



Using EPAs in UME: A Works in Progress

Dr. Machelles Linsenmeyer, Dr. George Boxwell, and Dr. Edward Bridges

West Virginia School of Osteopathic Medicine, Lewisburg, WV

Timeline based on Kotter's 8 Step Change Model (NOTE: elements with asterisk (*) are complete or in progress):

Year 1: 2014

*Step 1: Create Urgency

We began by discussing the concept of EPAs with faculty, staff, administrators, Statewide Campus Assistant Deans, and preceptors.

Year 2: 2015

*Step 2: Form a Powerful Coalition

We developed the EPA and Portfolio Advisory Committee consisting of the Associate Dean for Clinical Education, Associate Dean for Assessment and Educational Development, Chair of Clinical Sciences Department, Chair of Basic Sciences Department, Chair of OPP Department, Director of Clinical Education Center, and Assistant Dean for Preclinical Education

*Step 3: Create a Vision for Change

The EPA and Portfolio Advisory Committee worked to develop a vision and strategy to be communicated with faculty, staff, administrators, Statewide Campus Assistant Deans, and preceptors. This process started with an assessment of the organization and environment to determine where EPAs could be assessed across the continuum and pinpoint where data for assessment of EPAs would need to be collected. We specifically reviewed our current labs and OSCEs for elements that would feed into the assessment of EPAs. We also analyzed our stakeholders by surveying the program directors to determine expectations in their specialty for an entering resident that would inform the EPAs for that specialty. (Still in progress)

As we are looking at the EPAs, we are also planning a timeline for activities related to a portfolio to be used to collect, monitor, and allow for reflection and feedback on competencies, milestones, and EPAs. With this process, we are working to identify areas in the curriculum where evidence could be included to support progression toward trustworthiness in an EPA. We plan to start assessment of EPAs through the use of portfolios with 3rd year students in 2016-2017. We will then look at other areas of the curriculum in 1st and 2nd year to determine if there are competencies or milestones that might feed evidence into an EPA to be assessed more in depth in later years.

Year 3: 2016

Step 4: Communicate the Vision

Once we have the full strategy/vision, we plan to hold workshops with faculty, staff, administrators, Statewide Campus Assistant Deans, and preceptors in April and July 2016 to help create buy-in for the vision and field questions related to the proposed strategies. NOTE: Faculty will have been involved through the identification of areas in the curriculum through all four years that could provide evidence for assessment of EPAs.

Step 5: Remove Obstacles

After implementation in July 2016 with 3rd year students, we will continue to observe the progress for obstacles or barriers that may be causing problems and address those immediately.

Step 6: Create Short Term Wins

We will identify strong partners to implement the assessment process in 3rd year and work closely with them to ensure success. The planning will be critical to ensure we are focusing on small benchmarks in the process so that individuals can see success in the process. We will start with only a few relatively easy activities and then progress to more difficult EPAs to observe.

Example of one EPA that we are currently reviewing for inclusion.

Year 4: 2017

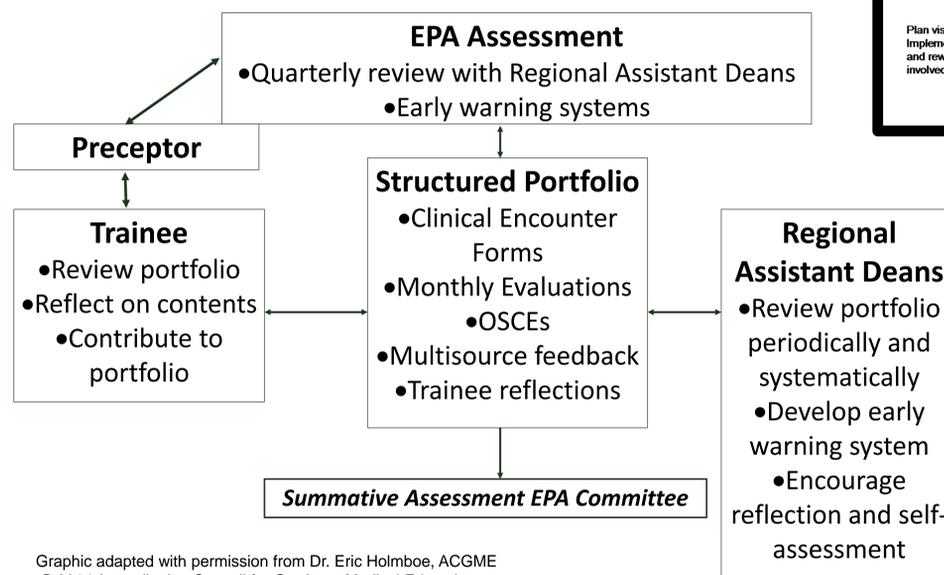
Step 7: Build on Change

We will incorporate continuous quality improvement by building in assessment of the process to determine what went right, what didn't go right, what needs to be changed, set goals for moving forward to continue building on the assessment of EPAs and the use of portfolios for this assessment.

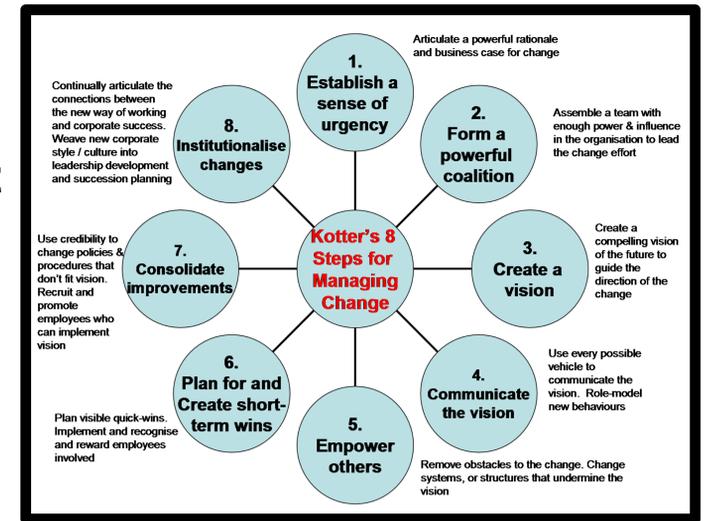
Step 8: Anchor the Changes in Corporate Culture

We plan to ensure that the change is seen in all areas of the organization. Successes will be reported to the Curriculum Committee to ensure that progress is heard on a continuing basis. Best practices will be shared not only internally but also externally at conferences to help others in the process. We will make great strides to work with the allopathic organizations who are probably a step ahead of us to gather new tools and strategies for improving our process. The key leadership will be reviewed to see if new players need to be added to keep the momentum going forward.

How do we get started in the assessment of EPAs in UME? The use of Kotter's Change Management to support a process of assessing EPAs.



Graphic adapted with permission from Dr. Eric Holmboe, ACGME © 2014 Accreditation Council for Graduate Medical Education



Critical Success Factors to Consider:

- Faculty Development
 - Level of Trust
 - Survey of Stakeholders
 - Create a timeline, vision, strategy and follow it
 - Include key players from important areas (e.g. clinical education center, clinical skills coordinator, regional assistant deans, etc.)
 - Ensure faculty buy-in
- What are other critical success factors you have found? Write them below.

EPA 6: Provide an oral presentation of a clinical encounter

2 nd year clinical skills labs	Portfolio Submission	2 nd year OSCE	Portfolio Submission	3 rd year clinical rotations	Portfolio Submission	Exit Interview at graduation
Students are introduced to the SNAPPS method of giving an oral presentation	Students will reflect on their success at the basics of the SNAPPS method and identify areas for growth.	Students will be required to do an oral case presentation of two OSCE stations using the SNAPPS method.	Students will reflect on their improvement in doing a SNAPPS case presentation including what worked, what didn't, and anything they will change	Oral presentations using the SNAPPS method will be required at least once a week and must be assessed by a clinical supervisor. Multisource evaluation will also be incorporated to get opinions of others on progress.	Students will be required every quarter to meet with the SWC Assistant Dean in the region to discuss their progress toward this EPA	All students will go through a final exit interview at graduation with a committee to assess their portfolios and readiness toward this EPA (all EPAs) for entering residency.

For additional information, please contact Dr. Machelles Linsenmeyer at 304-793-6871 or email alinsenmeyer@osteo.wvsom.edu