



Entrustable Professional Activities

EPA 7 for All Pediatric Subspecialties

EPA 7: Lead Within the Subspecialty Profession

Supervision Scale for This EPA

1. Trusted to observe only
2. Trusted to contribute to advocacy and public education activities for the subspecialty profession with direct supervision and coaching at the institutional level
3. Trusted to contribute to advocacy and public education activities for the subspecialty profession with indirect supervision at the institutional level
4. Trusted to mentor others and lead advocacy and public education activities for the subspecialty profession at the institutional level
5. Trusted to lead advocacy and public education activities for the subspecialty profession at the regional and/or national level

Description of the Activity

Practicing subspecialists must often serve in the role of leader at various local (hospital, department), regional, and national levels. This involvement contributes to optimizing the health of subspecialty patients as well as the advancement of the subspecialty profession.

The specific functions which define this EPA include:

1. Advocating for subspecialty-related health issues, recognizing vulnerabilities unique to these subspecialty populations
2. Educating the public about subspecialty disorders using evidence-based knowledge
3. Contributing to the discipline's shared vision for system change through collaboration and implementation of national action plans and practice guidelines
4. Mentoring the next generation of subspecialists
5. Contributing to the development of the subspecialty profession (e.g., joining professional society, national committees)

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

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| PC 12: | Providing role modeling |
| MK 2: | Practicing EBM |
| ICS 3: | Communicating with health professionals |
| ICS 4: | Working as a member of a health care team |
| SBP 4: | Advocating for quality care |
| SBP 7: | Advocating for the promotion of health |
| PPD 4: | Adjusting to change |
| PPD 6: | Providing leadership to improve care |

Context for the EPA

Rationale: Practicing subspecialists must often serve in the role of leader at various local (hospital, department), regional, and national levels. This involvement contributes to optimizing the health of subspecialty patients as well as the advancement of the subspecialty profession.

Scope of Practice: Practicing subspecialists advocate for the improved health and safety of all children by identifying and addressing systems level safety concerns, improving consistency and quality of care, identifying and closing gaps in knowledge around the care of children, and disseminating new knowledge to all providers who serve children. This advocacy occurs through shared vision with 1) generation of new knowledge, implementation of best practices, and dissemination of information; 2) institutional, regional, and/or national leadership and service, advocating for safe and efficient care pathways within systems and in collaboration with other systems; 3) education of physician trainees, other allied health professionals, patients and their families, and the greater community; 4) provision of mentorship; and 5) participation in professional societies and advocacy groups.

Curricular Components That Support the Functions of the EPA:

1. Advocating for subspecialty-related health issues, recognizing vulnerabilities unique to these subspecialty populations
 - Demonstrates accountability to the patient population, society, and the profession
 - Determines and gains awareness of needs of patients and health care providers
 - Supports causes, ideas, and policies that advocate for improved quality of life
 - Advocates for effective and efficient care pathways across systems to optimize patient care
 - Mobilizes resources to effect change
2. Educating the public about subspecialty disorders using evidence-based knowledge
 - Demonstrates continuous, lifelong learning and self-reflection (critical thinking, personal reflection, and learning integration)
 - Disseminates novel information relevant to the subspecialty care of children
 - Communicates effectively and collaboratively with patients, other health professionals, and health related agencies
 - Demonstrates sensitivity and responsiveness to diverse populations



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3. Contributing to the discipline's shared vision for system change through collaboration and implementation of national action plans and practice guidelines
 - Engages in systems-thinking: attains knowledge in the economics of health care and health care management issues such as cost-effective patient care, practice management, preventive care, quality improvement, resource allocation, and clinical outcomes
 - Utilizes analytical and critical thinking processes to identify systems level issues; implements systems solutions locally, regionally, and nationally
 - Visualizes potential futures and utilizes strategic assessment for the delivery of value-based care and advancement of the subspecialty
 - Applies quality improvement methodology to advocacy efforts and contributes to advances in patient care and professional development
 - Demonstrates collaborative skills necessary for fostering working relationships and functioning as a leader or member of a team of health care professionals
 - Demonstrates effective use of skills in conflict management and negotiation
 - Recognizes and addresses conflicts of interest and diversity related issues
 - Works effectively as a member or a leader of a professional group, demonstrating flexibility, adaptability, and ability to anticipate the needs of others to effect positive change
4. Mentoring the next generation of subspecialists
 - Provides appropriate role modeling for more junior colleagues in the context of performing advocacy work
 - Guides development of more junior members of the profession
 - Encourages and provides resources for their personal development and advanced skill attainment
 - Encourages and validates their health advocacy activities through provision of leadership support and recognition of their work (e.g., designates allocated time for health advocacy work)
 - Provides situational leadership that takes into account skills and roles of various personnel
 - Delegates leadership or provides leadership opportunities to more junior colleagues when appropriate
 - Delivers timely, objective, and focused, constructive feedback routinely
5. Contributing to the development of the subspecialty profession (e.g., joining professional society, national committees)
 - Attains knowledge of regional and national access to care, quality gaps, resources, workforce, as well as health policy and financing appropriate to the subspecialty
 - Recognizes the value, impact, and influence of collaborative efforts by people with complementary strengths and skills
 - Participates in and/or leads national specialty societies, cooperative care groups, quality improvement collaboratives, and/or multicenter research



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References:

ACGME Program Requirements for Graduate Medical Education in the Subspecialties of Pediatrics.
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