What is CBD?

Competency By Design is the Royal College's model of Competence-Based Medical Education (CBME) which is an educational model that is…

- More oriented to **outcomes** rather than time in training (i.e. what trainee can DO)
- More **flexible** to learners' prior skills and current needs
- Training using a **coaching** approach with more regular feedback & entrustment decisions
- Enhanced **tracking** of learners' progress and performance

What is an EPA?

An Entrustable Professional Activity is a **unit of work** actually done during the clinician's day (e.g., admit a patient to hospital, carry out a procedure, lead a family meeting)

- There are **29 EPAs** for the PGY1-4 Internal Medicine training program
- Each EPA gets **assessed several times** for each resident
- Each EPA is made up of several "**milestones**"
- The EPAs increase in **complexity** through stages

Learn more about EPAs and CBD:

READ Factsheets:
CBD Terminology Click here
Improving feedback tips: Click here

WATCH an eModule on:
CBD in Internal Medicine: Click here to watch
EPAs 101: Click here

VISIT
www.deptmedicine.utoronto.ca/cbme for general information on resources and events.

Questions? CONTACT us at
im.cbd@utoronto.ca

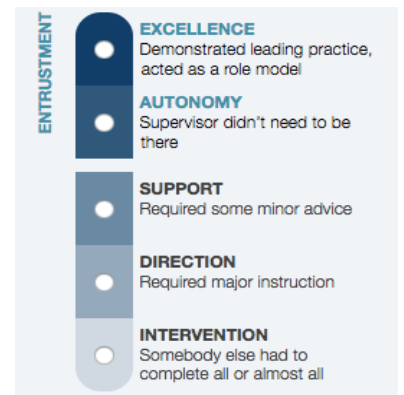## Primer for EPA COD 11A - Supervising junior learners in the clinical setting: **TEACHING**

This *Core of Discipline - COD EPA 11A (PGY2&3)* focuses on the informal teaching that occurs in the clinical (bedside) setting, and includes ensuring safe patient care, teaching and providing feedback. This EPA should be completed with direct observation by junior learners over a period of time (eg. 2 week rotation). The resident requires 4 observations of achievement by least 2 different junior learners.

EPA MILESTONES: COD11A - Teaching

1. Ensure a safe learning environment for all members of the team
2. Balance supervision and graduated responsibility, ensuring the safety of patients and learners
3. Provide clinical teaching and/or other informal learning activities
4. Provide feedback to enhance learning and performance
5. Intervene when behaviours toward learners undermine a respectful environment
6. Participate in the assessment of junior learners

HOW TO COMPLETE AN EPA ASSESSMENT:

1. You or the resident initiate the assessment. The assessment may be based on direct observation or case discussion.

2. You or the resident sign onto Elentra, and provide the assessment demographics. This can be done on the mobile phone or computer top.

3. From the list of milestones pertinent to the EPA, choose 2-3 milestones that are relevant to the activity, and indicate their performance level on each milestone you assessed, using the entrustment scale. You are not required to cover all milestones, but are welcome to.

GLOBAL ENTRUSTMENT SCALE
(Autonomous and Consultancy levels are entrustable)

4. Using the global entrustment scale, decide whether the resident can be entrusted overall to perform this activity with a similar case in the future. In general, residents are not expected to be entrustable early in a new stage of training, although this particular tool verifies skills that should have been learned in medical school.

5. Describe 2-3 strengths and 2-3 actions, or areas for improvement. Please provide detailed and actionable comments based on your observations of their performance.

6. Discuss your feedback with the resident.