OVERVIEW
With the importance placed on Entrustable Professional Activities (EPAs) and the impact of those competencies, skills, and inclinations on student learning, seeking ways to understand, contextualize, and integrate EPAs into medical school coursework has become a foundational part of our curricular discussion. Our challenge in addressing EPA competencies through the curriculum, specifically within our medical humanities courses, was the creation of measurable outcomes for content that did not necessarily lend itself to traditional multiple choice questions or competency checklists. Using the core EPAs as a guide, we examined our course content and objectives, and considered methods to connect them, forging a mutually inclusive relationship designed to further understandings of effective curricular design and delivery.

METHODS
Within the medical humanities courses at RVU we designed assignment rubrics linked to EPAs and competencies through two different methods:
1. Direct linkage of EPA activities with course objectives and assessment, incorporating multiple competencies.
2. Indirect linkage of EPA activities to course objectives and assessment through specific competencies.

METHOD 1- Mapping from EPAs

METHOD 2- Mapping from Competencies

REFERENCES
• Association of American Medical Colleges. Core Entrustable Professional Activities for Entering Residency, Curriculum Developers’ Guide. 2014

CONCLUSIONS
• Either individual EPA activities or competencies can be used to map objectives and assessments in undergraduate medical curriculum.
• Curriculum in medical humanities courses can be successfully assessed through the use of rubrics.
• Repeated assessment using similar rubrics can be used to generate milestones.