



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



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Professionalism

Systems-Based Practice

✓ Personal and Professional Development

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

**Based on original Pediatrics Subspecialty Milestones ©2015 ACGME/ABP. All rights reserved.*

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.