



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.

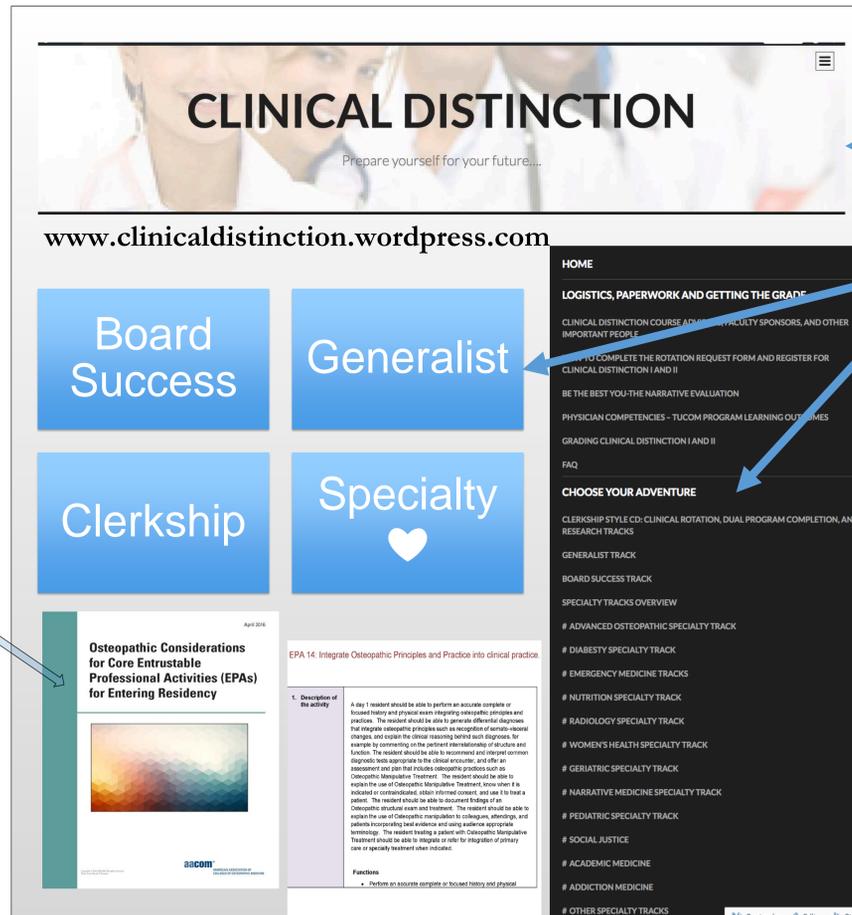
These 8 weeks in third year offer students opportunities to develop a deeper osteopathic professional identity and take **ownership of how they become entrustable**.

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 Olle ten Cate, PhD The Case for Use of Entrustable Professional Activities in Undergraduate Medical Education



- Osteopathic Principles and Philosophy
- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice-based Learning and Improvement
- 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.

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

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