



Entrustable Professional Activities

Curricular Components Supporting EPA 1 for Developmental-Behavioral Pediatrics

Curricular Components That Support the Functions of EPA 1: Effectively Advocate for Children and Families Affected by Developmental and Behavioral Disorders

1. Demonstrating and understanding of functional needs assessments, program planning maintenance, and quality assurance of services for individuals with developmental and behavioral disorders
 - Conducts a functional needs assessment for individuals with developmental and behavioral concerns
 - Describes the assessment and treatment program planning (e.g., Individual Family Service Plan, Individualized Education Program) processes available to individuals with developmental and behavioral concerns
 - Utilizes quality assurance processes including defining the process, measuring the process, and implementing methods to improve the process of providing services for individuals with developmental and behavioral disorders
2. Advocating for **individuals** with developmental and behavioral disorders to receive appropriate remedial, therapeutic, and accommodative service
 - Attends education or therapy planning meetings to advocate for appropriate services
 - Reviews progress toward therapeutic goals and advocates for adjustments as indicated
 - Identifies community resources that can serve individuals with developmental and behavioral disorders
 - Communicates with and provides consultation to advocacy and service organizations to identify issues and potential solutions relevant to individuals with developmental and behavioral disorders, including development and maintenance of appropriate community resources
3. Applying the principles of **population-based** public health to advocate for public policy to meet the needs of individuals with developmental and behavioral disorders and their families
 - Demonstrates the ability to apply principles of population-based public health
 - Communicates effectively with public health officials, service organizations, advocacy organizations, and legislators to advocate for:
 - Activities that will prevent developmental and behavioral disorders
 - Needed improvements or additional services when the needs of individuals with developmental and behavioral disorders and their families are not being met
 - Long-term funding for effective prevention and treatment programs
 - Identifies governmental officials at all levels who can be advocates for individuals with developmental-behavioral disorders
4. Applying strategies for communication and dissemination of information that will inform policy to public officials and engage other professionals and families
 - Incorporates effective communication strategies to optimize message delivery, including: 1) tailoring the



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message to specific individuals or audiences; 2) using narratives in the form of stories, testimonials, or entertainment-styled education; and 3) framing the message to emphasize the most relevant aspect (e.g., what is gained vs. what is lost)

- Incorporates effective dissemination strategies to promote use of information, including: 1) distributing information broadly to many audiences and across many settings (e.g., traditional mail, e-communications, social media, mass media); 2) identifying champions who are opinion/thought leaders to increase interest and motivation in the information; and 3) providing additional resources to use and apply the information in specific contexts
- Explains, as necessary, evidence that is uncertain, utilizing appropriate concepts: 1) overall strength of evidence; 2) risk of bias; 3) consistency with body of literature; 4) generalizability; 5) net benefit; and 6) overall strength of recommendations
- Actively participates in activities of advocacy organizations with public policy and education processes.
- Regularly monitors both social media and mainstream media to identify contacts supportive of developmental and behavioral services

Problems that **generally** require referral/consultation/interprofessional co-management:

While advocacy efforts do not typically align with usual medical care referral patterns, consultation with, referral to, and partnering with others may enhance the efficacy of the advocacy efforts. Effective advocacy can be done in a broad range of levels, including the level of an individual patient, a local population, with populations defined by states and national boundaries, and with populations defined by specific conditions or needs. The effectiveness of advocacy can be enhanced when experts with the appropriate knowledge and skills become engaged. Experts may become long-term partners or engage for specific phases of an advocacy effort. Some activities may require experts from nonmedical professions. For example, advocacy efforts that involve legal and policy perspectives could benefit from engaging attorneys and legislators; activities that involve significant outreach and communication will benefit from experts in print and media communications.

Curricular Components Authors

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