



Entrustable Professional Activities

EPA 2 for Pediatric Critical Care Medicine

EPA 2: Manage and Coordinate Care in Pediatric Critical Care Units for Optimal Patient Outcomes

Supervision Scale for This EPA

1. Trusted to participate only
2. Trusted to lead with direct supervision and coaching
3. Trusted to lead with supervisor occasionally present to provide advice
4. Trusted to lead without supervisor present but requires coaching to improve member and team performance
5. Trusted to lead without supervision and to improve member and team performance

Description of the Activity

Practicing intensivists must have the ability to integrate and manage care in transit to and within pediatric critical care units to optimize the outcomes of critically ill children.

The specific functions which define this EPA include:

1. Prioritizing and arranging patient flow in the pediatric critical care unit (PICU)
2. Identifying and allocating resources within the PICU based on acuity and patient need
3. Integrating input from other members of the health care team and reconciling disparate opinions regarding the best course of action
4. Determining optimal staffing needs to assure appropriate patient care
5. Educating pediatric critical care unit staff about the treatment of critically ill children and supporting them in their care delivery

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

Competencies Within Each Domain Critical to Entrustment Decisions

PC 7:	Developing management plans
PC 13:	Providing supervision
ICS 1:	Communicating with patients/families



Entrustable Professional Activities

EPA 2 for Pediatric Critical Care Medicine

ICS 5:	Consultative role
SBP 2:	Coordinating care
PPD 2:	Using healthy coping mechanisms
PPD 3:	Managing personal/professional conflicts

Context for the EPA

Rationale: Practicing intensivists need to be aware of the structural, service-based, and personnel-based resources available to them as well as resource limitations. The intensivist must be able to allocate these resources appropriately based on needs of the individual patients and the ICU as a system, within the resource constraints. To provide optimal care for critically ill patients, the intensivist must coordinate care within the pediatric intensive care unit.

Scope of Practice: By the nature of the specialty, practicing pediatric intensivists must have the ability to manage care in route to and within the pediatric intensive care unit to optimize the outcomes of critically ill patients. This requires close collaboration with hospital and unit administration, transport personnel, nursing, and physician leaders from units outside the PICU. In addition, this requires that the pediatric intensivist recognize that gaps in knowledge within the health care team can result in medical errors, emotional stress of health care providers, patients and families, job dissatisfaction, and family dissatisfaction with PICU care. As such, the practicing intensivist must be able to communicate effectively with all involved personnel as well as patients and families in order to reconcile disparate opinions regarding the best courses of action in specific situations.

Curricular Components That Support the Functions of the EPA

1. Prioritizing and arranging patient flow in the PICU
 - Maintains situational awareness about the changes in patient status that impact placement
 - Develops and applies appropriate criteria for admission and discharge to the PICU that align with hospital system-wide expectations of patient flow
 - Evaluates patients in other areas of the hospital when transfer to the PICU is considered by the team caring for the patient
 - Provides and actively receives effective handoffs for patients into and out of the PICU
 - Communicates with patients and families on an ongoing basis about anticipated setting transitions and level of care expected in each setting
2. Identifying and allocating resources (including staffing) within the PICU based on acuity and patient needs
 - Identifies the structural resources available in the PICU and institution (e.g., number of PICU beds available, number of ECMO circuits available)
 - Identifies the service-based resources available in the PICU and institution (e.g., availability of cardiac surgery, availability of stem cell transplant)
 - Identifies the personnel-based resources available in the PICU and institution (e.g., number of nurses available on the next shift, respiratory care coverage)
 - Develops a decision-making process for considering these resources and how to appropriately deploy them based on patient and ICU needs
 - Determines the limitations of resources in the system and acts appropriately in response to this



Entrustable Professional Activities

EPA 2 for Pediatric Critical Care Medicine

- Provides care that is multidisciplinary, comprehensive, coordinated, accessible, and patient-centered meeting the medical, social, developmental, behavioral, mental health, educational, and financial needs of the patient and family
 - Prioritizes and triages transport calls in the context of PICU and institutional resources
3. Integrating input from other members of the health care team and reconciling disparate opinions regarding the best course of action
- Supervises the care provided by all team members within the PICU
 - Explains complex clinical and psychosocial situations and circumstances to members of the health care team
 - Promotes interdisciplinary discussions to ensure that all team members are able to verbalize their opinions
 - Establishes a supportive therapeutic alliance with patients and families to integrate them as essential members of the team
 - Manages conflict among providers by providing evidence and best practices that facilitates discussion of disparate opinions
 - Creates and implements collaborative management plans that clearly identify next steps as well as alternatives and triggers for the use of the alternative approaches
4. Determining optimal staffing needs to assure appropriate patient care
- Identifies staffing resources and skill levels to optimally care for critically ill patients
 - Recognizes stressors on the health care team members and identifies when additional support is needed for the health care team
5. Educating the PICU health care team members about the treatment and outcomes of critically ill children and supporting them in their care delivery
- Identifies educational and emotional needs of the health care team members (e.g., knowledge gaps and frequent management issues)
 - Role models healthy coping behaviors, recognizes/identifies the emotional needs of the health care team members, and supports them in acquiring these behaviors
 - Develops and implements appropriate learner-centered educational offerings and supportive interventions that help with the emotional repercussions of the stress of caring for critically ill infants, children, and youth
 - Assesses the impact of educational offerings and supportive interventions, using patient and staff outcome data wherever possible

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