Entrustable Professional Activities
Curricular Components Supporting EPA for All Pediatric Subspecialties

Curricular Components That Support the Functions of the EPA: Engage in Scholarly Activities Through Discovery, Application, and Dissemination of New Knowledge (Broadly Defined)

1. Appraising and assimilating new knowledge, concepts, and techniques related to the field of one’s practice
   - Demonstrates an understanding of the principles of basic biostatistics and epidemiology
   - Performs literature searches using appropriate search strategies relevant to the scholarly topic of interest
   - Interprets the literature as to its rigor in study design, including strengths and limitations, primary and secondary outcomes, and its potential implications and/or applications

2. Critically analyzing one’s own work as well as the work of others
   - Through literature searches and clinical care, identifies gaps in knowledge and practice that may lend themselves to scholarly inquiry
   - Summarizes the principles of evidenced-based medicine and applies them to the analysis of the scholarly work
   - Conducts a formal, critical review of a scientific article

3. Formulating clear and testable questions
   - Formulates project questions/interventions based upon identified gaps and needs assessments
   - Discusses proposed questions/interventions with appropriate stakeholders

4. Designing and conducting high-quality scholarly activities in clinical, education, laboratory, or other environments to generate new knowledge
   - Creates a draft project plan to evaluate feasibility
   - Formally presents the project plan, including detailed methodology, to mentors to receive input and feedback on the approach
   - Designs scholarly activity based upon existing resources, the magnitude of the potential effect, and the feasibility
   - Conducts scholarly activity, gathering and then analyzing data to formulate conclusions from the results
   - Evaluates progress throughout the activity

5. Engaging with colleagues, teams, and/or networks to conduct scholarly activities
   - Identifies need for a collaborative network to conduct the scholarly activity
   - Identifies resources available to develop the collaborative network
   - Works as a member or leader of the team in delegating and/or completing the assigned tasks
   - Collaborates with colleagues to develop a realistic timeline to complete the project
• Ensures that one’s assigned task is completed in a timely manner and, if team leader, provides oversight to ensure that work of all team members meets deadlines

6. Identifying the potential resources for financial support to conduct scholarly activities
   • Describes the process for and requirements of submission of grants to obtain financial support
   • Identifies the components of the budget needed to complete the project, including direct and indirect costs
   • Identifies potential sources of financial support and how to find them
   • Describes and, if appropriate, follows the grant-routing process within one’s institution

7. Applying and integrating new knowledge to other settings (e.g., clinical, policy)
   • Places knowledge generated from scholarly work in the context of existing literature and practice
   • Describes how knowledge generated from scholarly work can be used to formulate policy, make clinical recommendations, advance educational practices, improve outcomes, and/or fill existing knowledge gaps

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
   • Prepares an abstract/manuscript with the required components
   • Describes and engages in the peer review process
   • Identifies the appropriate venue for dissemination of information
   • Presents findings from scholarly work in written and/or oral format
   •Demonstrates knowledge and rules of authorship and incorporates it in manuscript submission process

9. Demonstrating ethical and legal principles and practices in conducting scholarly activities
   • Demonstrates how to maintain confidentiality of information
   • Utilizes safe laboratory practices
   • Reports data honestly and in its entirely without misleading statements
   • Conducts projects only after obtaining required institutional approvals
   • Complies with requirements in conducting scholarly activities involving humans, animals, or tissue
   • Describes elements related to conflicts of interest

10. Engaging in mentee–mentor relationships to advance scholarship
    • Selects a mentor(s) appropriate to the scholarly activity
    • Describes the responsibilities of the mentor and mentee
    • Meets expectations for the roles of the mentee and mentor
EPA Authors

Developed in collaboration with the Council of Pediatric Subspecialties, the Association of Pediatric Program Directors and the American Board of Pediatrics by Richard Mink, Angela Myers, Sarah Pitts, Kristie Ross, and Shubhika Srivastava