Students have the potential to provide a unique perspective on EPA components encountered in third year clerkships. Therefore, we sought to capture that perspective by adding questions regarding EPA components to Year 3 clinical site evaluations. The purpose of this poster is to summarize the findings gathered between July 1, 2017 and April 6, 2018.

Introduction

Many articles and presentations have been distributed regarding EPA development, implementation, and assessment. However, little has been presented regarding student perspectives on EPA components. Therefore, we developed a mechanism to capture this information.

Methods

Year 3 students were asked to comment on opportunities they had during third year clerkships (between July 1, 2017 and April 6, 2018) to do the following components of EPAs: provide an oral presentation of a clinical encounter to a preceptor, provide an oral patient presentation to a group, develop a clinical encounter of a patient visit (SOAP note), gather a history and perform a physical examination, prioritize a differential, and discuss and interpret common diagnostic and screening tests. Students were also asked to comment on how many opportunities they had to do these various EPA components, whether these elements were reviewed by their preceptor, and if they were given feedback on these components. New questions were added to the Year 3 Site/Preceptor/Course evaluations and distributed to students electronically using the institutions academic management system where all Year 3 evaluations are administered and collected.

Results

As of April 6, 2018, 1850 students have completed evaluations.

Opportunity to Provide an Oral Presentation to a Preceptor

Seventy-eight percent felt they had the opportunity to provide an oral presentation of a clinical encounter to their preceptor. Seventy-four percent indicated that their oral presentations were reviewed by a preceptor. Seventy-three percent felt they had the opportunity to provide an oral presentation of a clinical encounter to their preceptor. Seventy-four percent indicated that their oral presentations were reviewed by a preceptor. Seventy-three percent felt they had the opportunity to provide an oral presentation to a group. Twenty-two percent of those were reviewed by a preceptor and they received feedback from a preceptor.

Opportunity to Gather a History and Perform a Physical Examination

Eighty-four percent indicated that they were given the opportunity to gather a history and perform a physical examination. Sixteen percent indicated that they were not. Of the eighty-four percent who were given the opportunity to gather a history and perform a physical examination, seventy-nine percent were reviewed by a preceptor while seven percent were given feedback while six percent were not. Eighty-six percent indicated that they were given the opportunity to discuss and interpret common diagnostic and screening tests. Ninety-three percent indicated that they were given feedback, and one percent did not answer.

Opportunity to Prioritize a Differential Diagnosis

Eighty-five percent of students indicated that they were asked to prioritize a differential diagnosis following a clinical encounter. Fifteen percent indicated that they were not. Of the eighty-five percent that were asked to prioritize a differential diagnosis following a clinical encounter, eighty-two percent indicated that they were reviewed by a preceptor and three percent indicated that they were not. Additionally, eighty-two percent were given feedback while three percent were not.

Opportunity to Document a Clinical Encounter of a Patient Visit (SOAP Note)

Students were split on their opportunity to document a clinical encounter of a patient visit (SOAP Note). Fifty-seven percent said that they were given the opportunity while forty-three percent said they were not given the opportunity. Of those given the opportunity to document a clinical encounter, fifty percent indicated that they were reviewed by a preceptor and six percent indicated that they were not. Forty-eight percent indicated they were given feedback, seven percent indicated they were not given feedback, and one percent did not answer.

Opportunity to Discuss and Interpret Common Diagnostic and Screening Tests

Ninety-three percent indicated that they were given the opportunity to discuss and interpret common diagnostic and screening tests. Six percent said they were not given the opportunity to discuss and interpret common diagnostic and screening tests. Eighty-eight percent said these were reviewed by their preceptor and three percent said they were not reviewed by their preceptor. Eighty-six percent said they were given feedback while four percent said they were not given feedback.

Conclusions

The assessment of EPAs is spreading quickly to the clinical years. If we are to assess students on EPAs, we have to ensure that students are provided opportunities to accomplish EPA tasks. Although some rotations may not lend themselves to all EPAs, we can map out the assessment of EPAs to ensure that they are assessed at some point throughout the clinical years. This study shows that providing opportunities for students to provide an oral presentation to a group is definitely needed. Documenting a clinical encounter may also be an area that needs to be reviewed. Continued research is needed for better analysis of EPA tasks and best assessment opportunity.