



Entrustable Professional Activities (EPAs) at WVSOM: Fast Facts

What are EPAs?

- ♦ **Entrustable:** acts that require trust – by colleagues, patients, public
 - ♦ **Professional:** confined to occupations with extra-ordinary qualification and right
 - ♦ **Activities:** tasks that must be done
- EPAs ground competencies in daily practice

EPA Assessment

This new assessment aims to:

- ♦ Identify emerging abilities/competencies of individual learners at different stages of training and in different contexts
- ♦ Provide guidance to address identified gaps in progression
- ♦ Employ assessment that is better aligned with clinical practice

Coaching

With EPA assessment, the focus is on providing information to learners, documenting direct or indirect observation on a regular basis (in a way that is practical for the reality for you and your work team), and short focused feedback to coach them in using this information to continue to advance their skills.

You will complete brief records (through the EPA app) of the observed tasks (EPAs). The observations you make will be reviewed regularly (along with other reports) by WVSOM. WVSOM will monitor whether students can be “entrusted” with the EPA, progression through training, and gaps that may need to be addressed related to progression. This is meant to be **FORMATIVE**.

Competencies versus EPAs

Competencies	EPAs
person-descriptors	work-descriptors
knowledge, skills, attitudes, values	Essential units of professional practice
<ul style="list-style-type: none"> • content expertise • health system knowledge • communication ability • management ability • professional attitude • scholarly skills 	<ul style="list-style-type: none"> • discharge patient • counsel patient • lead family meeting • design treatment plan • Insert central line • resuscitate patient

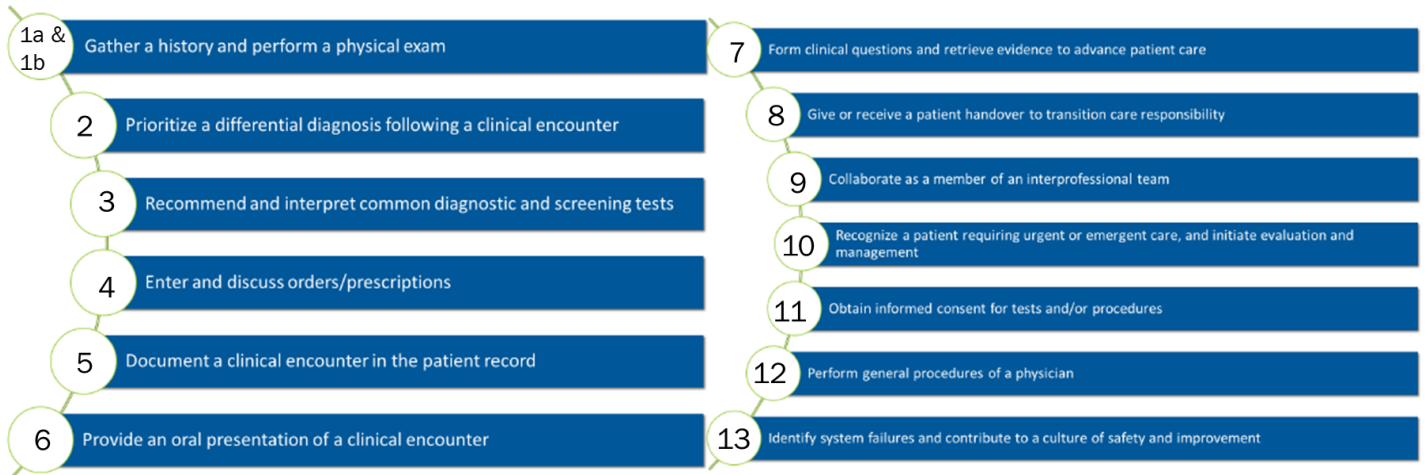
ten Cate et al., 2010

One can *possess* competencies, not EPAs (tasks), EPAs include several competencies

	EPA1	EPA2	EPA3	EPA4	EPA5	EPA6
Competency 1	•		•	•	•	
Competency 2		•	•	•		
Competency 3		•	•	•		•
Competency 4	•	•				
Competency 5	•	•	•		•	•
Competency 6			•			
Competency 7		•	•			•

ten Cate et al., 2015

The 13 EPAs



AAMC, 2014; AACOM, 2016

WVSOM App

Level of Supervision Scale—Click Next
Dash line is the anticipated threshold for UME

#4* Based on my observation(s), I suggest for this EPA that the level of supervision for this trainee is (Chen scale)

- ☐ A) Allowed to observe
- ☐ B) As co-activity with supervisor
- ☐ C) With supervisor in room ready to step in as needed
- ☐ D) With supervisor immediately available, all findings/decisions double checked
- ☐ E) With supervisor immediately available, key findings/decisions double checked

Level of Supervision Scale—Click Next

Dash line is the anticipated threshold for UME

- Allowed to observe
 - As a co-activity with supervisor
 - With supervisor in the room ready to step in
 - With supervisor immediately available, all findings/decisions double checked
 - With supervisor immediately available, all findings/decisions double checked
 - With supervisor distantly available, findings/decisions reviewed
 - With supervisor available on call to come provide supervision
 - With supervisor no available but may provide feedback and monitoring in hindsight
- Chen et al., 2015; Harm et al, 2017; ten Cate et al, 2018

Level of Complexity—Click Next

#6* Complexity of the case observed

- ☐ A) Simple/Not Complex
- ☐ B) Low Complexity
- ☐ C) Medium Complexity
- ☐ D) High Complexity
- ☐ E) Extremely Complex

#7 Comment on the difficulty of the case

Next Page

Level of Complexity—Click Next

- Trustworthiness can change based on the context and complexity of the observation.
- Please pick the level of complexity that you feel best describes the case that you observed with the learner.
- Click Next.

Elements of Trustworthiness—Click Next

#8 Are there any elements of trustworthiness that need to be addressed by this student?

- ☐ Ability (Competency, Skill, Knowledge)
- ☐ Integrity (Honesty/Truthfulness, Benevolence)
- ☐ Reliability (Conscientious and Consistent Behavior)
- ☐ Humility (Observing limits and willing to ask for help)

Next Page

Elements of Trustworthiness—Click Next

Agency— self-confident, proactive toward work, team, safety
Reliability— Conscientious and consistent behavior
Integrity— Honesty/truthfulness, benevolence (good intentions)
Capability— Ability, Competency, skill, knowledge, awareness, oversight
Humility— Observing limits and willing to ask help, receptive to feedback

Kennedy et al., 2008; Hauer et al., 2014; tenCate et al., 2016; Mayer, 1995

Opportunities for Feedback—Click Next

#9 Provide feedback

Ability (Competency, Skill, Knowledge)

Integrity

Next Page

Opportunities for Feedback—Click Next

- There are various times in the EPA app to provide critical feedback to the student.
 - You can type or click the microphone button on the keyboard and verbally dictate your response.
 - Discuss with the student as you are entering the information. Ask questions to explore their understanding and guide the learner in developing a plan for change.
- Sargeant J et al.

Overall comments—Click Sign & Submit

#9* Overall Comments

Sign & Submit

Next Page

Overall comments—Click Sign & Submit

- This screen allows you to provide overall comments that will direct the learner to what he/she needs to do to become more independent.
- These comments are important for student progression and should be discussed with the student.
- Click Sign & Submit on this page to access the signature screen.

Final Signature Screen—Click Save

Review & Sign

Name *

Test Preceptor

Email *

test@osteo.wvsom.edu

Signature *

Save

Final Signature Screen—Click Save

- You can use your finger or a stylus to enter your signature.

This step is important because it proves that **you** completed the assessment. NOTE: You can verify the assessments you have signed off on in a preceptor log that will be available in eMedley .

- Make sure to **click the Save button** to upload the assessment.