Clinical Distinction
A Novel Course Allowing Student Growth Using EPAs in Year 3
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Introduction
A 3rd year course that allows students to distinguish themselves in self-selected areas of health, unconstrained by the traditional terms of a clinical clerkship. The course requires students:

• To self-evaluate their proficiency in the AOA core competencies and in 14 EPAs.
• To design a competency-based experience that increases their entrustability and prepares them for successful clinical work.

These 8 weeks in third year offer students opportunities to develop a deeper osteopathic professional identity and take ownership of how they become entrustable.

Student Tasks
- Self-Assess
  - Where am I? → EPAs and competencies
  - Where am I? → Rubric of entrustability
  - Who do I want to be? → topic, specialty area
- Design
  - A project and get a sponsor.
  - Commit to a plan and write a contract.
- Work
  - Dive into the project.
  - Re-evaluate project and self.
- Reflect and Get Feedback
  - Review whether contract was met.
  - Write a narrative evaluation of growth in EPAs and competencies.
  - Meet with your sponsor to get feedback.

References
*Rubric From: H. Carrie Chen, MD, MSEd, W.E. Sjoukje van den Broek, MD, and Olie ten Cate, PhD The Case for Use of Entrustable Professional Activities in Undergraduate Medical Education

CLINICAL DISTINCTION

www.clinicaldistinction.wordpress.com

1. Osteopathic Principles and Philosophy
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. System-based Practice

Rubric of Entrustability*
- Level 1: Not allowed to do the EPA
- Not allowed to observe
- Allowed to observe
- Level 2: Do with full direct supervision
  - Coactivity with supervisor
  - Supervisor in room ready to help
- Level 3: Do with supervision on demand
  - Supervisor immediately available all findings checked
  - Supervisor immediately available key findings checked
  - Supervisor distantly available (phone) findings reviewed

Excerpt from contract “EPA10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management (Level 2a /Level 2b)

I feel that right now I can recognize a really “sick” patient and know that they are not stable. … I want to be able to be more confident that I can order the right tests, and come up with a plan for management based … so that I can stabilize very sick patients. In particular, for this clinical distinction project, I want to improve on incorporating diagnostic imaging tests into my rationale for my treatment plans, ordering the “next” best step, etc.

Benefits and Future Directions

Students:
- Focus on entrustability through EPAs.
- Learn about themselves.
- Distinguish themselves in MSPE (Dean’s Letters).
- Increased ownership of training.
- Increased OMM/OPP training in clinical rotations.
- ? Get closer to first choice residencies?
- ? Get better board scores?

Faculty:
- Learn to assess competencies using EPAs.
- Get exposed to OMS III training.
- Work on special interests with engaged students.

Future Directions:
- Outcome analysis
- Faculty development
- Online training for students

Tools and Resources
- Website
- Course advisors
- Track Options
- Contract and Narrative forms
- Competency and EPA documents
- Resources for specialty areas
- Interactive chat and eConferences
- Orientation sessions
- Informational Videos
- OMS I and II faculty