



# Entrustable Professional Activities

## EPA 6 for Pediatric Hospital Medicine

### EPA 6: Teach, Provide Feedback, and Assess Learners Across a Competency-Based Medical Education Continuum and Engage in Interprofessional Education

#### Supervision Scale for This EPA

1. Trusted to observe only
2. Trusted to execute with direct supervision and coaching
3. Trusted to execute with indirect supervision and discussion of information conveyed for most simple and some complex cases
4. Trusted to execute with indirect supervision but may require discussion of information conveyed for a few complex cases
5. Trusted to execute without supervision

#### Description of the Activity

Pediatric hospitalists serve a critical role in education, regardless of practice setting. Although the clinical setting and academic role provide the context for the content and audience for teaching activities, there are common educational competencies for all hospitalists.

The specific functions which define this EPA include:

1. Knowing the theoretical basis for competency-based medical education and assessment
2. Planning for teaching or curriculum development by identifying appropriate timing, setting, learner-centered objectives, teaching strategies, and assessment methods
3. Demonstrating a repertoire of effective and efficient teaching strategies that are engaging, innovative, and learner-centered for trainees and interprofessional colleagues
4. Applying an appropriate level of supervision based on assessment of the learner's skills
5. Effectively and efficiently managing patient care and educational responsibilities on family-centered rounds
6. Encouraging reflection and engaging in mutual constructive feedback with learners and interprofessional colleagues based on direct observation
7. Synthesizing information from direct observation and other sources to generate verbal feedback and written behaviorally based assessments of learners

#### 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

PC 12:	Providing role modeling
PC 13:	Providing supervision
PBLI 1:	Identifying gaps
PBLI 3:	Performing learning activities
PBLI 5:	Incorporating feedback into practice
PBLI 8:	Developing teaching skills
PBLI 9:	Educating others
PPD 6:	Providing leadership to improve care

### Context for the EPA

**Rationale:** Pediatric hospitalists teach interprofessional care teams comprised of hospital staff, undergraduate and graduate medical trainees, and patients/families daily at the bedside. They also provide continuing education for pediatric community practitioners, organizations, and colleagues. Many hospitalists derive their professional identity from their role in developing, implementing, evaluating, and disseminating novel teaching strategies, curricula, and educational resources. Pediatric hospitalists are educational leaders locally, as program and course directors, as well as nationally – determining the focus for undergraduate, graduate, and continuing medical education to ensure that the health care team effectively addresses the needs of hospitalized children and families by practicing safe, evidence-based, compassionate care.

**Scope of Practice:** Pediatric hospitalists working in a variety of practice settings routinely teach interprofessional teams. A comprehensive set of skills is necessary to teach, provide feedback, assess, and supervise learners as well as develop curricula.

### Curricular Components That Support the Functions of the EPA

1. Knowing the theoretical basis for competency-based medical education and assessment
  - Describes how assessment of milestones and competencies, as required by the Accreditation Council for Graduate Medical Education (ACGME) and the American Board of Medical Specialties (ABMS), as well as entrustable professional activities (EPAs) drive undergraduate and graduate medical education
  - Explains how competency-based learning extends throughout a professional career and illustrates the benefits and challenges of this expectation
  - Utilizes adult learning principles to facilitate trainee attainment of milestones
2. Planning for teaching or curriculum development by identifying appropriate timing, setting, learner-centered objectives, teaching strategies, and assessment methods
  - Identifies level of the learner and context of learning environment and uses this information to select educational objectives, content, and strategies for teaching and assessment
  - Orients trainees to rotation expectations, including learning goals and objectives, patient care and team responsibilities, systems, policies, and procedures for the rotation
  - Plans the methods for learner assessment and evaluation of teaching activity, curriculum, or program
  - Secures the materials and resources necessary for effective teaching



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3. Demonstrating a repertoire of effective and efficient teaching strategies that are engaging, innovative, and learner-centered for trainees and interprofessional colleagues
  - Describes one's own preferred teaching and learning style and discusses how this may affect learners with different learning styles
  - Teaches how to elicit and interpret physical exam findings at the bedside
  - Teaches in large or small groups using active instructional strategies to engage different levels of learners
  - Utilizes a blended learning approach, such as a combination of independent reading, eLearning, and simulation, to encourage both acquisition and application of knowledge and skills
  - Uses different types of questioning (broadening, justifying, hypothetical, and alternative) to stimulate clinical reasoning
  - Uses role-modeling and deliberate practice to teach new skills or procedures
4. Applying an appropriate level of supervision based on assessment of the learner's skills
  - Assesses the learner's level of competence through direct observation to determine the appropriate level of supervision
  - Facilitates learning by pushing trainees to the edges of their competence under supervision, stepping in as needed to ensure patient safety
  - Provides graduated autonomy as the learner's knowledge and skills advance
  - Affirms competence when the learner demonstrates a predetermined performance level of a skill that has been equated with competence
  - Recognizes learners in difficulty and initiates remediation plans when necessary
5. Effectively and efficiently managing patient care and educational responsibilities on family-centered rounds
  - Demonstrates efficient and flexible use of time when teaching, adapting the mix of teaching and independent learning activities for optimal learning outcomes
  - Role-models clinical reasoning for learners
  - Teaches the patients and the family/caregiver about the diagnosis, planned investigation, management plan, and prognosis in an interactive, family-centered manner
  - Models effective and empathetic communication with patients and the family/caregiver
6. Encouraging reflection and engaging in mutual constructive feedback with learners and interprofessional colleagues based on direct observation
  - Provides frequent, timely, effective feedback based upon direct observation of trainee knowledge, skills, attitudes, and level of professionalism
  - Uses reflection to identify and address one's own learning needs
  - Promotes a climate of continuous learning by openly acknowledging one's own knowledge gaps, prompting shared learning among team members
  - Uses reflection to enhance trainee's understanding and remembering of experiential learning opportunities with patients



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7. Synthesizing information from direct observation and other sources to generate verbal feedback and written behaviorally based assessments of learners
  - Compares and contrasts formative feedback with summative evaluation
  - Defines competencies, performance indicators, goals, and objectives, and explains their role in the evaluation of physicians
  - Provides honest feedback and summative evaluation based on observed behaviors, that includes reinforcing as well as corrective feedback

### EPA and Curricular Components Authors

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