



Entrustable Professional Activities

EPA 9 for General Pediatrics

EPA 9: Assess and Manage Patients with Common Behavior/Mental Health Problems

Supervision Scale for This EPA

1. Trusted to observe only
2. Trusted to execute with proactive, full supervision
 - 2a. As a coactivity with the supervisor
 - 2b. With the supervisor in the room and ready to step in as needed
3. Trusted to execute with reactive, on-demand supervision with supervisor immediately available
 - 3a. ALL findings double checked by supervisor
 - 3b. KEY findings double checked by supervisor
4. Trusted to execute under reactive, on-demand supervision with supervisor distantly available (e.g., by phone), findings reviewed
5. Trusted to execute without supervision
 - 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

Mental health and behavioral issues are central to pediatric practice. Care of patients with behavioral and mental health problems requires that the pediatrician engage with the family.

The specific functions which define this EPA include:

- Identifying and managing common behavioral and mental health issues, (e.g., low mood, inattention and impulsivity, disruptive behavior and aggression, anxiety, learning difficulty, substance use, and social-emotional issues in young children), including the initiation and monitoring of treatment effects for psychosocial interventions and when indicated for certain disorders (ADHD, depression, anxiety), pharmacotherapy
- Referring and co-managing patients with the appropriate specialist(s) when indicated to match the patient's needs, including pharmacotherapy (e.g., cognitive behavior therapist (CBT) for depression, specialist in trauma focused CBT for post-traumatic stress disorder, child psychiatrist for assistance in medication management)
- Knowing the mental health resources available to patients in one's community and utilizing the appropriate resources for each patient's needs
- Knowing the role of each member of the interprofessional team and coordinating and monitoring care provided outside one's practice (e.g., mental health professionals, community social services, support



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groups, early intervention and school personnel) to optimize patient care

- Providing care that is sensitive to the developmental stage of the patient and the cultural context of the patient and family around issues of mental health

Judicious Mapping to Competencies Critical to Entrustment Decisions*

PC 5:	Patient Management
MK 1:	Clinical Reasoning
ICS 2:	Interprofessional and Team Communication
SBP 3:	System Navigation for Patient Centered Care – Coordination of Care

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Context for the EPA

Rationale: Pediatricians must be able to assess behavioral wellness and address prevention as well as anticipate, identify, and manage the behavioral and mental health needs of patients through young adulthood, recognizing when further consultation from a mental or behavioral health specialist is needed.

Scope of Practice: Pediatricians must be prepared to conduct an initial behavioral developmental assessment of children presenting for scheduled well childcare or acute concerns. Assessment of such patients begins in infancy and extends through young adulthood. Focusing on behavioral wellness and prevention of behavioral and mental health problems should be a routine part of anticipatory guidance throughout the entirety of the lifespan from infancy to young adulthood. It is important to distinguish common developmentally appropriate behaviors from behavioral mental health concerns. Scope of practice includes the expectation that a pediatrician should be familiar with the diagnostic criteria for common behavioral and mental health diagnoses, including the use of appropriate and validated screening instruments to assess for behavioral or mental health concerns. In addition, a pediatrician should skillfully interview patients and families to assess for common behavioral concerns requiring intervention and possible pharmacotherapy. A pediatrician should know when to reassure caregivers, when to conduct additional evaluation, and when to seek consultation from a specialist. The coordination of an interprofessional team is essential to ensure inclusion of additional professionals including mental health specialists, school and community resources, and support groups. A pediatrician must also provide culturally competent care relevant to a family's background, experience, and the developmental stage of the patient. This document is intended to address the scope of knowledge and skills of the generalist in a primary care practice to manage behavioral and mental health concerns. As such, it focuses on common problems a generalist would manage with the assumption that the pediatrician will recognize his/her own limitations and seek prompt assistance from the appropriate subspecialist or allied health professional as needed.