Do the Foundations of Discipline Entrustable Professional Activities Examine the CanMEDS roles as intended?

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Disclosures

- None
Outline

- Background
- Calgary Competence By Design Pilot
- Research Question
- Methods
- Results
- Discussion
- Next Steps
Background

- Transition to Competence By Design (CBD)
- Evaluation of residents using Entrustable Professional Activities (EPA’s)
IMRP Calgary Pilot

- **Phase 1**
  - April - June 2017
  - 31 PGY-1
  - Foundations of Discipline
  - 7 Entrustable Professional Activities

- **Phase 2**
  - October 2017 – August 2018
  - 98 PGY-1 to PGY-3
  - Foundations of Discipline and Core of Discipline

- **Phase 3**
  - September 2018
  - All EPAs available
Foundations of Discipline

- EPA-1: Initial management
- EPA-2: Ongoing management
- EPA-3: Consulting specialists
- EPA-4: Discharge planning
- EPA-5: Managing unstable patients
- EPA-6: Goals of care
- EPA-7: Identifying learning needs
- Do the Foundations of Discipline Entrustable Professional Activities Examine the CanMEDS roles as intended?
Methods

- Qualitative methods, using framework analysis
- 123 Entrustable Professional Activities were anonymized and reviewed (phase 1 data only) independently by 2 authors
Methods

- Each EPA assesses multiple milestones that tie back to a CanMEDS role
- For each of the 7 EPA’s, we identified the key CanMEDS role
- Qualitative comments were coded for CanMEDS themes
## Results

<table>
<thead>
<tr>
<th>Entrustable Professional Activity</th>
<th>N</th>
<th>CanMEDS role</th>
<th>Milestones</th>
<th>Qualitative Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPA 1: Initial management</td>
<td>35</td>
<td>Medical Expert</td>
<td>Medical Expert</td>
<td>Medical Expert (60.0%, n=21)</td>
</tr>
<tr>
<td>EPA 2: Ongoing management</td>
<td>29</td>
<td>Medical Expert</td>
<td>Medical Expert</td>
<td>Medical Expert (55.2%, n=16),</td>
</tr>
<tr>
<td>EPA 3: Consulting specialists</td>
<td>10</td>
<td>Medical Expert</td>
<td>Collaborator</td>
<td>Collaborator (40.0%, n=4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communicator</td>
<td>Communicator (40.0%, n=4)</td>
</tr>
<tr>
<td>EPA 4: Discharge planning</td>
<td>18</td>
<td>Medical Expert</td>
<td>Medical Expert</td>
<td>Medical Expert (61.1%, n=11)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicator</td>
<td>Communicator</td>
<td>Communicator (61.1%, n=11)</td>
</tr>
<tr>
<td>EPA 5: Unstable patients</td>
<td>10</td>
<td>Medical Expert</td>
<td>Medical Expert</td>
<td>Medical Expert (70.0%, n=7)</td>
</tr>
<tr>
<td>EPA 6: Goals of care</td>
<td>8</td>
<td>Communicator</td>
<td>Communicator</td>
<td>Communicator (25.0%, n=2)</td>
</tr>
<tr>
<td>EPA 7: Identifying learning needs</td>
<td>13</td>
<td>Scholar</td>
<td>Scholar</td>
<td>Scholar (46.2%, n = 6)</td>
</tr>
</tbody>
</table>
Discussion

- The majority of the Foundations of Discipline EPAs assess the CanMEDS roles as intended
- EPA’s and CanMEDS
  - Simplification to one role?
- Small sample size
- Familiarity amongst University of Calgary trainees and faculty with CBD.
Phase 2 and 3

- Further data analysis to include Transition to Discipline, Foundations of Discipline and Core of Discipline
Thank You

- Dr. Michael Walsh
- Dr. Marcy Mintz
- Dr. Jocelyn Lockyer
- Allison Brown
Questions?
References

- The Royal College of Physicians and Surgeons. [www.royalcollege.ca](http://www.royalcollege.ca)