Primer for EPA TTP7 - Identifying learning needs in clinical practice, and addressing them with a personal learning plan

This Transition to Practice - TTP EPA 7 (PGY4) focuses on participating in learning activities that prepare the resident for their own continuing professional development. This includes the identification of professional development needs (based on personal performance gaps and/or emerging needs of the communities they serve) and the development, execution and documentation of the plan to address those needs.

EPA MILESTONES: TTP7 – Personal Learning Plan

1. Recognize and respond to the complexity, uncertainty and ambiguity inherent in medical practice
2. Demonstrate a commitment to maintaining and enhancing competence
3. Identify opportunities for learning and improvement by reflecting on and assessing performance using various internal and external data sources
4. Generate focused questions that address practice uncertainty and knowledge gaps
5. Identify learning needs to enhance competence across all CanMEDS roles
6. Identify and respond to unmet health care needs within one’s practice
7. Create and implement a learning plan
8. Adjust educational experiences to gain competencies necessary for future practice
9. Fulfil professional standards of practice by participating in programs that record continuing professional development (e.g. Royal College Maintenance of Certification Program)
10. Develop, implement, monitor and revise a personal learning plan to enhance professional practice

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

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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.