### Background/Purpose

William Carey University College of Osteopathic Medicine (WCUCOM) is exploring the integration of Entrustable Professional Activities (EPAs) in its Osteopathic Principles and Practices (OP&P) courses.

EPA6 ("Provide an oral presentation of a clinical encounter"), AACOM OMS Core Competency OPP5 ("Perform or recommend osteopathic manipulative medicine (OMM) as part of a treatment plan") and AACOM OMS Core Competency OPP6 ("Communicate and document treatment details") are used in a longitudinal manner during OP&P CSAs through the preclinical years.

### Objectives

This educational project has the following objectives:

1. To map the process CBME integration in the WCUCOM preclinical OP&P courses.
2. To identify the use of milestones through a longitudinal process of the OP&P preclinical curricula that are the foundation to measure development of EPA6, OPP5 and OPP6.

### Process

The authors perform a longitudinal survey of the OP&P preclinical curricula, describe how CBME is utilized and argue the benefits of the current CSA design, such as providing a means to simulate communication with another member of the healthcare team or with the patient being treated osteopathically.

### Discussion

Medical education is actively engaged in a paradigm shift to competency-based medical education (CBME) from traditional approaches described by Flexner in the early twentieth century. CBME establishes criteria for minimal competency in knowledge, skills and attitudes expected of graduates prior to entering residency. This is accomplished by prioritizing outcomes utilizing competency-based measurements and Entrustable Professional Activities (EPAs). WCUCOM has integrated this approach in the preclinical OP&P courses.

Students must demonstrate minimal competency in didactic assessments and clinical skills assessments (CSAs) independently. Didactic assessments primarily test student knowledge in a more traditional approach through written exams. CSAs test proper, safe and professional performance of technical skill with verbalization during a simulated clinical encounter. It is critical to assess multiple authentic assessment/encounters in a longitudinally to document and map entrustment and milestone development. WCUCOM is exploring the use of milestones through a longitudinal survey of the OP&P preclinical curricula that are the foundation to measure development of EPA6, OPP5 and OPP6.

### Future Practice

The top challenges include the following: (1) time and scheduling to ensure continued assessment opportunities for competency and milestone demonstration of EPAs, and (2) development of a consistency in assessment criteria and maintaining inter- and intra-rater reliability. Implementation of EPA6 has provided a clear delineation of measurement, outcomes and limitations which will drive future change in curriculum and measurement.