Students may feel anxious and expend more than usual energy but should be able to complete the task with direct supervision from the preceptor.

*Advanced:* These tasks require critical thinking and problem solving skills. Students with advanced skills in these areas should be able to complete these tasks. Students may feel anxious and expend energy but should be able to complete the task with indirect supervision from the preceptor.

For similar resources, please visit the [ASHP Preceptor Toolkit](#).

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This document includes suggested activities Doctor of Pharmacy students may complete on Community or Hospital Introductory Pharmacy Practice Experiences (IPPE) based on Entrustable Professional Activities (EPA). Each of the 13 activities suggested has been designated using a tiered approach: <sup>1,2</sup>

*Basic:* All students in good standing in the didactic Doctor of Pharmacy curriculum should be able to complete these tasks. Students completing these tasks may feel anxious or expend excessive energy but should be able to complete the task with direct supervision from the preceptor.

*Intermediate:* These tasks require analytical and problem solving skills. Students with these “skills in progress” should be able to complete these tasks. Students may feel anxious and expend more than usual energy but should be able to complete the task with direct supervision from the preceptor.

*Advanced:* These tasks require critical thinking and problem solving skills. Students with advanced skills in these areas should be able to complete these tasks. Students may feel anxious and expend energy but should be able to complete the task with indirect supervision from the preceptor.

1. **Collect information necessary to identify a patient’s medication related problems and health-related needs.**
  - a. Basic
    - i. Collect a patient’s home medications, vaccination history, laboratory data, etc. using a systematic method (e.g. monitoring form).
    - ii. Measure a patient’s vital signs and interpret the results.
  - b. Intermediate
    - i. Collect and properly document a medication history from a patient or others trusted by the patient.
  - c. Advanced
    - i. Review medication regimen, medication allergies, and potential adverse reactions with a patient or others trusted by the patient.
  
2. **Assess collected information to determine a patient’s medication-related problems and health-related needs.**
  - a. Basic
    - i. Evaluate a patient’s medication regimen, allergies, and adverse reactions to identify a patient care intervention that needs to be made.
    - ii. Match disease state and treatment modality to identify areas for improvement in pharmacotherapy.
    - iii. Identify drug interactions utilizing a systemic approach.
    - iv. Assess a patient’s renal and hepatic function to determine if medications need adjusted

- b. Intermediate
    - i. Determine a patient's primary medication-related problem in your practice setting
    - ii. Assess a patient's medication adherence in a professional manner (non-judgmental)
  - c. Advanced
    - i. Determine all patient's medication-related problems in your practice setting
    - ii. Complete a comprehensive review of all the patient's medication-related problems and identify an intervention.
- 3. Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.**
- a. Basic
    - i. Develop rapport with your patient and other trusted by the patient.
    - ii. Manage drug interactions.
    - iii. Create a plan to resolve an identified pharmacotherapeutic problem.
  - b. Intermediate
    - i. Review a patient's primary medication related problem and identify a pharmacotherapeutic intervention that should be made.
    - ii. Utilize disease-state specific guidelines and follow evidence-based guidelines to create primary goals.
    - iii. Develop a treatment plan with a patient, others trusted by the patient, and other health professionals including monitoring parameters
  - c. Advanced
    - i. Utilize disease-state specific guidelines and follow evidence-based guidelines to create primary and secondary care plans
    - ii. Prioritize medications that fit into the patient's care plan and budget as well as assess for financial assistance as needed
- 4. Contribute patient specific medication-related expertise as part of an interprofessional care team.**
- a. Basic
    - i. Define clear roles and responsibilities of healthcare team members
    - ii. Use effective interpersonal skills to establish rapport with other healthcare team members
    - iii. Communicate in a manner that values team-based decision making.
    - iv. Attend committee meeting(s).
    - v. Observe the responsibilities and roles of different healthcare team members.
  - b. Intermediate
    - i. Describe the clinical thought process of various healthcare team members.
    - ii. Participate with interprofessional healthcare team members in the management of patient care.
    - iii. When communicating with other healthcare team members, practice active listening and gather feedback to respond accordingly.
  - c. Advanced
    - i. Understand individual strengths and weaknesses and diverse opinions to promote teamwork.
    - ii. Coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based patient encounter.

**5. Answer medication related questions using scientific literature.**

- a. Basic
  - i. Answer drug information question from a repository of questions
  - ii. Perform discharge counseling
- b. Intermediate
  - i. Answer a patient-specific drug information question received on rounds which affects direct patient care.
  - ii. Answer drug information general questions which inform policy or practice
- c. Advanced
  - i. Lead a discussion regarding a recently published research manuscript and its application to patient care.
  - ii. Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional(s) or lay audience

**6. Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.**

- a. Basic
  - i. Encourage patients to follow with other specialties as needed
- b. Intermediate
  - i. Empower a patient with the proper tools to know the goal of the care plan and how to get to those goals
- c. Advanced
  - i. Write a note usable by a colleague which summarizes the findings, recommendations, and plan from a patient encounter

**7. Fulfill a medication order.**

- a. Basic
  - i. Identify where to find hospital based clinical protocols
  - ii. Identify where to find your hospital's formulary
  - iii. Assess a patient's renal and hepatic function to determine if medications need adjusted
- b. Intermediate
  - i. Understand eMAR documentation
  - ii. Using a test patient, identify an intervention that needs to be made (ex. DDI, wrong dose, IV to PO, etc)
- c. Advanced
  - i. Using a test patient, verify an oral medication order
  - ii. Using a test patient, verify a common IV medication order

**8. Educate the patient and others trusted by the patient regarding the appropriate use of medication, device to administer a medication, or self-monitoring test.**

- a. Basic
  - i. Identify discharge counseling points related to new medications, devices, or self-monitoring test and present to preceptor.
- b. Intermediate
  - i. Perform discharge counseling on new medications, devices, or self-monitoring test.
- c. Advanced
  - i. Create a handout to accompany new medications and devices to distribute with counseling materials.

**9. Monitor and evaluate the safety and effectiveness of a care plan**

- a. Basic
  - i. Collect monitoring information prior to follow-up appointment
- b. Intermediate
  - i. Assess monitoring parameters and adjust existing therapy as needed
  - ii. Perform admission medication reconciliation
- c. Advanced
  - i. Discuss the next step in the care plan with the patient
  - ii. Perform discharge medication reconciliation

**10. Report adverse drug event and/or medication errors in accordance with site specific procedures.**

- a. Basic
  - i. Identify a medication error or adverse drug event
  - ii. Identify the procedure/process used at your institution to report adverse event or medication error
- b. Intermediate
  - i. Report a medication error with a preceptor
  - ii. Attend a medication safety meeting
- c. Advanced
  - i. Complete a root cause analysis on a medication error

**11. Deliver medication or health-related education to health professionals or the public.**

- a. Basic
  - i. Counsel a patient on a new medication
- b. Intermediate
  - i. Create a handout or presentation related to a new drug on formulary or a new drug on the market
- c. Advanced
  - i. Lead a discussion regarding a recently published research manuscript and its application to patient care.

**12. Identify populations at risk for prevalent diseases and preventable adverse medication outcomes.**

- a. Basic
  - i. Identify patient risk factors for diseases
  - ii. Identify drug-drug interactions in your patient's medication profile
- b. Intermediate
  - i. Review a patient's medication profile for potential adverse medication outcomes in reference to their disease states
- c. Advanced
  - i. Discuss the potential health-disparities the patient may experience
  - ii. Discuss modifiable risk factors with patients and others trusted by the patient.

**13. Perform the technical, administrative, and supporting operations of a pharmacy practice site.**

- a. Basic
  - i. Demonstrate competency in garbing technique when entering sterile compounding areas

- ii. Create a flowchart with pharmacy workflow including the medication use process (i.e. including when MD enters order to how medication administered by RN)
- b. Intermediate
  - i. Work with pharmacy purchaser to understand pharmacy inventory process
- c. Advanced
  - i. Complete and present an MUE to understand quality assurance process of hospital

## References

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1. American Association of Colleges of Pharmacy. AACP curriculum outcomes and entrustable professional activities (COEPA) 2022. <https://www.aacp.org/sites/default/files/2022-11/coepa-document-final.pdf> (accessed February 9, 2022).
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**Bradi L. Frei, PharmD, BCPS, BCOP**

Professor of Pharmacy Practice  
University of the Incarnate Word  
Feik School of Pharmacy  
San Antonio, TX

**Adrienne O'Brien, PharmD, BCPS**

Pharmacy Clinical Coordinator, PGY1 RPD  
UMass Memorial Health HealthAlliance-Clinton  
Hospital  
Leominster, MA

**Elaine Law, PharmD, BCPS, FCSHP**

Associate Clinical Professor  
Regional Coordinator - San Jose  
University of the Pacific  
Stockton, CA

**Ashley Smith, PharmD, BCPS**

Pharmacist  
Southwest General  
Middleburg Heights, OH

**Sonia Mathews, PharmD, BCPS**

Clinical Pharmacy Specialist  
TSU Adjunct Faculty  
UTMB Health  
Friendswood, TX

**Jennifer Wisniewski, PharmD, BCPS**

Assistant Professor  
Medical University of South Carolina  
College of Pharmacy  
Charleston, SC