

Appendix B - Alignment of UA CoM EPOs with AAMC Core EPAs for Entering Residency

TEPC Task Group on Curriculum Development
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AAMC Core EPAs for Entering Residency

- EPA 1: Gather a history and perform a physical examination
- EPA 2: Prioritize a differential diagnosis following a clinical encounter
- EPA 3: Recommend and interpret common diagnostic and screening tests
- EPA 4: Enter and discuss orders and prescriptions
- EPA 5: Document a clinical encounter in the patient record
- EPA 6: Provide an oral presentation of a clinical encounter
- EPA 7: Form clinical questions and retrieve evidence to advance patient care
- EPA 8: Give or receive a patient handover to transition care responsibility
- EPA 9: Collaborate as a member of an interprofessional team
- EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management
- EPA 11: Obtain informed consent for tests and/or procedures
- EPA 12: Perform general procedures of a physician
- EPA 13: Identify system failures and contribute to a culture of safety and improvement

What students should know or be able to do by the time they graduate.

AAMC. Core Entrustables for Entering Residency: Curriculum Development Guide; 2014.





EDUCATIONAL PROGRAM OBJECTIVES *for the Program Leading to the MD Degree*

As approved by the General Faculty, the Educational Policy Committee has established the following educational program objectives for the program leading to the MD degree. The Educational Program Objectives are comprised of six competencies and the measureable objectives by which attainment of each competency can be assessed.

By the time of graduation, students will demonstrate the following:

COMPETENCY: *PATIENT CARE*

Graduates obtain appropriate histories and perform skillful, comprehensive and accurate patient examinations. They develop appropriate differential diagnoses and patient care management plans. They recognize and understand the principles for managing life-threatening situations. They select, perform and accurately interpret the results of laboratory tests and clinical procedures in making patient care decisions and appropriate diagnostic

UA CoM Educational Program Objectives

[Click here](#) to view or download EPOs in their entirety



The following slides are categorized by the AAMC Core EPAs for entering residency. Each slide contains 1 Core EPA and then lists the UA CoM EPOs that seem aligned with these. Slide #12 refers to the Core EPA regarding a physician's general practice knowledge, which might be a catch-all for all the EPOs not accounted for on the other slides.

I have drafted this as an initial attempt to determine alignment between the EPOs and Core EPAs to explore how we might incorporate the Core EPAs into a backward model of curriculum evaluation and redesign.

Please comment or revise as you see fit.

COMMENT

EPA 1: Gather a history and perform a physical examination

COMPETENCY: *PATIENT CARE*

- Obtain an accurate medical history that covers all essential aspects of the history
- Perform both a complete and an organ system specific examination

EPA 2: Prioritize a differential diagnosis following a clinical encounter

COMPETENCY: *PATIENT CARE*

- Reason deductively
- Construct appropriate management strategies (both diagnostic and therapeutic) for patients with common conditions, both acute and chronic, and those requiring short- and long-term rehabilitation in solving clinical problems
- Recognize patients with immediate life threatening conditions regardless of etiology, and institute appropriate initial therapy

COMPETENCY: *MEDICAL KNOWLEDGE*

Graduates apply problem solving and critical thinking skills to problems in basic science and clinical medicine. They demonstrate knowledge about (1) established and evolving core of basic sciences, (2) application of sciences to patient care, and (3) investigatory and analytical thinking approaches.

- Critical Thinking
 - The scientific method in establishing the cause of disease and efficacy of treatment, including principles of epidemiology and statistics
 - The use of computer-based techniques to acquire new information and resources for learning

EPA 3: Recommend and interpret common diagnostic and screening tests

COMPETENCY: PATIENT CARE

Graduates ... develop appropriate differential diagnoses and patient care management plans. ... select, perform and accurately interpret the results of laboratory tests and clinical procedures in making patient care decisions, and use appropriate diagnostic and treatment technologies in providing patient care.

- Construct appropriate management strategies (both diagnostic and therapeutic) for patients with common conditions, both acute and chronic, and those requiring short- and long-term rehabilitation

EPA 4: Enter and discuss orders and prescriptions

MEDICAL KNOWLEDGE: Application to Patient Care

- The foundations of therapeutic intervention, including concepts of outcomes, treatments, and prevention, and their relationships to specific disease processes

EPA 5: Document a clinical encounter in the patient record

COMPETENCY: Practice-Based Learning and Improvement

- Ability to document and present patient data and clinical information in an organized, accurate, legible and/or verbally clear manner

EPA 6: Provide an oral presentation of a clinical encounter

COMPETENCY: *INTERPERSONAL AND COMMUNICATION SKILLS*

- Ability to document and present patient data and clinical information in an organized, accurate, legible and/or verbally clear manner
- Attending (and presenting at) conferences relevant to his/her patient care
- Graduates must demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and professional associates. They promote health behaviors through counseling of individual patients and their families, and through public education and action.

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

COMPETENCY: INTERPERSONAL AND COMMUNICATION SKILLS

- Effective listening skills and the ability to elicit and provide information using effective nonverbal, explanatory, questioning and writing skills

COMPETENCY: PRACTICE-BASED LEARNING AND IMPROVEMENT

Graduates are prepared to practice medicine within the context of society and its expectations. They use evidence-based approaches, demonstrating proficiency with information retrieval and critical appraisal of the medical literature to interpret and evaluate experimental and patient care information. They understand the limits of their own personal knowledge, remediate inadequacies to remain current, and integrate increased self-knowledge into their daily activities.

- Demonstrate an awareness of and an understanding of general principles for:
 - Evaluating his/her own patient care practices, using systematic methodology
 - Comparing own patient outcomes to larger studies of similar patient populations
 - Using an evidence-based approach to decide or reject new experimental findings and approaches.
 - Understanding and critically assessing articles in professional journals
 - Understanding the requirements and steps for approval of new medicines and techniques

EPA 8: Give or receive a patient handover to transition care responsibility

COMPETENCY: SYSTEMS-BASED PRACTICE AND POPULATION HEALTH

Graduates demonstrate awareness of and responsiveness to the large context and system of health care. They are able to effectively call on system resources to provide optimal care. Graduates are able to work with patients both as individuals and as members of communities and take this into account when performing risk assessments, diagnosing illnesses, making treatment plans and considering the public health implications of their work.

- The capacity to partner with health care managers and health care providers assess, coordinate and improve health care and know how these activities can affect system performance
- An understanding of how patient care and professional practices affect health care professionals, the health care organization, and the larger society and how these elements of the system affect their own practice
- Knowledge about how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources
- The ability to practice cost-effective health care and resource allocation that does not compromise quality of care

EPA 9: Collaborate as a member of an interprofessional team

COMPETENCY: SYSTEMS-BASED PRACTICE AND POPULATION HEALTH

- The capacity to partner with health care managers and health care providers assess, coordinate and improve health care and know how these activities can affect system performance

COMPETENCY: PROFESSIONALISM

Graduates are committed to carrying out professional responsibilities, adhering to ethical principles, and demonstrating sensitivity to diverse patient populations. They are altruistic and compassionate in caring for patients and at all times act with integrity, honesty, and respect for patients' privacy and for the dignity of patients as persons. Graduates are advocates for improving access to care for everyone. They are committed to working collaboratively with the health care team, and acknowledge and respect the roles of other health professionals. Graduates recognize their limitations and seek improvements in their knowledge and skills.

- Graduates will exemplify a professional character that exhibits:
 - Integrity, reliability, dependability, truthfulness in all interactions with patients, their families and professional colleagues
 - An understanding of and respect for the contributions of other health care disciplines and professionals, and appropriate participation, initiative and cooperation as a member of the health care team

COMPETENCY: INTERPERSONAL AND COMMUNICATION SKILLS

- Effective listening skills and the ability to elicit and provide information using effective nonverbal, explanatory, questioning and writing skills

COMPETENCE: Patient Care

- Effectively work with health care professionals, including those from other disciplines, to provide patient-focused care

EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management

COMPETENCE: Patient Care

- Construct appropriate management strategies (both diagnostic and therapeutic) for patients with common conditions, both acute and chronic, and those requiring short- and long-term rehabilitation
- Recognize patients with immediate life threatening conditions regardless of etiology, and institute appropriate initial therapy
- Outline an initial course of management for patients with serious conditions requiring critical care

EPA 11: Obtain informed consent for tests and/or procedures

COMPETENCY: Professionalism

- Graduates will exemplify a professional character that exhibits
 - Knowledge of and a commitment to uphold ethical principles in such areas as the provision of care, maintaining confidentiality, and gaining informed consent

EPA 12: Perform general procedures of a physician

- This might include every other EPO not aligned with a specific EPA 1-12, and 14.

EPA 13: Identify system failures and contribute to a culture of safety and improvement

COMPETENCY: SYSTEMS-BASED PRACTICE AND POPULATION HEALTH

Graduates demonstrate awareness of and responsiveness to the large context and system of health care. They are able to effectively call on system resources to provide optimal care. Graduates are able to work with patients both as individuals and as members of communities and take this into account when performing risk assessments, diagnosing illnesses, making treatment plans and considering the public health implications of their work.

Graduates will evince:

- An understanding of how patient care and professional practices affect health care professionals, the health care organization, and the larger society and how these elements of the system affect their own practice
- Knowledge about how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources
- The ability to practice cost-effective health care and resource allocation that does not compromise quality of care
- An advocacy for quality patient care and access for all people, including the underserved, and assist patients in dealing with system complexities
- The capacity to partner with health care managers and health care providers assess, coordinate and improve health care and know how these activities can affect system performance
- An understanding of the physician's role and responsibilities to promote the health of the community and the underlying principles of preventive medicine and population-based health care delivery
- The ability to acquire relevant information about the health of populations or communities and use this information to provide appropriate services
- How to appropriately mobilize community-based resources and services while planning and providing patient care