The MD Program will be incorporating EPAs into the 3rd year of clerkship as a form of workplace-based assessment. Implementation will take place in 2 phases with a pilot from March-August 2022 for the 2T3 class and full implementation beginning in September 2022 for the 2T4 class. The pilot will enable the MD program to consider student and faculty perspectives as part of a rapid-cycle program evaluation. EPA implementation is an accreditation requirement and a key component of the program’s transition to competency-based medical education.

EPAs will function primarily as a formative, low stakes, feedback tool, enabling the MD Program to inform the developmental progress of students over the course of clerkship and to support students by providing effective feedback. EPAs will be implemented to support workplace based assessment across clerkship courses.

**EPAs and the MD Program Context**

The Association of Faculties of Medicine in Canada (AFMC) has identified 12 EPAs for undergraduate learners. These are tasks that students should be entrusted to perform with indirect supervision on day one of residency. Indirect supervision indicates that the supervisor is available for assistance, but not necessarily in the room (Appendix A).

An EPA is not high stakes; it is a snapshot. Each assessment provides a data point of where students are at in their development. This framework creates multiple, ongoing opportunities for coaching and performance improvement. The EPA assessment is not correlated to a numeric score. The expectation is that students will move developmentally from one end of the EPA scale to the other over the course of clerkship, requiring differing levels of supervision throughout.

**MD Program EPA Scale:**

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Direction</th>
<th>Support</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires considerable intervention</td>
<td>Requires some intervention</td>
<td>Requires some supervision</td>
<td>Requires minimal to no supervision</td>
</tr>
<tr>
<td>&quot;I had to do/re-do the complete task&quot;</td>
<td>&quot;I had to do/re-do parts of the task&quot;</td>
<td>&quot;I had to guide them through the task&quot;</td>
<td>&quot;I provided minimal to no guidance for this task&quot;</td>
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</table>

**During the pilot period, any EPA can be assessed in any course.** The MD Program has also identified EPAs which are recommended for each course (Appendix A). The EPA scale and anchors are comparable in the MD and PGME programs; however, proficiency is not included on the MD program scale. Students and assessors will use Elentra (meded.utoronto.ca) for EPA assessments.
PROVIDING FEEDBACK EFFECTIVELY

- Feedback and Coaching Resources

THE DEVELOPMENTAL GROWTH MINDSET


REFERENCES

- “AFMC Entrustable Professional Activities for the Transition from Medical School to Residency” (September 2016), EPA Working Group and FMEC PG Transition Group, Association of Faculties of Medicine of Canada (AFMC).
- Robert Goldberg, MD Kien Dang, MD Angela Punnett, MD
- Chadha, Nisha, Angela Punnett, MD Teresa Simm, Ph.D. Robert Goldberg, MD

EPA ASSESSMENTS - KEY OBJECTIVES

- To support and coach learners toward competency attainment
- To formalize and document observation of students in the workplace, including through direct observation and case review
- To provide narrative assessment data and specific, actionable feedback

WHO QUALIFIES AS AN EPA ASSESSOR?

- Faculty, residents, or fellows
- Minimum of 50% of a course’s assessments must be completed by faculty

METHODS OF ASSESSMENT

- Direct observation of a clinical encounter [Note: EPA 1 requires direct observation of an encounter by a faculty member from start to finish] OR
- Case, consultation or chart review

STUDENT RESPONSIBILITIES DURING THE PILOT PERIOD

Throughout the course:
1. Prior to a clinical encounter, the learner approaches EPA assessor to request direct observation of the EPA
2. Assessor and learner together identify an appropriate clinical encounter or case
3. EPA assessor conducts direct observation of clinical encounter or case review
4. EPA assessor provides verbal feedback specific to the EPA being assessed
5. Student initiates the EPA assessment on Elentra and completes the contextual variables (Appendix B)
6. EPA Assessor completes the form

Student preparation for mid and end of course feedback:

- Faculty responsible for mid and end of course discussions provide the learner with feedback using the current workplace-based assessments in place
- During the pilot, students can review their EPAs and use them as a tool for self-reflection and self-assessment on their progress to date
- Faculty should prompt students to share their self-assessment of performance as a way to begin a feedback discussion

NUMBER OF EPA ASSESSMENTS REQUIRED

- During the pilot, EPA assessment completion is not mandatory, but is highly encouraged so students and faculty can gain experience with the tasks required
- As of September 2022 (2T4 class):
  - EPAs will be mandatory non-marked learning activities.
  - EPA assessment completion will be required for successful clerkship course completion.
  - Minimum requirements for the completion of EPA assessments will be communicated prior to the start of the academic year.

CREATED BY:

Kien Dang, MD Jana Lazar, Ed.D. Teresa Simm, Ph.D. Susanna Talarico, MD
Robert Goldberg, MD Angela Punnett, MD Giovanna Sirianni, MD

Last Revised: October 26, 2021.
Contact for questions, comments: giovanna.sirianni@utoronto.ca
### AFMC EPAs

<table>
<thead>
<tr>
<th>EPA</th>
<th>EPA 1 Obtain a history and perform a physical examination adapted to the patient's clinical situation</th>
<th>EPA 2 Formulate and justify a prioritized differential diagnosis</th>
<th>EPA 3 Formulate an initial plan of investigation based on the diagnostic hypotheses</th>
<th>EPA 4 Interpret and communicate results of common diagnostic and screening tests</th>
<th>EPA 5 Formulate, communicate, and implement management plans</th>
<th>EPA 6 Present oral and written reports that document a clinical encounter</th>
<th>EPA 7 Provide and receive the handover in transitions of care</th>
<th>EPA 8 Recognize a patient requiring urgent or emergent care, provide initial management and seek help</th>
<th>EPA 9 Communicate in difficult situations</th>
<th>EPA 10 Contribute to a Culture of Safety and Improvement</th>
<th>EPA 11 Perform general procedures of a physician</th>
<th>EPA 12 Educate patients on disease management, health promotion and preventive medicine</th>
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</thead>
</table>

### RECOMMENDED EPAS FOR 2T4 Class*

<table>
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<tr>
<th></th>
<th>EPA 1</th>
<th>EPA 2</th>
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*During the pilot period, any EPA can be completed in any course. For September 2022 (2T4 class), core EPAs have been identified for **each clerkship course**. **2 Assessments of EPA 9 required in Psychiatry**
APPENDIX B: HOW TO ACCESS THE EPA ASSESSMENT FORM

- Together with the student, assessors complete the EPA assessment form on Elentra
- Click here to see a step-by-step guide to starting an assessment on Elentra as a learner
- Click here to see a step-by-step guide to starting an assessment on Elentra as an assessor

If the learner begins the assessment:
Step 1: When the learner signs into Elentra, they enter the Assessor’s name, date of encounter, assessment method, EPA to be assessed and select “Complete now” (preferred option)
Step 2: Learner completes the Contextual Variables, then passes the device to the assessor
Step 3: Assessor completes the “Overall Entrustment” and “Feedback and Comments” section.
Step 4: Assessor selects ‘SUBMIT’, looks for onscreen message (‘successfully completed the form’) and receives an email confirming submission.

SAMPLE EPA ASSESSMENT (EXCERPT)

*Select an overall rating

- Competent: Requires minimal to no supervision - “I provided minimal to no guidance for this task”
- Support: Requires some supervision - “I had to guide them through the task”
- Direction: Requires some intervention - “I had to do/re-do parts of the task”
- Intervention: Requires considerable intervention - “I had to do/re-do the complete task”

* Strengths (2-3)

* Areas for Improvement (2-3)

* Action Plan for Improvement