What is an EPA?

HMS Adopts a New Clinical Assessment System

Elisabeth Peet, John Dalrymple, Barbara Cockrill

With the introduction of its 2015 Pathways curriculum, Harvard Medical School's Program in Medical Education embarked on a comprehensive reform of clinical skills assessment based on the Association of American Medical Colleges (AAMC) Core Entrustable Professional Activities for Entering Residency (EPAs). The new system was initially designed by the HMS Clinical Skills Assessment Working Group, and then further developed by the newly formed Committee on Assessment. Through iterative consensus building, the AAMC core EPAs were mapped to the Pathways curriculum (Table 1): Pre-Clerkship: EPAs 1, 2, 5, 6; Clerkship: EPAs 1, 2, 3, 5, 6, 7, 9, 12; and Post-Clerkship: all EPAs. Three levels of developmental progression were defined for each EPA: Pre-entrustable, Emerging, and Entrustable. Each developmental level is anchored with observable behavioral descriptors modified from the AAMC EPA Curriculum Developer's Guide. Over twelve months, the Committee on Assessment met regularly for discussion, and incorporated input from students and faculty representing diverse courses including the Principle Clinical Experience, core clinical rotations and many clinical electives before making recommendations to the Dean for Medical Education and Curriculum Committee. This EPA-based framework has now been introduced into the PCE core rotations and is actively being used to assess student clinical skill performance.

What is an EPA? EPAs define those activities that all medical students should achieve by the time they finish medical school and enter residency. They are units of professional practice, defined as tasks or responsibilities that trainees are entrusted to perform unsupervised once they have attained sufficient specific competence. EPAs are independently executable, observable, and measurable in their process and outcome, and, therefore, suitable for entustrment decisions. EPAs differ from competencies in that EPA are units of work, whereas competencies are abilities of individuals. EPAs require integration of multiple competencies usually across different domains. For example, EPA #1 is “Gather a history” which requires assessment of elements of multiple
domains including Patient Care, Interpersonal and Communication Skills and Professionalism. Importantly, both Interpersonal and Communication Skills and Professionalism competencies are integrated throughout all EPAs.

Key to the use of EPAs is the concept of entrustability. To achieve entrustability, the student must be able to perform a given activity without direct supervision. The AAMC further delineates levels of supervision which coincide with the degrees of entrustability: direct, indirect but with direct supervision immediately available, and indirect with supervision available by request. The core EPAs are designed to be a minimum graduation requirement. We fully expect our HMS students will continue to meet and exceed the competencies required by the EPAs!

Concurrent with the adoption of EPAs, the Medical School has moved to a new student information platform. Beginning in AY1516, OASIS is the new system of record at HMS that will replace MyCourses. OASIS is an online student information system developed by Schilling Consulting, LLC. It is currently utilized by 34 medical schools nationwide. At HMS, OASIS will be used for web-based scheduling and as a central hub for collecting information from and dispersing information to students and faculty. It will be used to manage all end-of-clerkship evaluations, faculty evaluations completed by students, and for collecting student performance evaluations from faculty.

There are 2 ways to fill out an evaluation in OASIS:

1. When an evaluation has been posted to you, you will receive an email with a link to click. The sender will be oasis@hms.harvard.edu. The subject of the email will contain "OASIS NOTIFY". The evaluation will open upon clicking the email link.
2. The second way to fill out your evaluation is to login to oasis.med.harvard.edu. On the home screen, in the "My Evaluations" box you will find a link to click if there are evaluations for you to complete.

Please click on the link below to view a quick training video about completing EPA based evaluations using OASIS.

OASIS- Complete Student Evaluations

https://hms.mediasite.video.harvard.edu/Mediasite/Play/7bb7c532fc034ec39addab0ad22293821d
(Wiki Page https://collaborate.hms.harvard.edu/x/jIFGAg)

*This is the first of a series on the new assessment system at HMS. If you would like more information or would like to schedule a faculty development session on the new assessment system, please contact Elisabeth Peet at elisabeth_peet@hms.harvard.edu

TABLE 1
https://www.aamc.org/initiatives/coreepas/publicationsandpresentations/

<table>
<thead>
<tr>
<th>EPA</th>
<th>Description</th>
<th>Pre-PCE</th>
<th>PCE</th>
<th>Post-PCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>Gather a history</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1B</td>
<td>Perform a physical examination</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Prioritize a DDx following a clinical encounter</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Recommend and interpret common diagnostic and screening tests</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Enter and discuss orders and prescriptions</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Document a clinical encounter in the patient record</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Provide an oral presentation of a clinical encounter</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Form clinical questions and retrieve evidence to advance pt care</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>Give or receive a patient handover to transition care responsibility</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>Collaborate as a member of an interprofessional team</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Recognize a pt requiring urgent/emergent care; initiate evaluation</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>Obtain informed consent for tests and/or procedures</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>Perform general procedures of a physician</td>
<td>+/-</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>13</td>
<td>Identify system failures and contribute to a culture of safety and improvement</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Upcoming Academy Events

Faculty Development Workshop sponsored by the Cross Cultural Care Academy Interest Group:
Doctors, Dreamers, and Muslims - Working toward the highest possible quality healthcare in the current sociopolitical climate
Wednesday, May 24, 2017 // 7:30-9:00AM // TMEC 306 - RSVP

The following faculty and students will be moderating and presenting at this workshop:
Martha Cesena, MD, Michael C. Payne, MD MPH, Mohammad Hussain Dar, MD, Carlos Estrada, MD/MBA Class of 2018, Majo Acosta Robayo, Harvard Class of 2020, Edelva Williams, MD, and Adebola Yakubu-Owlewa, MD

Click here for more information
Medical Education Grand Rounds:
The Mission to Create and Nurture a Culture of Continuous Educational Quality Improvement at HMS
Friday, June 16, 2017// 7:30-9:00 AM// TMEC 227 • RSVP

Edward Hundert, MD
Dean for Medical Education, Harvard Medical School
Daniel D. Federman, MD
Professor in Residence of Global Health and Social Medicine and Medical Education

Holly R. Khachadoorian-Elia MD, MBA
Assistant Professor of Obstetrics, Gynecology and Reproductive Biology, Harvard Medical School

Click here for more information

For the complete calendar of Academy Faculty Development Programs click here

Who's who
in the Harvard Medical School Academy

Josh Ziperstein, MD, is a member of the Core Educator Faculty for the Internal Medicine Residency Program at Massachusetts General Hospital and also serves as the “Lead for Education” within the Hospital Medicine Unit (HMU) at Mass General.

He received his undergraduate degree in biomedical engineering from Brown University and subsequently worked in the Partners AIDS Research Center developing rapid HIV diagnostic for point-of-care use. After deciding that clinical medicine was more his speed, he attended Emory University School of Medicine and subsequently completed internal medicine residency training at Mass General. Following residency he worked as a full time hospitalist within the Mass General Hospital Medicine Group, before joining the Core Educator Faculty in 2016.

Dr. Ziperstein teaches on the inpatient medical and consultative services, along with providing direct care for patients on the hospitalist service. In addition to clinical care and his educational leadership role within HMU, he also serves faculty advisory roles in the “Residents Interested in Medical Education” (RIME) group and “Resident as Teacher” (RaT) elective course. He is a graduate of the Harvard Macy Institute’s “Program for Educators in the Health Professions” and SHM's "Academic Hospitalist Academy". His clinical and research interest include medical education, technology in education, clinical hemodynamics, and inpatient management of end stage liver disease. He currently leads an ECOTE funded project using an iPhone app (developed in-house) to track learning exposures longitudinally and create individualize learner profiles. He is a member of the Society of Hospital Medicine and a regular participant in Boston Society of Hospital Medicine chapter meeting.

Josh Ziperstein MD
Sunny Chavan, MD, MPH, received his bachelor degree in medicine from Lokmanya Tilak Municipal Medical College, Mumbai, India. Post-graduation, he worked as a Medical officer in rural India, serving underserved population. He subsequently moved to the United States to pursue a Masters’ in Public Health from Texas A&M, University with a major in Epidemiology and Biostatistics. He completed his family medicine residency from Oakland Physician Medical Center, in Pontiac, MI. He is currently working as a lead physician at Brockton Neighborhood Health Center's Vicente’s site, Brockton, MA. He recently received a grant to participate in the KRAFT practitioner program, which is focused on the development of community health leaders. He used the grant funding for developing an integrated primary care rotation for Harvard South Shore Psychiatry residency program at Brockton neighborhood health center. He is also involved in expanding health center initiative to integrate nutrition and lifestyle with health care.

Podcast of Past Academy Events:
Medical Education Grand Rounds

Curriculum reform: Plus ça change?
Wednesday, September 14, 2016

Brian Hodges, MD, PhD, FRCPC
Executive Vice-President Education, University Health Network; Professor, Department of Psychiatry, University of Toronto; Scientist, Wilson Centre for Research in Education; Richard and Elizabeth Currie Chair in Health Professions Education

For the podcast of this event click here

The Use of Virtual Team-based Learning in Global Education
Friday, October 28, 2016

Ajay Singh, MBBS, FRCP, MBA
Senior Associate Dean for Global and Continuing Education
Director, Master in Medical Sciences in Clinical Investigation (MMSCI) program
Harvard Medical School

For the podcast of this event click here

Breaking Down the Barriers to Diversity and Inclusion
Friday, November 18, 2016

Joan Reede, MD
Dean for Diversity and Community Partnership, Professor of Medicine Harvard Medical School

For the podcast of this event click here
A system-based Vision for Medical Education in the 21st Century
Friday, December 16, 2016

Robert Englander, MD MPH
Associate Dean for Undergraduate Medical Education, University of Minnesota Medical School

For the podcast of this event click here

Addressing Student Learning Challenges in the Context of Case Based Collaborative Learning and Clerkship Environments
Monday, February 6, 2017

Richard Goldhammer, EdM
Learning Specialist and Educational Consultant, Harvard Medical School

For the podcast of this event click here

Teaching how to Teach: The Growing Expansion of "student-as-teacher" Programs
Wednesday, March 15, 2017

Taylor Freret, BA (HMS 2017)
Jasmine Rana, BA (HMS 2017)

For the podcast of this event click here

How can physician training be transformed to meet 21st century healthcare needs?
Monday, April 24, 2017 4:00-5:30 PM

Eric Holmboe, MD FACP FRCP
Senior Vice President, Milestone Development and Evaluation Accreditation Council for Graduate Medical Education

For the podcast of this event click here
New Medical Education Pubmed Citations from Academy Members

Please note that we use an automated search system to identify new pubmed-cited medical education literature. If we have missed a medical education paper you have published, please let us know. Also, please let us know if you have published medical education materials on MedEdPortal or other sites.


