Entrustable Professional Activities Pilot: What Does it Mean for You?

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WVSOM

After participating in this session, you will be able to:

• Explore the components of a program of assessment of, and for, learning using Entrustable Professional Activities
• Examine the importance of workplace assessment in trust-based decision making
• Outline a plan to use feedback from EPA-based assessments in your clinical learning environments
• Define opportunities to gain feedback using EPA-based assessments
**Entrustable Professional Activities (EPAs):**
Tasks/responsibilities that faculty entrust a [learner] to execute with [indirect supervision], once adequate competence has been obtained.

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**Competencies versus EPAs**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>EPAs</th>
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</thead>
<tbody>
<tr>
<td><strong>person-descriptors</strong></td>
<td><strong>work-descriptors</strong></td>
</tr>
<tr>
<td>knowledge, skills, attitudes, values</td>
<td>Essential units of professional practice</td>
</tr>
<tr>
<td>content expertise</td>
<td>discharge patient</td>
</tr>
<tr>
<td>health system knowledge</td>
<td>counsel patient</td>
</tr>
<tr>
<td>communication ability</td>
<td>lead family meeting</td>
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<tr>
<td>management ability</td>
<td>design treatment plan</td>
</tr>
<tr>
<td>professional attitude</td>
<td>Insert central line</td>
</tr>
<tr>
<td>scholarly skills</td>
<td>resuscitate patient</td>
</tr>
</tbody>
</table>
## Competencies vs EPAs

<table>
<thead>
<tr>
<th>Entrustable Professional Activities</th>
<th>ACGME Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Medical knowledge</td>
</tr>
<tr>
<td></td>
<td>Patient Care</td>
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<tr>
<td></td>
<td>Interpersonal &amp; communication skills</td>
</tr>
<tr>
<td></td>
<td>Professionalism</td>
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<tr>
<td></td>
<td>Practice-based improvement</td>
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<tr>
<td></td>
<td>System-based practice</td>
</tr>
<tr>
<td>EPA 1</td>
<td>•</td>
</tr>
<tr>
<td>EPA 2</td>
<td>•</td>
</tr>
<tr>
<td>EPA 3</td>
<td>• •</td>
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<tr>
<td>EPA 4</td>
<td>• • •</td>
</tr>
</tbody>
</table>

Chen, April 2019, AACOM EPA Workshop

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## The Core Entrustable Professional Activities for Entering Residency

- [www.aamc.org/initiatives/coreepas/](http://www.aamc.org/initiatives/coreepas/)
- [https://www.aacom.org/ome/councils/epas](https://www.aacom.org/ome/councils/epas)
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1a & 1b
Gather a history and perform a physical exam

2
Prioritize a differential diagnosis following a clinical encounter

3
Recommend and interpret common diagnostic and screening tests

4
Enter and discuss orders/prescriptions

5
Document a clinical encounter in the patient record

6
Provide an oral presentation of a clinical encounter

7
Form clinical questions and retrieve evidence to advance patient care

8
Give or receive a patient handover to transition care responsibility

9
Collaborate as a member of an interprofessional team

10
Recognize a patient requiring urgent or emergent care, and initiate evaluation and management

11
Obtain informed consent for tests and/or procedures

12
Perform general procedures of a physician

13
Identify system failures and contribute to a culture of safety and improvement
Using data to improve

How can you use information you get from end of rotation evaluations to improve?

DATA → KNOWLEDGE → ACTION

Overall goal is to get students involved in their own learning and provide ongoing feedback.

- Competency-based framework for trust-based decision making
- Broad sampling across clinical contexts
- Aggregation of data for summative decisions
- Feedback orientation to promote continued development
- Reflective dialogue to steer and foster the acquisition of competencies
- Individualized learning process in the workplace
- Organized set of real world experiences and authentic roles in clinical care

Overall goal is to get students involved in their own learning and provide ongoing feedback.
Assessment using entrustment

Entrustable professional activities incorporate workplace learning and trust-based decision making related to graduated responsibility/autonomy.

Trust versus Entrustment

• Trust- Choosing to make something important to you vulnerable to the actions of someone else. (Charles Feltman, The Thin Book of Trust)
• Entrust- to confide the care or disposal of [a thing or person] or the execution of [a task] to or with a person.*
• Entrustment- the action of entrusting or the fact of being entrusted* The purpose of entrustment decisions are to confirm the ability, right, and duty for a trainee to act.
• Trust can make us vulnerable or put us at risk personally.
• Entrustment is important to help us grow and progress.

*Oxford dictionary
Elements that affect trust and trust-based decision making

- The trainee
  - Ability: K, S, A
  - Integrity: truthfulness/benevolence
  - Reliability: conscientiousness/consistency
  - Humility: knowing limitations/asking for help
- The supervisor
- The context or circumstances
- The task or activity
- The trainee-supervisor relationship
Being involved in the assessment process

- Each patient could be an opportunity for one or more EPA assessments
  - Students and teachers should have a shared understanding about the number/types of required assessments
  - Students and teachers should mutually agree that it is a "good time" for an assessment to take place
- Each observation is one data point about a student’s developing skills
- Feedback should focus on continued development

EPA 1: Perform a physical exam

- Sample performance expectations

<table>
<thead>
<tr>
<th>Component</th>
<th>Observed Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates patient-centered examination techniques</td>
<td>a. Student performs physical exam without respect for patient modesty, comfort and safety. b. Student appropriately keeps patient covered during exam and minimizes discomfort. c. Student appropriately explains maneuvers while performing the physical exam, and adapts techniques based on patient's comfort and safety.</td>
</tr>
<tr>
<td>2. Performs a pertinent physical exam in a logical and fluid sequence, as suggested by the diagnostic possibilities</td>
<td>a. Student selects physical exam components with no clear connection to presenting problem, or is incomplete. b. Student performs relevant and appropriate physical exam components to establish a diagnosis. c. Student efficiently performs physical exam adapting components as findings are elicited.</td>
</tr>
</tbody>
</table>
### EPA Entrustment/Supervision Scale

<table>
<thead>
<tr>
<th>Original Scale</th>
<th>Expanded Scale</th>
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<tbody>
<tr>
<td>1. Not allowed to practice EPA</td>
<td>1a. Not allowed to observe</td>
</tr>
<tr>
<td></td>
<td>1b. Allowed to observe</td>
</tr>
<tr>
<td>2. Allowed to practice under proactive full supervision</td>
<td>2a. As coactivity with supervisor</td>
</tr>
<tr>
<td></td>
<td>2b. With supervisor in room ready to step in as needed</td>
</tr>
<tr>
<td>3. Allowed to practice under reactive supervision</td>
<td>3a. With supervisor immediately available, all findings/decisions double checked</td>
</tr>
<tr>
<td></td>
<td>3b. With supervisor immediately available, key findings/decisions double checked</td>
</tr>
<tr>
<td></td>
<td>3c. With supervisor distantly available, findings/decisions reviewed</td>
</tr>
<tr>
<td>4. Allowed to practice with limited supervision</td>
<td>4a. With supervisor available on call to come provide supervision</td>
</tr>
<tr>
<td></td>
<td>4b. With supervisor not available but may provide feedback and monitoring in hindsight</td>
</tr>
</tbody>
</table>

**Direct Supervision**

**Indirect Supervision**

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**Cultivating “educational alliances” between teachers and learners within a culture of learning**

- Trusting teacher-learner relationships
- Empowered learners
- Teachers who partner, nurture, engage, and facilitate meaning

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Helping supervisors serve as coaches who facilitate continued development

“...the role of [assessors] is to support learner’s development and to provide support structures to help the learner get to the next stage of entrustment and competence.”


Moving from Extrinsic to Intrinsic Motivation

Factors that affect a learner’s ability to hear/use feedback
- Lack of control
- Feeling threatened
- Emotional response — “bad me”

An empowered learner hears feedback as:
- My data
- My opportunity
- I am in control/able to make change
### Important Points

- Clinical teachers make implicit decisions about supervision every day, allowing students to gain autonomy in clinical environments.
- Applying a structure (framework) for decisions across clinical experiences allows students to progressively gain skills and to be granted responsibility based on data from observation of their performance.
- Data must be available “just in time” so that learners, teachers, and the COM can understand students’ emerging competence and learning needs.
  - ie. Assessment is embedded in the educational process and is used to foster teaching and learning.

Connecting the Dots to GME

Outcomes, competencies, “Observable Practice Activities” (Warm et al., 2014)

CEPARS- Core Entrustable Professional Activities for Entering Residency
UME

Act in co-activity with supervision
Act alone, but with a supervisor in the room ready to step in if needed
Act with a supervisor immediately available, findings being double-checked
Act with a supervisor distant available (e.g., by phone), findings being reviewed

UME (Chen et al., 2015)
- Not allowed to practice EPA
- Allowed to practice EPA only under proactive, full supervision
- Allowed to practice EPA only under reactive/on-demand supervision
- Allowed to practice EPA unsupervised
- Allowed to supervise others in practice of EPA

Adapted from Chan HT, Stiling R, Knight CL, Lack K, Steinberg KP. Starting with the end in mind: Connecting rotation-specific EPA-based faculty evaluations to milestone-based ACGME subcompetency reports. Academic Internal Medicine Insight. 2013;11(3):14-17.


Connecting the Dots to Practice

CEPARS- Core Entrustable Professional Activities for Entering Residency
UME

EPAs for Practicing Physician
GME

GME & Beyond (ten Cate et al., 2015)
- Be present and observe
- Act with direct supervision
- Act with indirect supervision
- Act without supervision
- Provide supervision

Adapted from Chan HT, Stiling R, Knight CL, Lack K, Steinberg KP. Starting with the end in mind: Connecting rotation-specific EPA-based faculty evaluations to milestone-based ACGME subcompetency reports. Academic Internal Medicine Insight. 2013;11(3):14-17.

Next Steps

- Piloting EPAs over the next year starting July 1
- Training both students and preceptors on EPAs
- Working with core disciplines to set standards for observations - shared mental model
- Collecting feedback and making improvements

WVSOM App
Overall

EPA assessment is about the impact/feedback, not the tool!
References

- Chen HC, van den Broek WES, ten Cate O. The case for use of entrustable professional activities in undergraduate medical education. Academic Medicine 2015; 90(4):431-436.
References cont.