



Primer for EPA FOD7 - Identifying **PERSONAL LEARNING NEEDS** while caring for patients, and addressing those needs

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 **28 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

EPAs 101: Click [here](#)

VISIT

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

Questions? CONTACT us at

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*This EPA focusses on the ability to **identify personal learning needs, and effectively address them**. The resident **presents a plan** for a patient to their supervisor, having researched uncertainties for investigations or treatment. This can also be assessed when the resident presents a **formal rounds** around a patient case. The assessor can be the supervisor, a physician specialist being consulted or another health professional.*

*One form should be completed during all rotations in PGY1 except for on CTU (i.e., in both in **Transitions to Discipline (TTD)** stage and **Foundations of Discipline (FOD)** stage.)*

EPA MILESTONES: FOD7 – Addressing Personal Learning Needs

1. Demonstrate a commitment to improving one's own performance.
2. Identify learning needs that arise in daily work
3. Create a plan to address identified learning needs
4. Generate focused questions that address practice uncertainty and knowledge gaps
5. Select appropriate sources of evidence for a given practice-related question
6. Interpret the evidence, including a critique of the relevance to practice
7. Integrate the evidence into a solution for the identified learning need

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.
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.



GLOBAL ENTRUSTMENT SCALE (Competent and Proficient levels are entrustable)