



Entrustable Professional Activities

Curricular Components Supporting EPA for All Pediatric Subspecialties

Curricular Components That Support the Functions of the EPA: Lead an Interprofessional Health Care Team

1. Establishing a shared vision, goals, expectations, and outcome measures
 - Understands the broader connectivity of the different professions and their complementary nature
 - Clarifies roles, goals, expectations, and outcomes measures and enables team members to perform optimally
 - Allows team members to routinely engage in decision-making and sets expectations for others to take ownership in care
 - Creates a foundation of open communication and consensus-building within the team
2. Engaging other team members in a way that utilizes their specific roles and capabilities, eliciting and valuing the perspective and contributions of others
 - Seeks and demonstrates awareness of the unique contributions (knowledge, skills, and attitudes) of other health care professionals on the team and seeks their input for appropriate issues
 - Determines the optimal strategies for interaction and coordination among teammates to best achieve the team goals
 - Recognizes that quality patient care occurs most often in the context of the interprofessional team
 - Offers coaching and performance improvement as needed
 - Adapts and shifts roles and responsibilities as needed to achieve team goals
 - Makes measured decisions in the absence of consensus
3. Demonstrating situation awareness
 - Monitors individual team member's performance to enable oversight and management of current and evolving situations
 - Balances autonomy and supervision of team members by delegating work to team members that aligns with their KSA and supervising work of team members that is designed to expand their KSA
4. Monitoring team performance and providing feedback
 - Initiates problem-solving techniques and frequently provides feedback to other team members.
 - Acknowledges accountability for the outcomes of the team's work
 - Engages in closed loop communication to ensure the correct message is understood by all team members
5. Recognizing and managing the social cues, emotional responses as well as the personal and professional needs of team members
 - Anticipates team members' individual needs
 - Proactively assists team members coping with stress and change



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- Actively seeks feedback and initiates adaptations to help the team function more effectively in changing environments

6. Role modeling as the team leader

- Serves as a role model for others in leading an interprofessional team in their work
- Allows goals of the team to supersede any personal goals, resulting in the ability to assume the role of leader or follower, as needed

7. Teaching to the needs of the team members, including patients and families

- Advocates effectively for the team with faculty, staff, families, patients, and others
- Educates and interacts with patients and families in a way that satisfies them (i.e., patient/family-centered), in addition to being learner-centered in the education of team members

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