Entrustable Professional Activities
EPA for All Pediatric Subspecialties

EPA: Engage in Scholarly Activities Through Discovery, Application, and Dissemination of New Knowledge (Broadly Defined)

Supervision Scale for This EPA

1. Trusted to assist in scholarly activities with direct supervision
2. Trusted to develop and conduct scholarly activities with direct oversight and frequent coaching
3. Trusted to develop and conduct scholarly activities with occasional coaching
4. Trusted to lead scholarly activities and provide coaching to others at the local institution
5. Trusted to lead and coach others in scholarly activities through national and/or international networks

Description of the Activity

Brief general description: Subspecialists completing training are expected to be able to engage in a range of scholarly activities that promote lifelong learning, reflective practice, critical thinking, and discovery. The broad areas for discovery, application, and dissemination of new knowledge include but are not limited to the following: basic, clinical, or translational science; health services/care delivery research, clinical effectiveness research, implementation science, quality improvement and patient safety research; bioethics; education; and public policy.

The specific functions which define this EPA include:

1. Appraising and assimilating new knowledge, concepts, and techniques related to the field of one’s practice
2. Critically analyzing one’s own work as well as the work of others
3. Formulating clear and testable questions
4. Designing and conducting high-quality scholarly activities in clinical, education, laboratory, or other environments to generate new knowledge
5. Engaging with colleagues, teams, and/or networks to conduct scholarly activities
6. Identifying the potential resources for financial support to conduct scholarly activities
7. Applying and integrating new knowledge to other settings (e.g., clinical, policy)
8. Disseminating scholarly products into oral and/or written forms of communication for the benefit of stakeholders that may include the patients, the public, trainees, colleagues, and other health professionals
9. Demonstrating ethical and legal principles and practices in conducting scholarly activities
10. Engaging in mentee–mentor relationships to advance scholarship

Judicious Mapping to Domains of Competence

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

Competencies Within Each Domain Critical to Entrustment Decisions*

<table>
<thead>
<tr>
<th>MK: Information seeking</th>
<th>MK: Methods and data management/analysis</th>
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<tr>
<td>PBLI: Formulation of question/intervention</td>
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<td>ICS: Collaboration</td>
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<td>ICS: Income and funding generation</td>
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<td>P: Knowledge dissemination</td>
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<td>P: Professional conduct</td>
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<td>SBP: Mentoring in scholarship</td>
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Context for the EPA

Rationale: Regardless of career pathway (academic versus non-academic, generalist versus subspecialist), participation in conducting a scholarly activity teaches physicians to be critical thinkers and evidence-based practitioners. It helps the provider improve his or her ability to analyze, interpret, and apply research evidence at the point of care. Scholarly activity also serves to encourage fellows to consider careers as physician–scientists or clinician–investigators as many have not have prior experience in performing scientific investigations.

Scope of Practice: In order to critically analyze the literature and appreciate the complexities of performing a scientific study, a basic understanding of the components of scholarship are required. This basic knowledge should be acquired in subspecialty training under the direction of a mentor with the appropriate knowledge and skills relevant to the scholarly activity. The scholarly activity should be conducted with appropriate supervision and guidance. For those pursuing a career involving ongoing scholarly activity, some degree of mentorship will continue to be needed until the individual has acquired the necessary skills to independently perform the activities. As the individual gains additional experience, he or she may choose to mentor trainees or junior faculty, helping them to attain the necessary knowledge and skills to understand the components of and conduct a scholarly activity.