

# Institution-Level Progress toward EPA Implementation

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## Institutional Goals

- Develop longitudinal EPA-based learning threads<sup>2,3</sup>
- Support student knowledge/skill retention
- Improve value of feedback and assessment
- Balance formative vs. summative feedback

## Project Overview

### Background/context

At DMU-COM, parallel use of a “top down” & “bottom up” approach to EPA development & assessment

- Institution level - foundational work to develop key processes, structures & inventories
- Course level - assessment piloted to explore measurement of EPA building blocks (knowledge, skills, attitudes, behaviors)

### Project focus

To map existing learning experiences & build a developmentally-ordered series of EPAs<sup>4,5</sup>

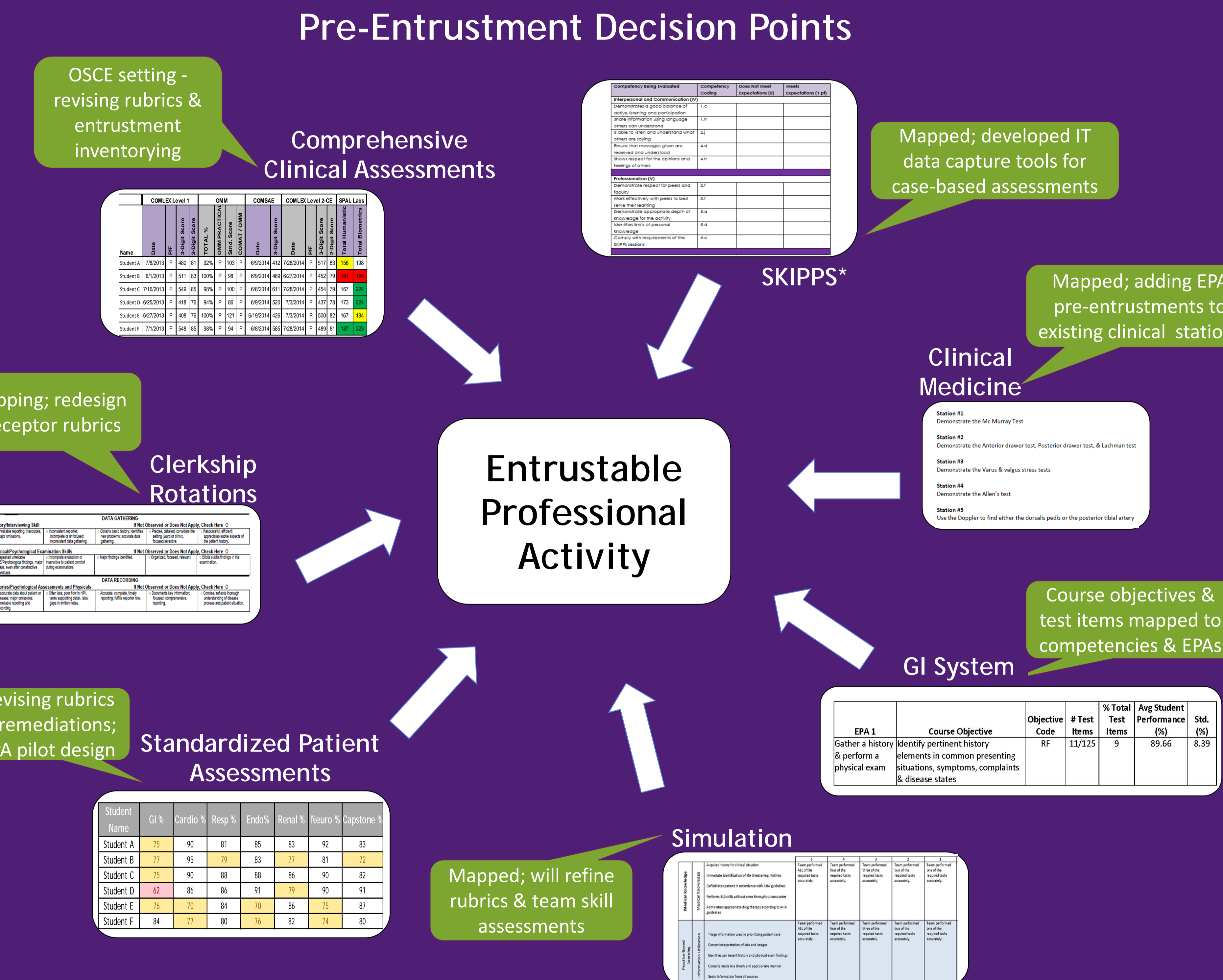
- Identification of gaps & opportunities
- Targeted measurement of functional EPA components
- “Top-down” piloting focused on targeted competencies

### Core components

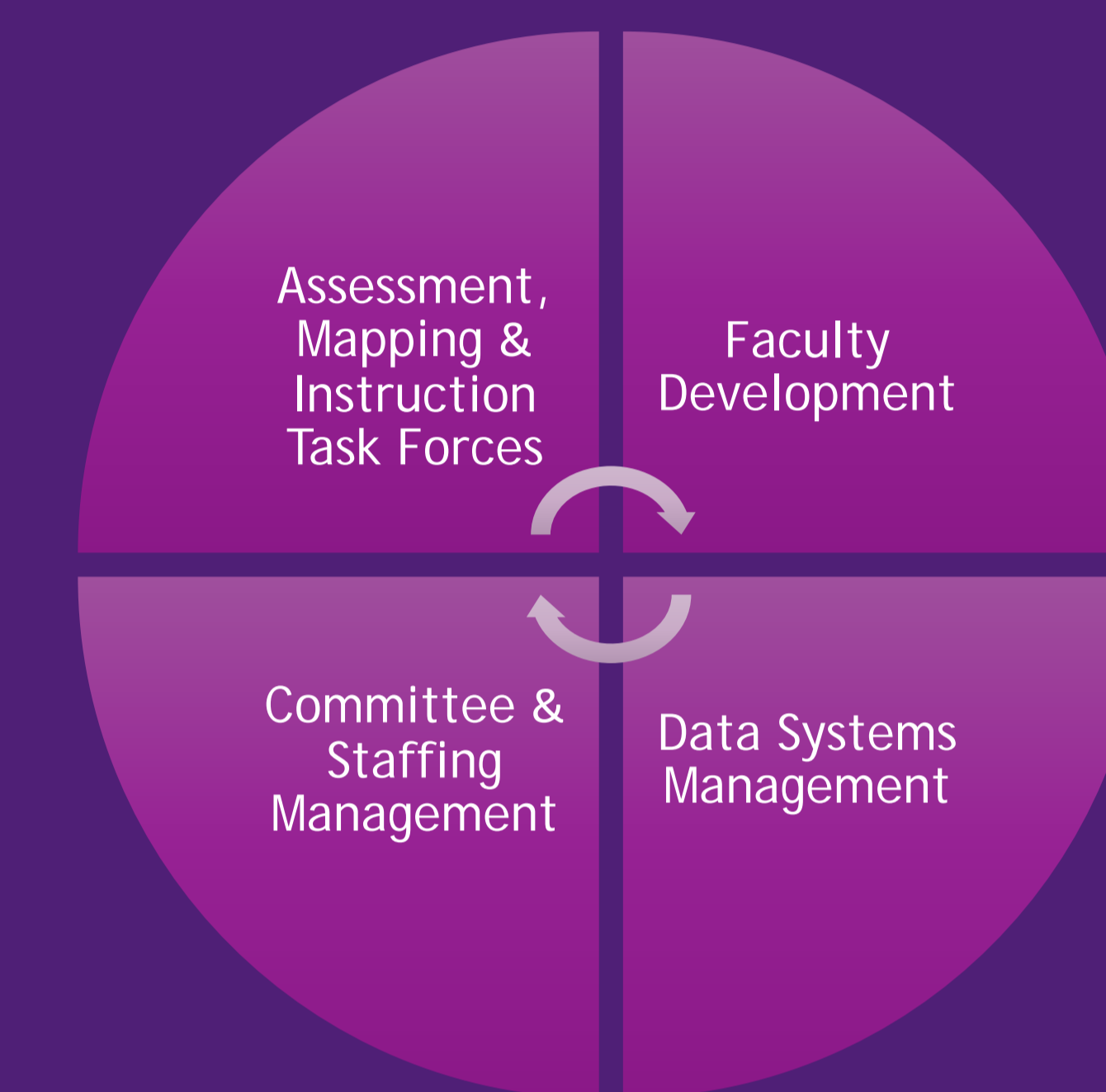
- Redesign organizational structures & processes
- Map sub-competencies & course-level support of core EPA functions
- Delivery of professional development
- Outline EPA frameworks & targeted pilot(s)

### Concept example<sup>3</sup>

- **EPA 1 states** - Incoming residents can “gather a history & perform a physical exam”
- **Related function** - Ability to “perform a complete/accurate physical exam, including an osteopathic structural exam; identify, describe & document abnormal physical exam findings including osteopathic structural findings”
- **Related competencies** – OP&P, Patient Care, Professionalism, Interpersonal Communication Skills



## Structural Redesign Components



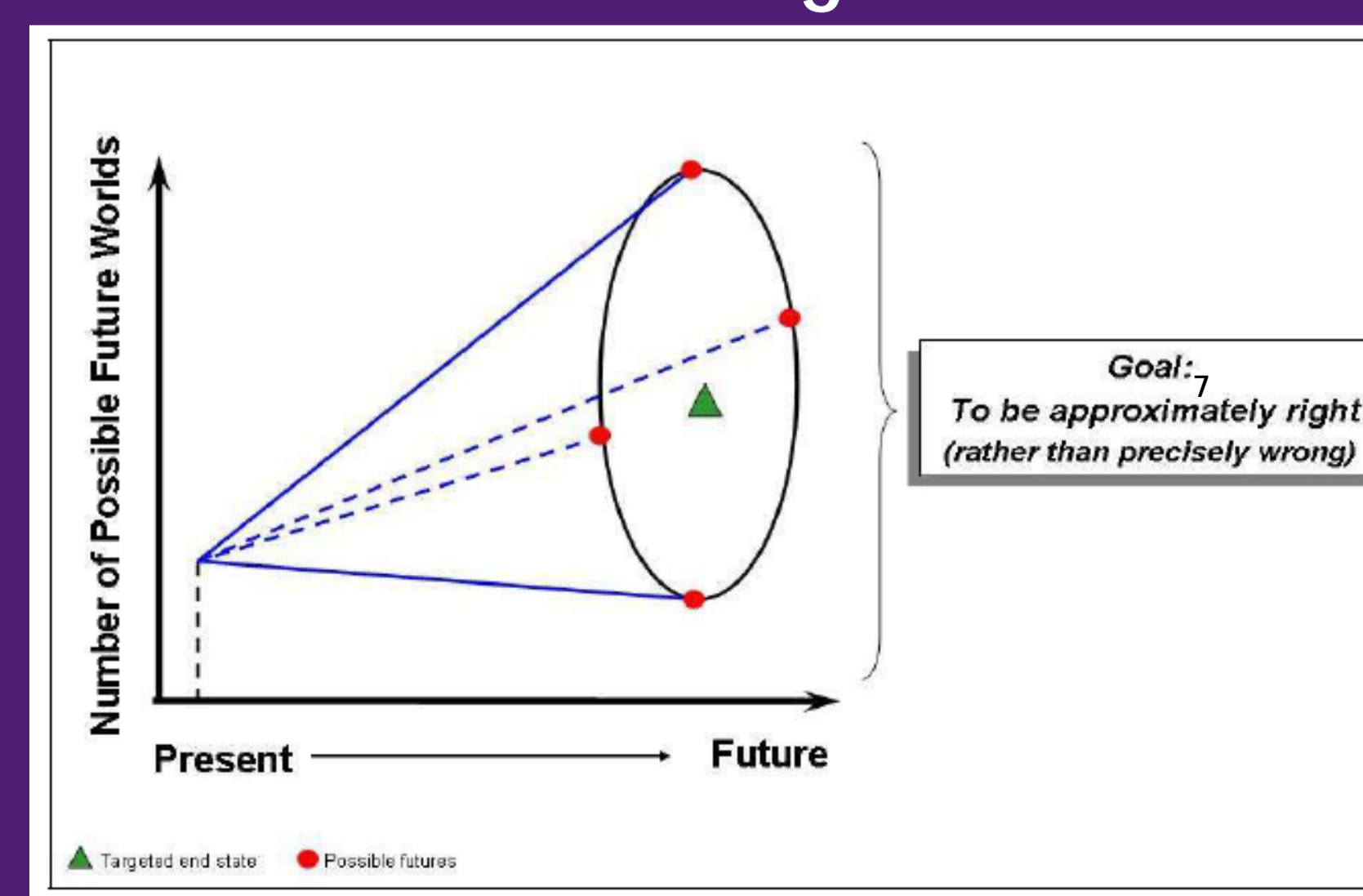
## Lessons Learned & Next Steps

- Time, financial constraints & infrastructure needs can pose challenges to EPA implementation<sup>6-8</sup>
- Clinical faculty involvement allows assessment design relevant to contemporary medical practice & patient care
- EPA development, systems-based assessment planning & integrated use of matrix mapping are labor-intensive tasks<sup>6-8</sup>
- Future directions include extending matrix mapping & EPA development farther into the clerkship rotations

## Course-Level EPA Pre-Entrustment Inventories

| Core EPA Identified to Date  | Year | Where taught?                      | Where assessed?                                      | Assessment Type                         | EPA Level |
|--|------|------------------------------------|--|---|-----------|
| EPA 1 - Gather a history and perform a physical examination              | 2015 | Behavioral Medicine                | OM3 Behavioral Medicine                              | In-class within MCQ exam? SPAL          | X         |
|  |      | Clinical Medicine A                | OM3 Clinical Medicine A                              | In-class within MCQ exam? SPAL          | X         |
|  |      | Clinical Medicine B                | OM3 Clinical Medicine B                              | In-class within MCQ exam? SPAL          | X         |
|  |      | Med Cell and Tissue Biology (SHIP) | OM3 Med Cell and Tissue Biology (SHIP) Participation |   |           |
|  |      | SHIP's multiple courses            | OM3 SHIP's multiple courses                          |   |           |
|  |      | Clinical Reasoning & Simulation A  | OM3 Clinical Reasoning & Simulation A                | In-class within MCQ exam? Sim, SPAL     | X         |
|  |      | Clinical Reasoning & Simulation B  | OM3 Clinical Reasoning & Simulation B                | In-class within MCQ exam? SPAL          | X         |
| EPA 2 - Prioritize a differential diagnosis following a clinical account | 2015 | Behavioral Medicine                | OM3 Behavioral Medicine                              | In-class within MCQ exam? SPAL          | X         |
|  |      | Clinical Medicine A                | OM3 Clinical Medicine A                              | In-class within MCQ exam? SPAL          | X         |
|  |      | Clinical Medicine B                | OM3 Clinical Medicine B                              | In-class within MCQ exam? SPAL          | X         |
|  |      | SHIP's                             | OM3 SHIP's?  | In-class within MCQ exam? Reflective PA | X         |
|  |      | SHIP's                             | OM3 SHIP's?  | In-class within MCQ exam? Reflective PA | X         |
|  |      | Clinical Reasoning & Simulation A  | OM3 Clinical Reasoning & Simulation A                | In-class within MCQ exam? Sim, SPAL     | X         |
|  |      | Clinical Reasoning & Simulation B  | OM3 Clinical Reasoning & Simulation B                | In-class within MCQ exam? Sim, SPAL     | X         |
| EPA 3 - Recommend and integrate common diagnostic and treatment options  | 2015 | Behavioral Medicine                | OM3 Behavioral Medicine                              | In-class within MCQ exam? SPAL          | X         |
|  |      | Clinical Medicine A                | OM3 Clinical Medicine A                              | In-class within MCQ exam? SPAL          | X         |
|  |      | Clinical Medicine B                | OM3 Clinical Medicine B                              | In-class within MCQ exam? SPAL          | X         |
|  |      | SHIP's                             | OM3 SHIP's?  | In-class within MCQ exam? Reflective PA | X         |
|  |      | SHIP's                             | OM3 SHIP's?  | In-class within MCQ exam? Reflective PA | X         |
|  |      | Clinical Reasoning & Simulation A  | OM3 Clinical Reasoning & Simulation A                | In-class within MCQ exam? Sim, SPAL     | X         |
|  |      | Clinical Reasoning & Simulation B  | OM3 Clinical Reasoning & Simulation B                | In-class within MCQ exam? Sim, SPAL     | X         |

## Prototyping to Avoid Possible Design Errors<sup>6,7</sup>



## References

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\* Scientific Knowledge Integrated into Patient Presentations