This poster describes UNE COM’s “backward design” approach to the Core Entrustable Professional Activities for Entering Residency (EPAs) [https://www.aamc.org/initiatives/coreepas/](https://www.aamc.org/initiatives/coreepas/).

By “beginning with the end in mind” we are examining the EPAs’ entrustable learner descriptions and working backwards to identify milestones that lead to these targets. The key is determining what evidence (across a variety of assessment methods and tools) will confirm students’ progression toward entrustability and ultimately certify achievement of the EPAs.

### Methods

<table>
<thead>
<tr>
<th>Progress</th>
<th>Timing</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Review of EPAs by Student Assessment Subcommittee</td>
<td>Winter 2017</td>
<td>Accepted as minimum; discussion of a revised set unique to UNE COM</td>
</tr>
<tr>
<td>Minimum gateway assessments</td>
<td>Late Winter 2017</td>
<td>End of core: goal of full entrustability, end of preclinical: entrustability level determine by clerkship and preclinical faculty.</td>
</tr>
<tr>
<td>Creation of End of Clerkship Gateway Assessment</td>
<td>Pilot late spring 2018</td>
<td>Pilot with volunteer 3rd students</td>
</tr>
<tr>
<td>Creation of end of preclinical Gateway Assessment</td>
<td>Pilot spring 2019</td>
<td>Pilot with volunteer 2nd students</td>
</tr>
</tbody>
</table>

### Gateway Assessments

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3 - core</th>
<th>Year 4 - electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway Assessment 1 Pre-entrustment milestones</td>
<td>Gateway Assessment 2 Full Entrustment</td>
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### Elements of End of Clerkship Gateway Assessment

**Principle: Start with End of Year 3 → 4 and plan backwards**

1. **Clinical Skills Assessments (CSA)**
   - Targeting EPAs 1, 2, 3, 4, 5, and 6
   - Run as 15 min case ñ 10 min organize ñ 5 min patient presentation (EPA 6) ñ Give students data ordered ñ 20 min Interpret data (EPA 3), write SOAP Note (EPA 5) & Write Rx (EPA 4)

2. **Simulation Lab**
   - Targeting EPAs 1, 2, 3, 7, 8, 9, 10, and 13
   - Urgent/Emergent case (EPA 10), H&P (EPA 1), DDx (EPA 2), Orders (EPA 3), Team/IPPE (EPA 9) ñ Handover of System (safety/quality) improvement (EPA 13) ñ Clinical Question (EPA 7) ñ Transition of Care (EPA 8) (one student from each room hands off to other room) ñ Online short-answer fu to clinical question/EBM (EPA 7)

3. **Procedural Skills**- include evidence-based medicine, informed consent, perform general procedures, safety and quality improvement
   - Targeting EPAs 7, 11, 12, and 13
   - OMM, Immunizations, Venipuncture, IV Placement, Suturing, CPR, Bag-Mask Ventilation, Intubation, Sterile Technique & Scrubbing

### Discussion

Projected Benefits of Approach:
- Continuous Quality Improvement
- Efficiency of curricular change
- Data driven rationale for curricular improvement
- Allows for targeted revision of curricular elements
- Student-centered as opposed to faculty-centered

Gateway Assessments provide student performance data for:
- Identification of areas of excellence
- Identification of areas of weakness for curricular improvement
- Baseline data for subsequent publication

### References

2. Raupach et al.: Summative assessments are more powerful drivers of student learning than resource intensive teaching formats. BMC Medicine 2013 11:51.