Using Standardized Patients to Evaluate EPAs One and Five During OMS – I and OMS – II Academic Years

Introduction
Principles of Clinical Medicine is a four part Clinical Skills Course delivered by the Department of Primary Care and is taught during the first four semesters.

The course is designed to provide the knowledge and educational experiences that will allow the student to develop active clinical reasoning skills and acquire medical and social knowledge. In addition the student should develop the skills necessary to complete a comprehensive or focused history and physical examination, demonstrate documentation skills, and competency in the clinical application of basic medical procedures.

As an ongoing project, the Department and Faculty are continuously assessing, evaluating and remediating students as well as modifying curriculum.

This Department uses the opportunity to assess the EPAs using Standardized Patients. In this poster we will demonstrate how EPAs One (Gather a History and Perform a Physical Exam) and Five (Document a Clinical Encounter in the Patient Record) are evaluated.

Objectives and Goals
We recognize all the EPAs cannot be addressed in the first two years of medical school and some EPAs are better suited for years three and four.

A curricular objective of the Department is to develop history, physical exam and clinical reasoning skills by the end of the second year and evaluate the student in order for them to enter clinical rotations by year three.

A goal of this poster is to demonstrate how we assess the medical students by illustrating examples of the assessment tools we have developed in the Department of Primary Care at Rocky Vista University/College of Osteopathic Medicine and how these assessment tools can be used to address the EPAs.

History and Physical Exam Checklist

SOAP Note Grading Rubric

Discussion

The relationship between EPAs and competencies has been discussed in the literature. 1, 2

Definitions:
Entrustable Professional Activities(EPAs): Units of professional practice, defined as tasks or responsibilities that trainees are entrusted to perform once they have obtained specific competencies. 3

Competency: An observable ability of a health professional integrating multiple components such as knowledge, skills, values and attitudes. 4

Milestone: A behavior descriptor that marks a level of performance for a given competency at a given level of training. 5

Over the past several years, residency program directors have increasingly expressed concern that some medical school graduates are not prepared for residency. 6

Using competencies to assess EPAs in the medical school undergraduate education can be one method of assessment to ensure that a medical student has the clinical skills to enter clerkships and residency training. Any measure of assessment should have set standards, clear feedback and remediation. Finally, EPAs and competencies are not mutually exclusive; to the contrary, EPAs by definition require the integration of competencies and competencies are best assessed in the context of performance. 7

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References