EPA: Lead an Interprofessional Health Care Team

Supervision Scale for This EPA

1. Trusted to observe only
2. Trusted to execute with direct supervision and coaching
3. Trusted to execute with supervisor occasionally present to provide advice
4. Trusted to execute without supervisor present but requires coaching to improve member and team performance
5. Trusted to execute without supervision to improve member and team performance
   5a. Not yet ready to also supervise others in the execution of this EPA*
   5b. Also trusted to supervise others in the execution of this EPA*

*Where supervision means: Ability to assess patient and learner needs ensuring safe, effective care and further trainee development by tailoring supervision level for this EPA

Description of the Activity

A prerequisite for entrustment to lead an interprofessional health care team is entrustment to collaborate as a member of an interprofessional team, a Core EPA for Entering Residency.

Practicing pediatricians must often serve in the role of leader of an interprofessional health care team caring for individuals or populations of patients.

The specific functions which define this EPA include:

1. Establishing a shared vision, goals, expectations, and outcome measures
2. Engaging other team members in a way that utilizes their specific roles and capabilities, eliciting and valuing the perspective and contributions of others
3. Demonstrating situation awareness
   • Monitoring individual team member’s performance to enable oversight and management of current and evolving situations
   • Balancing autonomy and supervision of team members by assigning/delegating unsupervised work to team members that aligns with their knowledge, skills, and attitudes (KSA) and supervising work of team members that is designed to expand their KSA
4. Monitoring team performance and providing feedback
5. Recognizing and managing the social cues, emotional responses as well as the personal needs of team members
6. Role modeling as the team leader
7. Teaching to the needs of the team members, including patients and families
Entrustable Professional Activities
EPA for All Pediatric Subspecialties

Judicious Mapping to Domains of Competence

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

Competencies Within Each Domain Critical to Entrustment Decisions*

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<th>Providing role modeling</th>
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<tr>
<td>PBLI 8:</td>
<td>Developing teaching skills</td>
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<td>PBLI 9:</td>
<td>Educating others</td>
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<td>ICS 2:</td>
<td>Demonstrating insight into emotion</td>
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<td>ICS 4:</td>
<td>Working as a member of a health care team</td>
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<td>SBP 5:</td>
<td>Working in interprofessional teams</td>
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<td>PPD 4:</td>
<td>Adjusting to change</td>
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<td>PPD 6:</td>
<td>Provide leadership to improve care</td>
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Context for the EPA

**Rationale:** Pediatricians must be able to collaborate and communicate effectively to successfully lead an interprofessional health care team to improve patient outcomes.

**Scope of Practice:** In every area of practice, there are teams of health care professionals that often require leadership by a pediatrician. Quality patient care and safety occurs most effectively in the context of the interprofessional team model. The team leader should serve as a role model for others in clarifying roles and expectations, demonstrating respect for all team members, establishing open lines of communication, facilitating the sharing of knowledge based on areas of expertise, and providing feedback to team members on their performance.