EPA Integration: Curriculum Mapping & Individual Assessments

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OBJECTIVES

1. Describe how ACOM’s curriculum mapping infrastructure and focus has helped track preliminary development of EPAs into ACOM’s assessment activities.
2. Assess institutional capacity for EPAs through curricular mapping infrastructure, including continuous quality improvement initiatives and challenges in order to accurately know content and focus of ACOM curriculum.
3. Describe how EPAs are used to organize assessments for longitudinal evaluation.
4. Identify the use of EPA assessment data to identify areas in our program outcomes where students are not performing to expected competency levels.

METHODS

- EPAs were incorporated and integrated into the program outcomes, preceptor evaluation, and OSCE rubrics as part of our curriculum mapping infrastructure.
- EPAs were identified in areas in the curriculum to better focus assessment of individual student performance.
- Curricular areas were identified to demonstrate student’s progression towards meeting program outcomes by EPA longitudinally and by extension areas of the curriculum that require refocus and reinforcement.
- Clinical skills assessments were mapped by EPAs to provide longitudinal data to help measure progression of student performance of an EPA (with particular emphasis on EPA 6). EPAs were mapped to the program outcomes to better understand the relevance of the curriculum mapping infrastructure.
- The learning management system (LCMS+) was used to accurately connect the program outcomes to each applicable EPA through the use of in-depth tracking of program outcomes, course goals, event objectives, competencies, etc.
- Each program outcome was mapped to the course and event level, EPAs were tracked longitudinally across the curriculum.
- Assessment data were collected during the pre-clinical (LCMS+) and clinical (E*Value) years that address the progression and student outcomes of EPAs (particularly EPA 6).

PRE-Clinical: EPA Mapping Tool

Preceptor Evaluation of a Student: EPA Performance

CLINICAL: Preceptor Evaluation of Student

RESULTS

- EPAs were successfully mapped to our program outcomes as a separate axis from our AOA Competencies.
- EPA data can be collected and tracked successfully based on individual student performance within our network.
- EPAs were successfully penetrated into the curriculum as shown in the Foundations of Modern Healthcare II and Primary Clinical Skills II courses.
- Motivation and interest sparked amongst course directors and faculty to identify deficits, gaps, mapping, curriculum delivery and assessment of student.

FUTURE DIRECTION

- Use upcoming Curriculum Retreat to effectively communicate how ACOM integrates EPAs into the delivery of the curriculum and assessments.
- Understanding of how curriculum mapping plays a role in EPA integration and its use to identify gaps.
- Opportunity to discuss ideas of assessments that are currently used and can track specific EPAs longitudinally during both pre-clinical and clinical year.
- Find additional opportunities to incorporate EPAs in pre-clinical assessments.
- The data from this study will be used to determine the future predictability of student performance.