The Journey to Entrustment: Entrustable Professional Activities: The Why and The How.

Sharon E. Card. Summary of Grand Rounds September 30th, 2020.

What is an Entrustable Professional Activity (EPA)?

Clinical Task of the Discipline
Things our graduates DO not just KNOW
Together they make our profession.

Key Take Home Points about EPAs:

1. Intent of EPAs - Ensure Graduates have the skills they need to thrive in practice.
2. EPAs were carefully designed - but ongoing revisions will occur as they are implemented.
3. Royal College EPAs are STAGE SPECIFIC - Examples - page 4.
4. Think of "readiness" for the task not "trusting" the individual.
5. Think of your NEED to be present not WERE you.
6. O-Score (entrustment scale) - most often used - page 4.
7. Best feedback is in the moment!
8. Competence Committee needs evidence - numbers don't equate to competence - BUT can't look for competence if have no evidence around broad range of skills.

DOCUMENTING OBSERVATIONS ON EPORTFOLIO - SUMMARY

Ensure you can log in prior to Clinical Service - if any difficulties contact IM PAA

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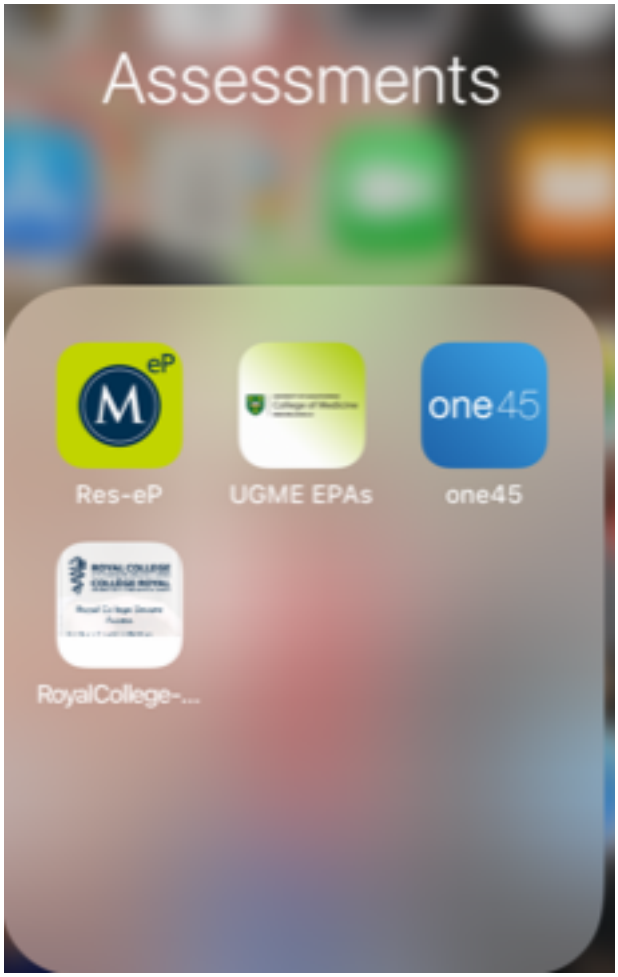
The ePortfolio site has a decent help section - look for help under "Mainport".



Suggest to Bookmark BOTH app and Web Page on your phone - and WebPage on Computer - app doesn't always work like it should.

NOTE - Residents can send a task for faculty observations OR faculty can just pull up on their phone or on computer - and do an observation - see directions below I personally find this easier.

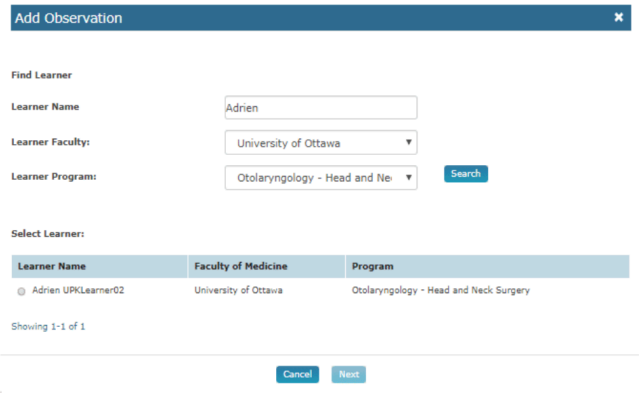
Even if you have the discussion in the moment you can document later in the day by pulling up the EPA.

Residents if going to task an EPA to faculty be sure to let them know prior and what stage you are in and what the EPA is looking for.

Record an Observer-Initiated Observation

Once you've observed a learner in the clinical environment and provided verbal feedback, the final step is to record the observation in Resident ePortfolio.

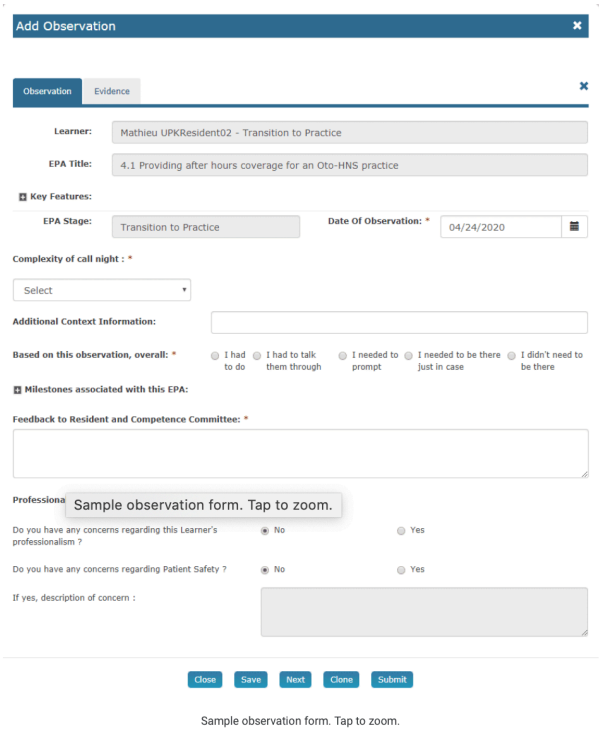
Here are the basics:



Tap to zoom.

1. From your Resident ePortfolio homepage, select the **Add Observation** button.
2. Search for your learner by entering their:
    a. First name
    b. Faculty
    c. Program
3. Choose your learner and select **Next**.

Another pop-up will appear. From here:



Sample observation form. Tap to zoom.

1. Select the **PA Observation** option.
2. Select **Next** to choose the EPA you have observed.
3. Selecting the EPA you have observed will populate the available observation templates in the same window. **Choose** the EPA **observation template** you're looking to fill out.
    a. These observation templates are selected by the specialty committee. Please contact your program administrator for more information on which observation template is the correct one for your purposes.
    b. The observation date defaults to the current date. You are able to change the observation date to a past date if required.
4. **Complete** the fields that appear on the form including any written feedback you would like to document and select **Submit**.

O-Score[11, 12, 13]

1—"I had to do"—i.e., Requires complete hands on guidance, did not do, or was not given the opportunity to do

2—"I had to talk them through"—i.e., Able to perform tasks but requires constant direction

3—"I had to prompt them from time to time"—i.e., Demonstrates some independence, but requires intermittent direction

4—"I needed to be in the room just in case"—i.e., Independence but unaware of risks and still requires supervision for safe practice

5—"I did not need to be there"—i.e., Complete independence, understands risks and performs safely, practice ready

TAKE HOME POINT THREE – STAGE SPECIFIC EPAS.

TRANSITION TO DISCIPLINE	FOUNDATIONS	CORE
IDENTIFYING AND ASSESSING UNSTABLE PATIENTS, PROVIDING INITIAL MANAGEMENT, AND OBTAINING HELP.	ASSESSING UNSTABLE PATIENTS, PROVIDING TARGETED TREATMENT AND CONSULTING AS NEEDED.	ASSESSING, RESUSCITATING, AND MANAGING UNSTABLE AND CRITICALLY ILL PATIENTS.

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