



# Learning Communities, Clinical Skills, & Core EPA's:

## Strategies for deploying Learning Communities to ensure Clinical Skills Milestone Achievement

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Who are WE?

Who are YOU?

1. Are you a LC faculty member?
2. Are you a LC director?
3. Do you use your LC to deliver instruction in the first 2 years?
4. In all 4 years?

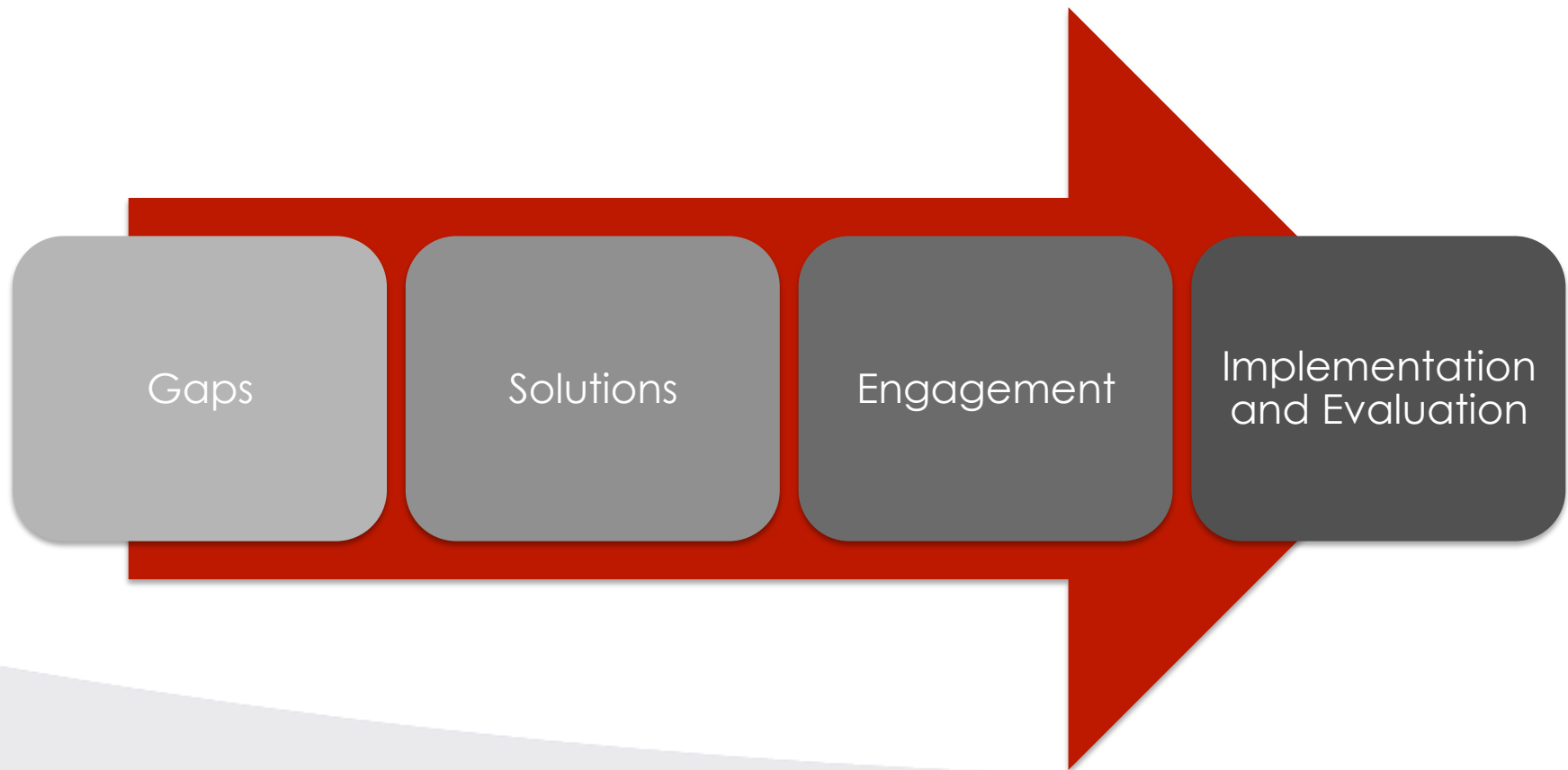


# Objectives

- Identify curricular gaps re: teaching & assessing Entrustable Professional Activities (EPAs)
- Select EPAs suitable for delivery & assessment in a Learning Community setting
- Develop milestones for clinical skills/EPA achievement
- Construct an action plan to implement a Learning Community centered clinical skills curriculum



# Process/Development





# Overview

## Content/Activity

### Identifying Gaps in Curriculum

- Individual Work: Identify EPAs taught/assessed, gaps
- Small Group Work: Summarize gaps, select top 3 EPAs

### Develop EPA Milestones for a LC Model

- Review example from Univ of Utah SoM
- Small Group Work: Create draft of milestones for 1 EPA & share with large group

### Securing Resources/Developing Action Plan

- Review Resources from Univ of Utah SoM
- Large Group: Discuss barriers
- Small Group Work: Create action plans

### Wrap up/Summary/Questions



# Breakout 1: Identify Gaps

1	Gather a history and perform a physical examination
2	Develop a prioritized differential diagnosis and select a working diagnosis following a patient encounter
3	Recommend and interpret common diagnostic and screening tests
4	Enter and discuss patient orders/prescriptions
5	Provide documentation of a clinical encounter in written or electronic format
6	Provide an oral presentation/summary of a patient encounter
7	Form clinical questions and retrieve evidence to advance patient care
8	Give or receive a patient handover to transition care responsibility to another health care provider or team
9	Participate as a contributing and integrated member of an interprofessional team
10	Recognize a patient requiring urgent or emergent care, initiate evaluation and treatment, and seek help
11	Obtain informed consent for tests and/or procedures that the day 1 intern is expected to perform or order without supervision
12	Perform general procedures of a physician
13	Identify system failures and contribute to a culture of safety and improvement



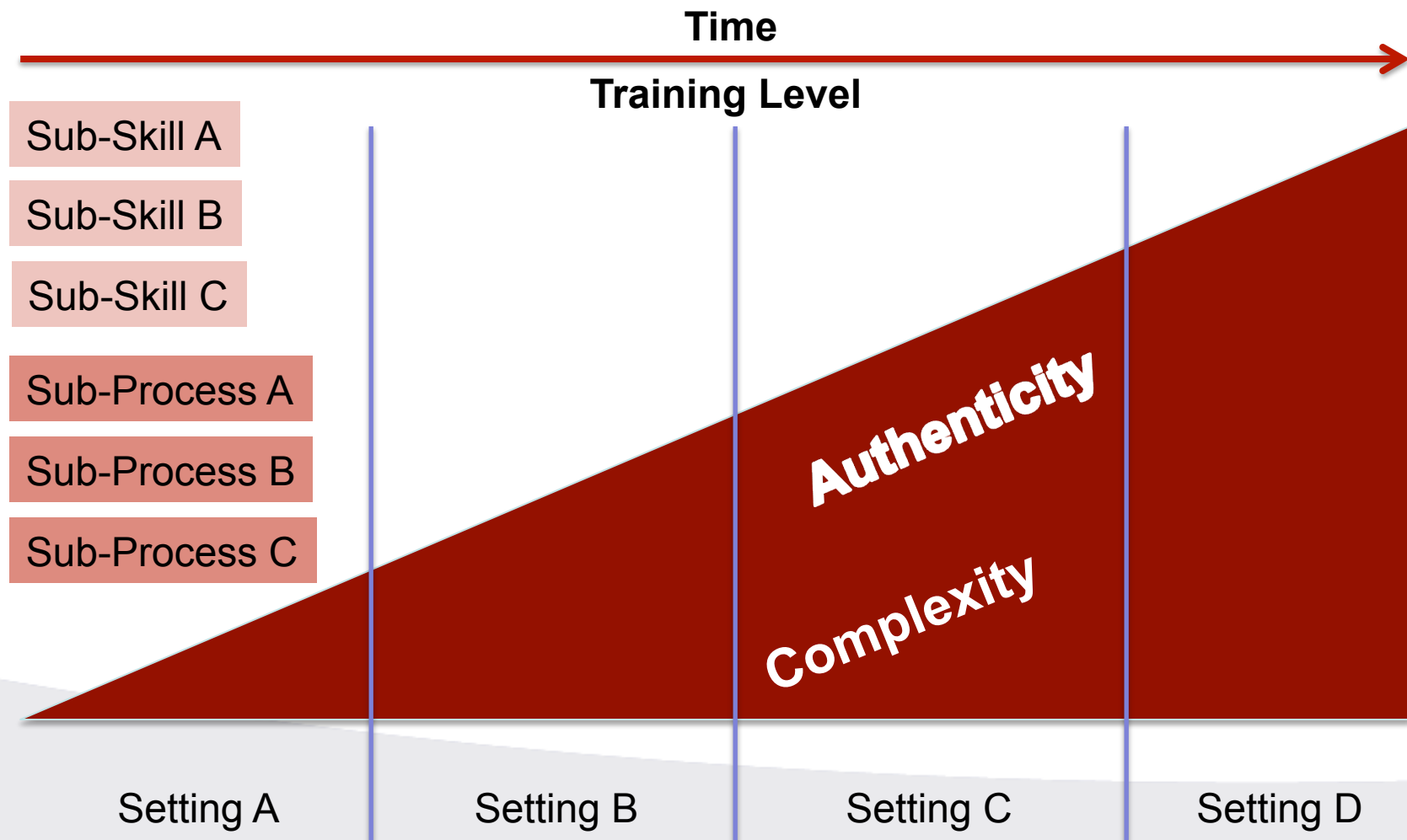
# Identifying Gaps & Selecting EPAs

Core Entrustable Professional Activities  
for  
Entering Residency

<https://www.mededportal.org/icollaborative/resource/887>



# EPA Milestones







# EPA Milestones

## EPA 7: Form clinical questions and retrieve evidence to advance patient care

On day 1 of residency, it is crucial that residents be able to identify key clinical questions in caring for patients, identify information resources, and retrieve information and evidence that will be used to address those questions. Day 1 residents should have basic skill in critiquing the quality of the evidence and assessing applicability to their patients and the clinical context. Underlying the skill set of practicing evidence-based medicine is the foundational knowledge an individual has and the self-awareness to identify gaps and fill them.

Note: In EPA 7 application of medical information to patient care includes an evidence-based approach to data gathering (e.g. history taking, physical examination, laboratory and clinical testing, imaging) and therapeutic intervention (e.g. pharmacotherapeutics, procedural interventions, and lifestyle and behavioral modification and counseling)

Year 1 Semester 1 Phase I CMC I	Year 1 Semester 2 thru Year 2 Semester 2 Phase II CMC II CMC III-IV		Year 3 Phase III CMC V	Year 4 Phase IV CMC VI	Terminal Milestone
Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge and application to patient care.	Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge and application to patient care.	Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge and application to patient care.	Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge and application to patient care.	Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge and application to patient care.	Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge and application to patient care.
Describe the key characteristics of well-formed clinical questions.	Develop well-formed, focused, pertinent clinical questions based on case based patients presenting with core chief complaints/diseases relevant to the preclerkship courses	Develop well-formed, focused, pertinent clinical questions based on case based patients presenting with core chief complaints/diseases relevant to the preclerkship courses	Develop well-formed, focused, pertinent clinical questions based on ambulatory and hospitalized patients presenting with core chief complaints/diseases relevant to the clerkships	Develop well-formed, focused, pertinent clinical questions based on ambulatory, hospitalized, and critically ill patients presenting with core chief complaints/diseases	Develop a well-formed, focused, pertinent clinical question based on clinical scenarios or real-time patient care.
Describe the key characteristics of accurate and reliable online medical information.	Retrieve accurate and reliable online medical information to answer clinical questions for case-based patients presenting with core chief complaints/diseases relevant to the preclerkship courses	Retrieve accurate and reliable online medical information to answer clinical questions for case-based patients presenting with core chief complaints/diseases relevant to the preclerkship courses	Efficiently retrieve accurate and reliable online medical information to answer clinical questions for ambulatory and hospitalized patients presenting with core chief complaints/diseases relevant to the clerkship courses	Efficiently retrieve accurate and reliable online medical information to answer clinical questions for ambulatory, hospitalized, and critically ill patients with core chief complaints/diseases	Identify and demonstrate the use of information technology to access accurate and reliable online medical information.
Demonstrate basic awareness of the sources and content of medical information.	Use accepted criteria to appraise diagnostic, prognostic, harm, therapeutic studies	Use accepted criteria to appraise diagnostic, prognostic, harm, therapeutic studies	Use accepted criteria to appraise primary medical literature and other online sources of medical information	Use accepted criteria to appraise primary medical literature and other online sources of medical information	Demonstrate basic awareness and early skills in appraisal of both the sources and content of medical information using accepted criteria.
Describe the key dimensions by which evidence is assessed for applicability/generalizability to specific patients.	Demonstrate basic awareness and early skills in assessing applicability/ generalizability of evidence and published studies to case based patients presenting with core chief complaints/diseases relevant to the preclerkship courses	Demonstrate basic awareness and early skills in assessing applicability/ generalizability of evidence and published studies to case based patients presenting with core chief complaints/diseases relevant to the preclerkship courses	Demonstrate basic awareness and early skills in assessing applicability/ generalizability of evidence and published studies to case based patients presenting with core chief complaints/diseases relevant to the clerkship courses	Demonstrate basic awareness and early skills in assessing applicability/ generalizability of evidence and published studies to case based patients presenting with core chief complaints/diseases	Demonstrate basic awareness and early skills in assessing applicability/ generalizability of evidence and published studies to specific patients.
	Recommend the primary findings of one's information search to case based patients with core chief complaints/diagnoses relevant to the preclerkship courses.	Recommend the primary findings of one's information search to case based patients with core chief complaints/diagnoses relevant to the preclerkship courses.	Recommend the primary findings of one's information search to patients with core chief complaints/diagnoses relevant to the clerkship courses.	Apply the primary findings of one's information search to patients presenting with core chief complaints	Apply the primary findings of one's information search to an individual patient or panel of patients.
	Communicate the findings of information searches to peers.	Communicate the findings of information searches to peers.	Communicate the findings of information searches to the health care team. Close the loop through reflection on the process and the outcome for the patient.	Communicate one's findings to the health care team, patients and/or family members Close the loop through reflection on the process and the outcome for the patient.	Communicate one's findings to the health care team (including the patient/family). Close the loop through reflection on the process and the outcome for the patient.



# Breakout 2: Develop Milestones

Core Entrustable Professional Activities  
for  
Entering Residency

<https://www.mededportal.org/icollaborative/resource/887>

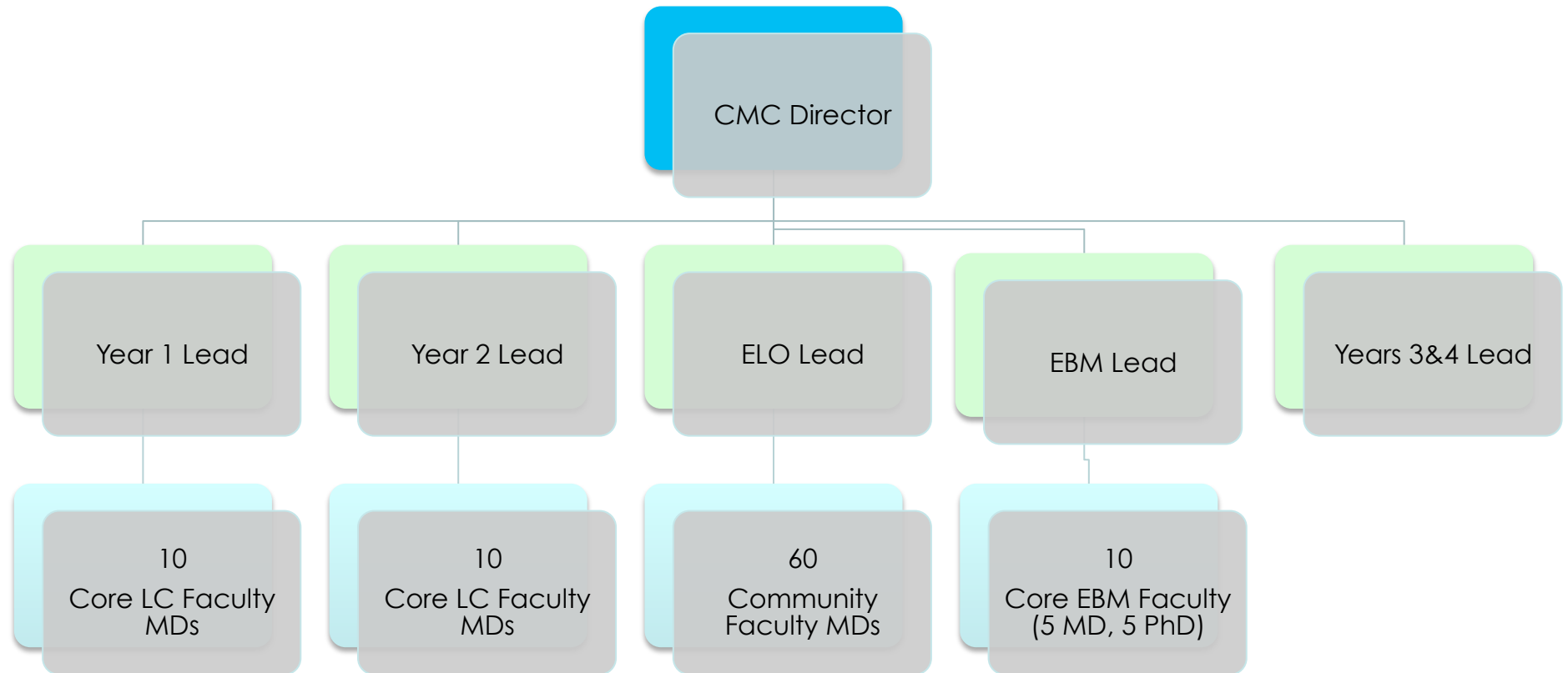


# Barriers

- What barriers do you foresee encountering?
- Can they be conquered?



# Resources: Faculty





# Resources: Staff

CMC  
Course  
Manager

Year 1  
Coordinator

Year 2  
Coordinator

ELO  
Coordinator

Years 3&4  
Coordinator



## Breakout 3: Construct an Action Plan

Consider the following:

1. Who is/are/will be the champion(s)?
2. Who are the key stakeholders?
3. What strategies will you employ to get buy in?
4. Do you have the faculty and staff resources to implement a LC model to teach/assess EPAs?
5. How will you estimate the funding to support this, and how will you get the \$?



# Summary & Wrap Up