



# From Medical Training To Residency - How Well Are Our Students And Graduates Prepared To Perform EPAs?

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## Introduction

- The Core Entrustable Professional Activities (EPA) for Entering Residency provide an explicit framework to follow medical students training and graduates readiness for entering residency.
- TUCOM Clinical Education Department surveyed clinical preceptors and residency program directors to evaluate TUCOM students' and graduates' EPAs performance.
- The surveys provide significant feedback for our curriculum committee, and will allow us to address any discrepancies between clinical preceptors and residency program directors expectations.
- Survey will be sent annually or biannually to assess how curriculum changes could improve graduates' performance and facilitate *the continuum between undergraduate and graduate medical education*.

## Objective

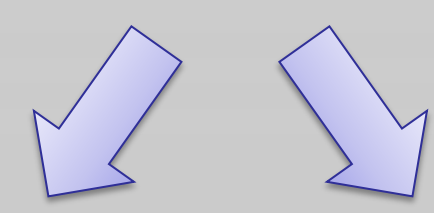
Our objective is to understand where our curriculum may need increased structure in the form of EPA integration to better achieve residency readiness by:

- improving curriculum design and assessment tools using EPAs
- assessing faculty development needs

## Methods

### Survey Design

2 surveys, 13 questions each  
All questions designed using EPA language

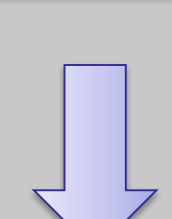
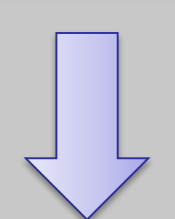


#### Clinical preceptors

Students' readiness to learn EPA  
*Pre-clinical years assessment*

#### Program directors

Graduates' readiness to perform EPA  
*Full 4-year curriculum assessment*



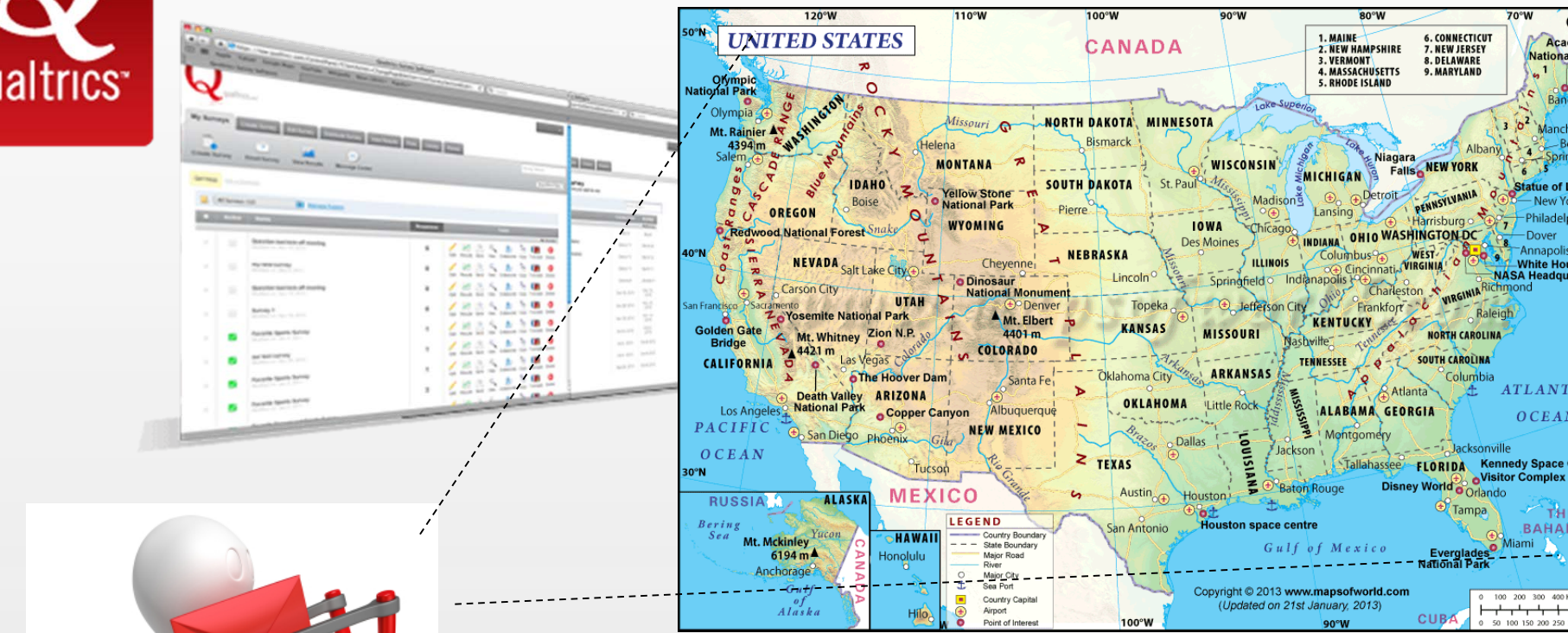
#### Clinical Preceptors

- EPA1: TUCOM medical students are adequately prepared to gather a history and perform a physical examination

#### Residency Program Directors

- EPA1: Entering TUCOM graduates were able to perform an accurate history and physical exam in a prioritized, organized manner without supervision and with respect for the patient.

### Survey Delivery



- All credentialed clinical preceptors working with TUCOM students during their 3rd or 4th year
- All programs (all specialties) that have accepted TUCOM graduates from class of 2010 to class of 2014
- Both surveys were anonymous

### Data Analysis

Kruskal-Wallis test was used to compare more than 2 groups and Wilcoxon signed-rank test was used to compare paired groups. The null hypothesis was rejected for  $p < 0.05$ .

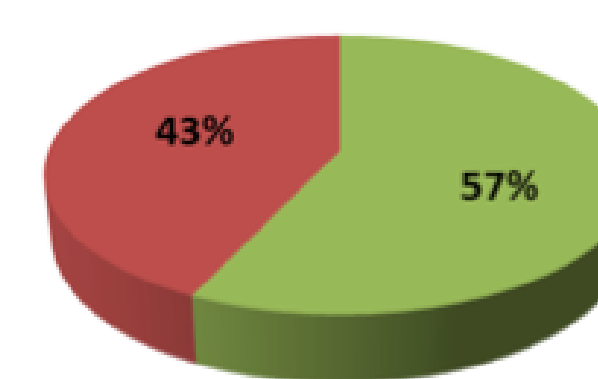
## Results

### Survey Respondents

- Overall 121 clinical preceptors and 69 program directors completed the survey.
- All core disciplines were represented
- For both surveys primary care respondents were predominant

#### Clinical Preceptors Survey

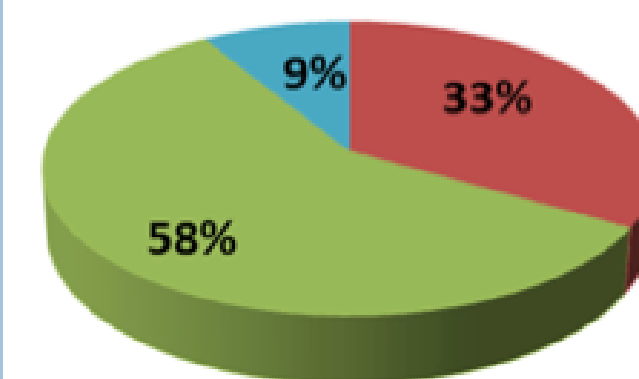
Specialty	%
Family Medicine	25%
Emergency Medicine	10%
Internal Medicine	10%
NMM/OMM	10%
Obstetrics & Gynecology	7%
Psychiatry	7%
Pediatrics	6%
Surgery	4%
Other	37%



- 31% from one of our clinical core sites
- 69% from other clinical sites or a private practice

#### Residency Program Directors Survey

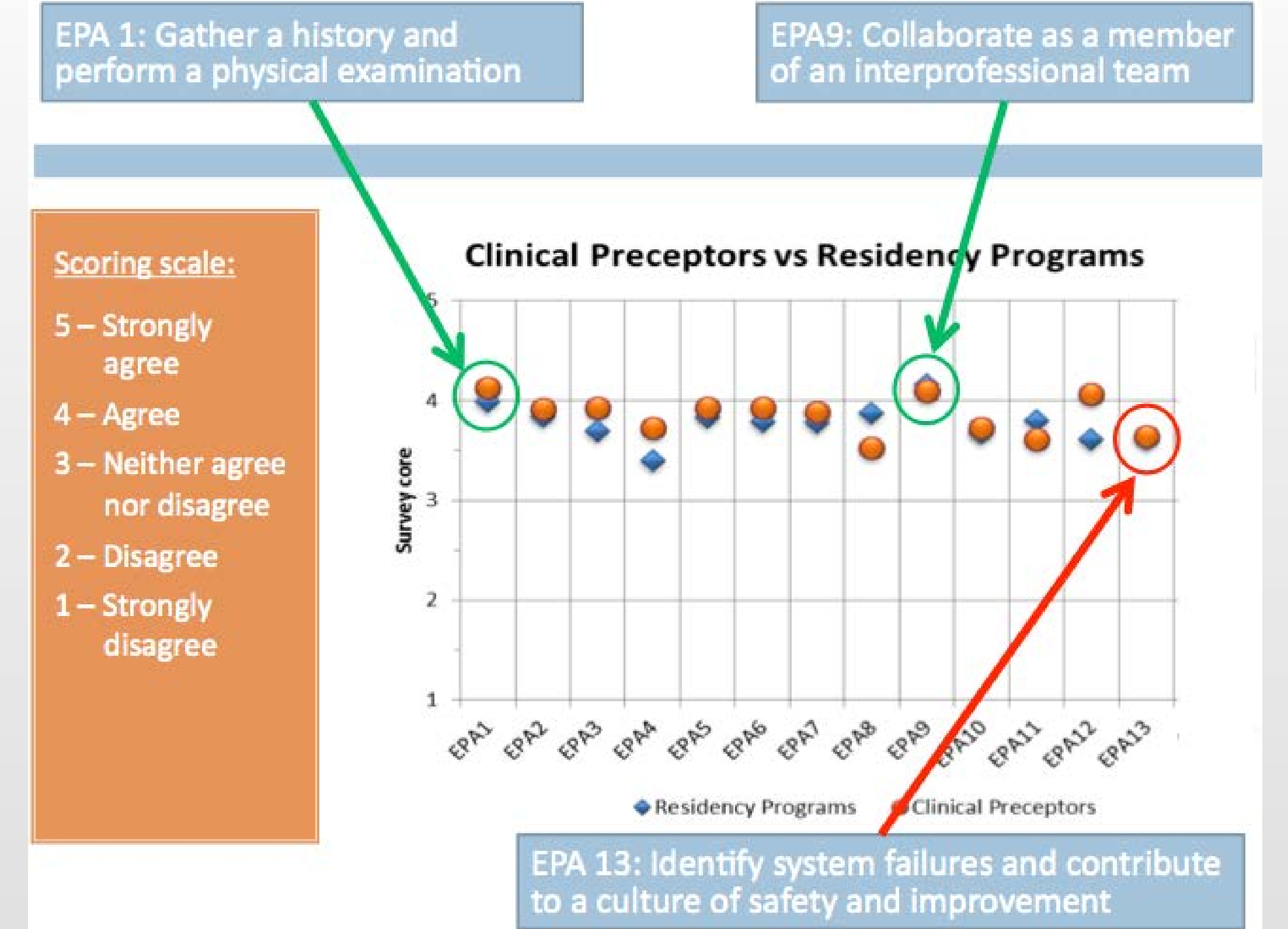
Specialty	%
Family Medicine	41.2%
Psychiatry	13.2%
Internal Medicine	8.8%
Emergency Medicine	5.9%
Physical Medicine & Rehabilitation	5.9%
General Surgery	4.4%
Obstetrics & Gynecology	4.4%
Pediatrics	4.4%
Pathology	2.9%
Radiology	2.9%
Neurology	1.5%
NMM/OMT	1.5%
Orthopedic Surgery	1.5%
Otolaryngology	1.5%



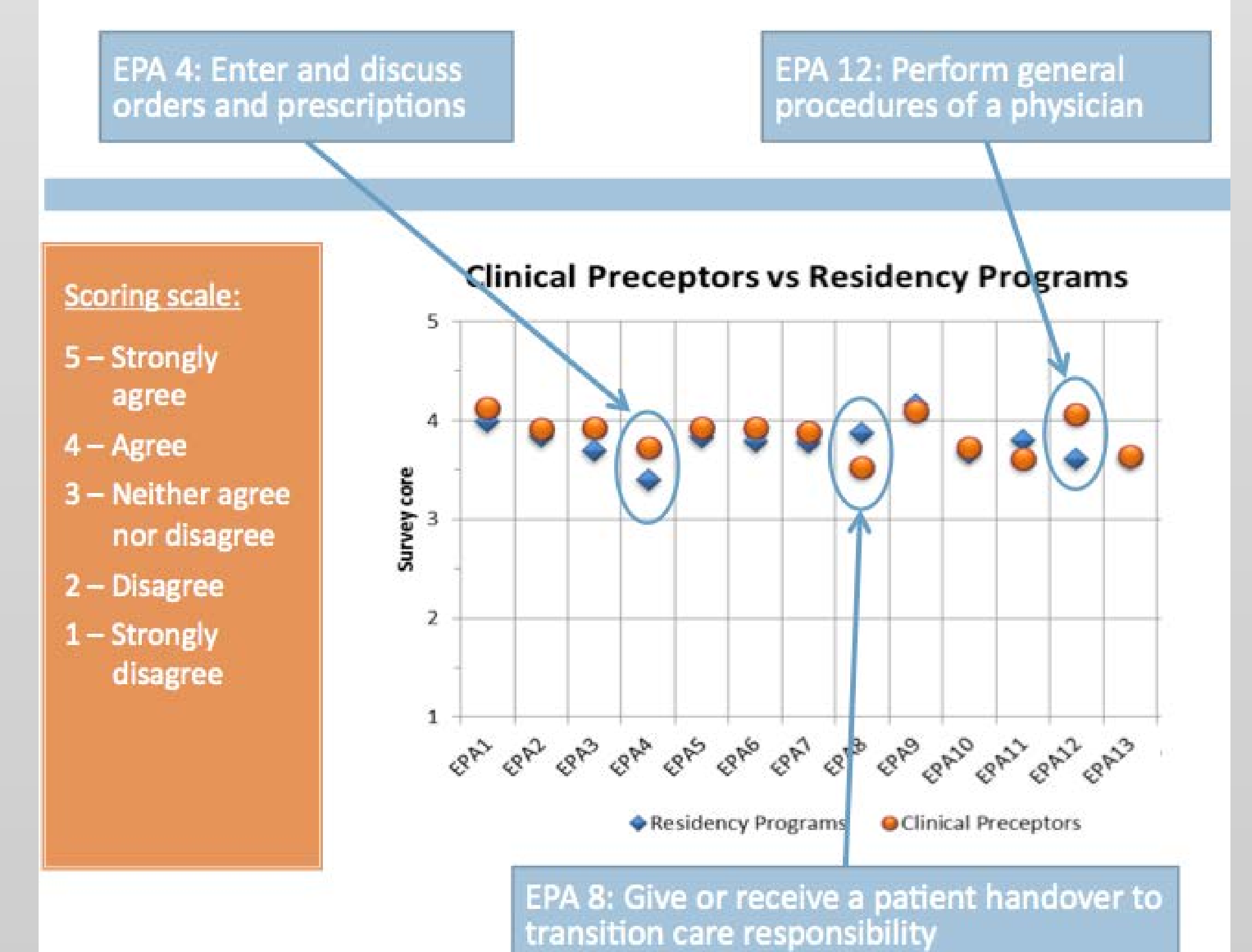
Distribution amongst accreditation bodies

### Clinical Preceptors vs. Program Directors

- Most answers are comparables



- The significant differences observed go in both directions



## Conclusion

- For most EPAs, our results show comparable answers and an overall satisfaction suggesting that students and graduates meet expectations in performing these activities.
- The significant differences observed between preceptors and program directors, could be due to the complexity of the task and the level of entrustment, resulting in different levels of expectation and more conservative answers.
- The present results suggest however (1) the need for further faculty development to align preceptors and program directors expectations, and (2) needed curriculum review to improve low performing activities.

## References

- AACOM Osteopathic Considerations for Core Entrustable Professional Activities (EPAs) for Entering Residency - <https://www.aacom.org/>
- AAMC Core Entrustable Professional Activities for Entering Residency Faculty and Learners' Guide - <http://members.aamc.org/>
- Core Entrustable Professional Activities for Entering Residency Curriculum Developers' Guide - <http://members.aamc.org/>