



Entrustable Professional Activities

EPA 2 for Child Abuse Pediatrics

EPA 2: Engage in Behaviors and Use Coping Strategies That Will Mitigate the Emotional Stress of Caring for Patients That Have Been Abused, Neglected, or Maltreated

Supervision Scale for This EPA

1. Trusted to observe others and identify healthy coping strategies
2. Trusted to engage in using healthy coping strategies with routine coaching
3. Trusted to engage in using healthy coping strategies with coaching in times of stress
4. Trusted to engage in using healthy coping strategies without coaching
5. Trusted to engage in using healthy coping strategies and to provide support to others in improving their coping strategies

Description of the Activity

Providing care to patients and families experiencing child maltreatment can be traumatic for any physician. This secondary (i.e., vicarious) trauma is a risk to the well-being of providers if the exposure is chronic (as in the case of child abuse subspecialists), and protective factors such as effective self-care strategies are overwhelmed. If not adequately recognized and addressed, this trauma can affect clinical decision making and lead to professional burnout. It is important to the child abuse pediatrician providing care to abused children that lifelong strategies for personal well-being and professional development are attained.

The specific functions which define this EPA include:

1. Developing and maintaining greater resiliency through the preventive use of healthy coping strategies that help one to remain positive in the face of adversity
2. Learning strategies to protect against the effects of exposure to secondary/vicarious trauma, compassion fatigue, and burnout, by recognizing their triggers/signs and seeking immediate support
3. Engaging in reflective practice to enhance awareness of emotional limitations that lead to timely help-seeking behaviors
4. Managing conflict between personal biases and professional responsibilities
5. Recognizing potential threats to personal safety and utilizing practices that will mitigate them

Judicious Mapping to Domains of Competence

- Patient Care
- Medical Knowledge
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-Based Practice
- Personal and Professional Development



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Competencies Within Each Domain Critical to Entrustment Decisions

PC 12:	Providing role modeling
PBLI 10:	Engaging in lifelong learning
P 1:	Taking on the values of the profession
PPD 1:	Engaging in help-seeking behaviors
PPD 2:	Using healthy coping mechanisms
PPD 3:	Managing personal/professional conflicts
PPD 8:	Dealing with uncertainty

Context for the EPA

Rationale: Providing care to patients and families experiencing child maltreatment can be traumatic for the child abuse pediatricians involved. Physicians also can experience trauma in the process of dealing with the investigative process and juvenile and criminal justice systems. This secondary/vicarious trauma can be a risk to job satisfaction as well as personal well-being. It is important that physicians develop lifelong strategies for maintaining personal well-being.

Scope of Practice: Child abuse pediatricians and their colleagues

Curricular Components That Support the Functions of the EPA

1. Developing and maintaining greater resiliency through the preventive use of healthy coping strategies that help one to remain positive in the face of adversity
 - Identifies sources of professional stress and healthy responses to those stressors
 - Demonstrates healthy responses to stressors that lead to proactive planning of how to personally respond in a healthy way before anticipated stressors fully present themselves
 - Develops the ability to use self-awareness of one's own knowledge, skills, and emotional limitations that leads to appropriate help-seeking behaviors
 - Identifies appropriate resources that assist in reducing stress including the ability to generate multiple alternative solutions to difficult situations
 - Demonstrates advanced coping mechanisms and healthy responses to stressors, including mindfulness and reflection on what has gone well in stressful situations and how to apply lessons learned in the future
 - Develops personal strategies to respond to stressors in a healthy way
 - Prioritizing values
 - Setting and pursuing goals
 - Setting limits
 - Possessing positive self-regard
 - Maintaining connectedness with family, friends, hobbies, and interests outside of work
 - Maintaining good physical health through physical activity and nutrition
 - Acknowledging limitations
 - Using high-level defense mechanisms such as appropriate humor



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- Develops occupational strategies to respond to stressors in a healthy way
 - Setting limits
 - Seeking further education to prepare oneself for professional duties
 - Using a team approach, including mutual support for all members
 - Recognizing signs and symptoms of stress in other team members and supporting them in their coping strategies
 - Valuing and promoting collegiality
 - Practices flexibility/resilience, including the ability to recognize and adapt to various situational demands
 - Models professional conduct in interactions with patients, families, peers, and other disciplines/professionals demonstrating high ethical standards across settings and circumstances
2. Learning strategies to protect against the effects of exposure to secondary/vicarious trauma, compassion fatigue, and burnout, by recognizing their triggers/signs and seeking immediate support
- Acknowledges that uncertainty can cause stress
 - Uses uncertainty and ambiguity as a motivation to seek information or understanding of unknown
 - Demonstrates transparent communication regarding uncertainty and the limits of knowledge
 - Develops insight into how one's life experiences and emotional make-up affect one's interactions with patients, families, and other professionals
 - Demonstrates the ability to view multiple perspectives, having a sense of duty to contribute to the larger concern of a child's safety and welfare
 - Develops the ability to use self-awareness of one's own knowledge, skills, and emotional limitations that leads to appropriate help-seeking behaviors
 - Develops personal and occupational strategies to respond to stressors in a healthy way
3. Engaging in reflective practice to enhance awareness of emotional limitations that lead to timely help-seeking behaviors
- Engages in behaviors associated with personal awareness, reflective practice, self-regulation, and self-monitoring in the development of emotional intelligence and mindfulness, which are central to developing healthy responses to stressors
 - Recognizes and acknowledges the importance of emotional intelligence (EI)
 - Recognizing emotional cues in oneself and others
 - Generating, demonstrating, and using emotions to communicate feelings or use them in other cognitive processes
 - Demonstrating the ability to be open to feelings and to modulate them in oneself and others so as to promote personal understanding and growth
 - Participates in observation and guided reflection to mature and progress in adaptive flexibility
4. Managing conflict between personal biases and professional responsibilities



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- Uses a proactive approach to conflict prevention and resolution in anticipation of the internal conflicts that may arise
 - Maintains balance among important life domains
 - Utilizes real-time peer review to ensure that personal values do not conflict with professional values when evaluating children with concerns for maltreatment
 - Recognizes and addresses potential for lapses in professionalism in oneself as well as peers
5. Recognizing potential threats to personal safety and utilizes practices that will mitigate them
- Recognizes that personal safety may be an issue in some cases and prepares to use de-escalation skills (e.g., ensure immediate access to unobstructed exit, have colleague present for situations that may escalate, have security present for high-risk situations, verbally acknowledge patient/family's concern, use silence as a tool, sets boundaries for patient/family behavior, sets clear goals, concludes session with follow up plan)
 - Demonstrates awareness of potential threats and has a contingency plan to deal with them.
 - Knows community resources and apply them at the appropriate level required for each case

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