



Entrustable Professional Activities

Curricular Components Supporting EPA 1 for Neonatal-Perinatal Medicine

Curricular Components That Support the Functions of EPA 1: Manage Patients with Acute, Common Single System Diseases in an Inpatient Setting

1. Gathering essential information through history taking, physical exam, and judicious laboratory evaluation
 - Gathers information efficiently, utilizing pattern recognition when appropriate
 - Recognizes pertinent positives and negatives as well as broad diagnostic categories
 - Performs, elicits, recognizes, and interprets the findings of physical exam maneuvers. Recognizes the relevance of test results in relation to care of the patient
2. Using sound clinical reasoning, allowing development of a prioritized differential diagnosis to allow the proper diagnostic tests to be performed
 - Establishes pattern recognition leading to the ability to identify discriminating features between similar patients and avoids premature closure
 - Develops a well-organized and comprehensive yet focused management plan based on a prioritized differential diagnosis
 - Considers cost implications of testing when developing management plans
3. Knowing or acquiring knowledge of the evidence related to the primary problem, taking gestational age into consideration as appropriate
 - Evaluates knowledge/level of evidence and uses it appropriately in a given encounter to develop meaningful clinical management plans
 - Aware of limits; effectively searches literature to support decision-making
 - Learns from experience; analyzes a situation and evaluates what worked well and what did not work well in the past
 - Adapts management plan based on gestational age of the infant and circumstances of birth
 - Recognizes benefit of and employs established protocols/care pathways in providing care, when appropriate
4. Applying the evidence to the patient's care in developing a management plan
 - Incorporates pertinent evidence in establishing management plan
 - Provides care to newborns with a broad spectrum of diseases that primarily affect a single organ system and are of lower complexity and acuity. Examples include (but are not limited to) the following problems:
 - Respiratory distress syndrome/surfactant deficiency
 - Transient tachypnea of the newborn
 - Congenital pneumonia
 - Pneumothorax
 - Cleft lip and/or palate



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- Isolated airway anomalies
- Cardiac arrhythmias
- Non-cyanotic congenital heart defects
- Gastroesophageal reflux
- Seizures
- Stroke
- Neural tube defects
- Isolated intracranial hemorrhage
- Palsies (birth-related or congenital)
- Urinary tract infection
- Acute and chronic kidney disease
- Omphalitis
- Cellulitis
- Meningitis
- Hyperbilirubinemia
- Hemolytic diseases
- Hypoglycemia
- Hypo/hyperthyroidism
- Individual, low acuity issues associated with moderate prematurity, including:
 - Thermoregulation
 - Feeding difficulties
 - Apnea and bradycardia
- Demonstrates the ability to anticipate and recognize the potential involvement of other organ systems
- Demonstrates knowledge and skills required to initiate/apply multiple therapies, including:
 - Arterial and venous access
 - CPAP and other non-invasive modes of respiratory support
 - Endotracheal intubation and provision of surfactant
 - Ventilator management (conventional modes)
 - Intravenous fluids and nutrition
 - Enteral nutrition
 - Antibiotics
 - Needle thoracentesis and chest tube placement
 - Phototherapy
 - Exchange transfusion



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5. Placing the patient at the center of all management decisions
 - Incorporates parents' assumptions and values into management plans through bidirectional communication with little interference from personal biases
 - Includes family in a shared decision-making process
6. Disseminating the therapeutic plan and clinical reasoning in a manner that is transparent to all members of the health care team
 - Establishes and maintains a therapeutic alliance with parents and families
 - Tailors communication appropriately to colleagues, staff, and families
 - Identifies and effectively mitigates cultural, social, and psychological barriers to communication

Curricular Components Author

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