A Collaborative Approach to Identifying EPAs for Pediatric Subspecialties

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ACGME Competencies
- Shifted the educational paradigm to focus on outcomes
- Expanded outcomes beyond patient care & knowledge
- BUT present challenges of abstract language & assessment

The Pediatrics Milestones
- Ground the abstract competency language in narrative descriptions of behaviors from novice to master
- Provide a learning roadmap & substrate for feedback
- BUT focus on a single competency
Competencies and Milestones - What’s Missing?

- A trainee may be able to demonstrate expected performance in a number of competencies based on the descriptions of behaviors in the milestones
  - Gather essential and accurate information
  - Perform a complete physical examination
- But may not be able to put these together in a way that allows them to take care of patients
The Missing Link

- Have an approach to assessing specific behaviors for each of the competencies → Milestones

- Need an approach to assessing ability to integrate competencies to deliver care → Entrustable Professional Activities (EPAs)
What Are EPAs & Why Do We Need Them?

- Routine professional activities that define a specialty or subspecialty
- No more than 20-30 activities define a discipline
- Integrate competencies across domains
- Provide the clinical context for the competencies that we need for assessment
The Value in Entrustable Professional Activities

- In aggregate serve to codify the essential professional work that defines a discipline

- Focus on outcomes that permit observation and measurement

- See the learner through a panoramic lens that looks across domains of competence & competencies to integration/application of knowledge, skills & attitudes in care delivery
The “Entrustable” in EPA

- Entrustment refers to the ability to effectively perform a professional activity without supervision.
- Brings trust and supervision into assessment which are intuitive for faculty working with trainees.
- You can ask more meaningful questions and get more meaningful answers.
Identifying EPAs: Begin With the End in Mind

- What does a general pediatrician or a subspecialist do (or should she do in everyday practice?)

- Translates into the EPAs for general pediatric or subspecialty training
Three Broad Categories

- Span the general pediatrician/subspecialist role
- Common to all subspecialties
- Subspecialty-specific
EPAs That Span the Generalist-Subspecialist Role

Possible Examples:

• Lead and work within an interprofessional healthcare team
• Facilitate handovers to another healthcare provider either within or across settings
• Provide consultation to other care providers and obtain consultation from other care providers as needed
Possible Examples:

- Utilize skills relating to scholarship to engage in application dissemination of new knowledge
Three Sub-categories

– Care for patients with acute _______ problems

– Provide care for patients with chronic _______ problems

– Care for patients who require_____________
  (e.g. transplantation, ECMO…)
1. EPA Title | Provide care to patients who present with acute renal problems

2. Activity Description | **The functions required:**
   - Apply in-depth knowledge of the field in implementing a focused diagnostic work-up and management plan
   - Communicate with the patient and family and engage them to the extent possible in shared decision making
   - Communicate with the referring physician and other team members involved in care
   - Support the emotional response of patients and families to uncertain or fear inducing diagnoses, treatments, and/or prognoses

Modified from the work of ten Cate
3. **Judicious** Mapping to Domains of Competence

- X Patient Care
- X Medical Knowledge
- Practice-Based Learning/Improvement
- X Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice
- Personal & Professional Development
4. Judicious Mapping to Competencies

- **Patient Care**
  - Make *informed* diagnostic & therapeutic decisions that result in optimal *clinical judgment*
  - Develop & carry out management plans

- **Medical Knowledge**
  - Demonstrate sufficient *knowledge of* the basic & clinically supportive sciences in the subspecialty
4. Judicious Mapping to Competencies

- Interpersonal and Communication Skills
  - Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - Communicate effectively with physicians, other health professionals, and health related agencies
  - Demonstrate the insight and understanding into the emotion and human response to emotion that allow one to appropriately develop and manage human interactions
# Mapping an EPA

**EPA: Care for patients with acute renal problems**

| Domains & Competencies | Milestone 1 | Milestone 2 | Milestone 3 ...
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<tbody>
<tr>
<td><strong>PC:</strong></td>
<td>Novice behaviors</td>
<td>Advanced beginner behaviors</td>
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<td>- Decisions &amp; clinical judgment</td>
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<td>- Management plans</td>
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<td><strong>MK:</strong></td>
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<td>- Subspecialty knowledge base</td>
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<td><strong>ICS:</strong></td>
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<td>- Communicate with patients...</td>
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<tr>
<td>- Communicate with health providers</td>
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<td>- Manage human interactions...</td>
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Assessment of abstract competencies requires the clinical context of an EPA

Assessment of EPAs requires assessment of competencies important to entrustment

EPAs & competencies together create a robust framework, aligning what we assess with what we do (or should do)
5. List **specific knowledge, skills** and attitudes that are needed to execute the EPA well?

**Curriculum**

KSA specific to:

- Epidemiology, signs, symptoms, presenting features & up to date management of HUS, ATN…
- Interpreting diagnostic imaging & testing…
- Delivering bad news
- Basic elements of emotional intelligence ….
The Good Doctor: Putting It All Together

EPAs

- Identify core activities
- Describe their functions
- Develop a curriculum G & O that support the KSA to perform the functions

Domains of Competence

Competencies

Milestones

Panoramic View

Telephoto View

Modified from original version created by Dr. Ann Burke