

HOW TO FACILITATE AND IMPLEMENT GOOD EPAs

WHAT CAN FACULTY DO TO FACILITATE EPA (Entrustable Professional Activities) ASSESSMENTS?

- ❖ Remember, you do not have to observe the whole encounter to complete an EPA. For example, if a resident has performed a lumbar puncture on call and it was accomplished and “clear” based on the cell count, then you entrusted them to do it. You can assess this as “I didn’t need to be there”.
- ❖ If your overall assessment is “I didn’t need to be there” or “I needed to be there just in case” you do NOT have to rate each milestone. Just complete the overall assessment and provide 1 or 2 pieces of narrative feedback.
- ❖ Ask the resident at the beginning of the rotation what EPAs they are working on. Check in on how this is going during the midpoint evaluation.
- ❖ Offer to complete an EPA when you have shared a clinical encounter with the resident, such as watching them make explanations on rounds, presenting a consult, or before you see a patient in clinic.
- ❖ Plan a specific time in your week to directly observe the resident based on their EPA goals.
- ❖ When you complete an EPA, take a few minutes to discuss your feedback with the resident.

REASONS RESIDENTS MAY REQUEST EPAs

- ❖ They want specific feedback on a skill they are working on.
- ❖ Obtaining on average 1 EPA per week is a requirement for promotion to the next PGY level (applies during our CBD (Competence By Design) soft launch).
- ❖ They have been asked by the Competence Committee to get further evidence of achievement for promotion to the next stage.
- ❖ They have been asked by the Competence Committee to get further feedback for an informal educational learning plan (IELP).
- ❖ They need EPAs as part of a formal educational learning plan (FELP, formerly remediation).

While residents are expected to take the lead in requesting EPAs, faculty attention to this task is crucial. Please do complete and submit the forms **as soon as possible after** a resident requests this. And remember, you can also initiate this process if you see a good opportunity.

TIPS FOR COMPLETING EPA FORMS IN A BUSY SETTING

- ❖ Familiarize yourself with the EPA forms. The more you use the forms the easier and faster it will get.
- ❖ Plan in advance. Ask the resident to send you the EPA form(s) at the beginning of the day.
- ❖ Remember you don’t have to observe ALL milestones. You can choose one section of the EPA to observe. Trust in the Competence Committee to track all of these low stakes assessments to ensure the resident is competent in all aspects of the EPA.

After the encounter, ask yourself:

- Did I have to supplement the history?
- Did I need to repeat or add to the exam?
- Did I add to the problem list?
- Did I coach through the differential diagnosis and plan?
- Did I have to supplement the information the resident provided to the family?
- Did I need to contribute to this encounter to bring the resident to the level of a general pediatrician?

If you answered 'no' to these questions, you've entrusted the resident with that encounter and can just check off entrusted on the overall assessment scale on the EPA Form. Then you can skip down to the text section and record 1-2 things for the resident to continue doing and 1-2 things for the resident to work on.

If you answered 'yes', use the relevant milestones to help focus your feedback.

CHOOSING EPA FORMS

You can choose whichever EPA from the resident's current stage or a higher stage that seems most appropriate. Remember you can always complete a narrative feedback form following an encounter if there is not an EPA form that fits the situation. More EPAs will be added as we move forward.

THE RESIDENTS ROLE IN CBD

- ❖ Understand EPAs, milestones and CBD stages
- ❖ Be engaged in own learning
- ❖ As a learner, bring EPAs to each new rotation and create a learning plan
- ❖ Actively seek out feedback and direct observation opportunities
- ❖ Support learning and be prepared to assess EPA's for junior trainees