

Undergraduate EPAs – The Basics

EPA = Entrustable Professional Activity

- *“A unit of professional practice that can be entrusted to a sufficiently competent learner or professional.”¹*
- *Discrete, time-limited task a trainee can be observed performing.*
- *Designed to be directly observed by faculty, who, “in the moment”, document the encounter and provide corrective coaching*
- **Written comments MOST valuable**
- *Partial observation acceptable – be sure to document what portion was observed*
- *Does not represent a pass/fail decision, rather a simple record of what was observed.*
- *Many such observations will be put together to form an overview of the trainee’s performance.*

Association of Faculties of Medicine of Canada (AFMC) developed 12 Undergraduate EPAs, to be implemented by all Canadian medical schools. Goal to ensure a common frame of reference outlining what residency program directors can expect of an incoming Canadian Medical graduate.

“The AFMC EPAs... are a clear, concise list of what graduating medical students should be entrusted to do without direct supervision on DAY ONE of residency.”²

- *EPA 1 - Obtain history and perform a physical examination adapted to patient’s clinical situation.*
- *EPA 2 - Formulate and justify a prioritized differential diagnosis*
- *EPA 3 - Formulate an initial investigative plan based on the diagnostic hypothesis*
- *EPA 4 - Interpret and communicate results of common diagnostic and screening tests*
- *EPA 5 - Formulate, communicate and implement management plans*
- *EPA 6 - Present oral and written reports that document a clinical encounter.*
- *EPA 7 – Provide and receive the handover in transitions of care*
- *EPA 8 – Recognize a patient requiring urgent or emergent care, provide initial management & seek help*
- *EPA 9 – Communicate in difficult situations.*
- *EPA 10 - Contribute to a culture of safety and improvement.*
- *EPA 11 – Perform general procedures of a physician.*
- *EPA 12 – Educate patients on disease management, health promotion and preventive medicine.*

¹ Ten Cate, Olle, Curriculum development for the workplace using Entrustable Professional Activities (EPA’s) AMEE Guide 99

² Boucher, André, AFMC EPA document

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U of S EPA implementation:

- **Year 1,2** – EPA 7 assessed in Advanced Communication sessions in the Clinical Skills course
- **Year 3-4** – EPAs 1-12 assessed in Success in Medical School III and in all core clerkship and elective rotations, **alongside** current assessment procedures.

Documentation

- UGME EPA app – available on app store and google play,
- Contact your departmental admin for login information - uses USask NSID

Differences between EPAs and other assessments (ITAR)

EPA assessments	Current assessments
Discrete, 'one moment in time' OBSERVATION Formative - assessment for learning	Represent an OVERVIEW of performance Summative – assessment of learning
PIXELS in a developing picture	SYNTHESIS to form a complete picture
Passing = progression to entrustability by year 4 Key role of coaching and feedback	Passing = 'meeting expectations' on rotation objectives at end of rotation, Decided at rotation level

- Students overall progress will be reviewed by Competency Committee.
- Expectation – students will achieve "entrustable" status in all 12 EPAs by end of year 4