Laying The Foundation to Maximize Learning in the General Internal Medicine (GIM) Transition to Discipline Phase using Entrustable Professional Activities (EPAs).

GOT Foundations

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I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Objectives

- Describe G(eneral Internal Medicine) O(rientation) T(ransition)

Foundations

- Development
- Implementation
- Successes
- Challenges and Future
Transitions

- Difficult$^1,^2$
  - Knowledge
  - Skills
  - Attitudes
  - Professional Identity

- Solutions$^3$
  - Boot Camps
  - Skill Sessions

2. Frank JR, and Harris KA, eds. Competence by Design: Reshaping Canadian Medical Education. Ottawa: Royal College of Physicians and Surgeons of Canada; 2014.
# Phase One

<table>
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<tr>
<th>EMR Introduction</th>
<th>Procedural Skills</th>
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<td>Simulation</td>
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<td>Learning Skills</td>
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Phase Two – Use of Entrustable Professional Activities (EPAs).

Tasks (EPAs) of GIM
- Surveys
- Focus Groups
- Interviews
- RCPSC GIM Specialty Committee.

Develop 10 End of Residency EPAs
- Synthesized Information to 10 Local Ideal End of Discipline Tasks.

Map to Curriculum
- Map Competencies in GIM OTR (RCPSC) to 10 EPAs.
- Map Learning Activities to EPAs.

Develop GOT Foundations Activities

“EPAs are those professional activities that together constitute the mass of critical elements that operationally define a profession.” ten Cate O and Scheele F. Competency-Based Postgraduate Training: Can We Bridge The Gap between Theory and Clinical Practice? Acad Med. 2007; 82: 542-547.
### Example

**EPA # 5 – Demonstrates ability to meet the need of the community in which they practice.**

<table>
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<tr>
<th>Can MEDs Competencies (ETC).</th>
<th>Learning Experiences.</th>
<th>GOT Foundations.</th>
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</table>
| 1.4.2. Describe how to perform a needs assessment as to which procedures are needed in their practice, and how to recognize the need to attain further training if new procedural skills are needed | Academic Half Day  
Personal Learning Projects  
GIM Journal Club  
GIM Rotations  
Fellows Clinic | Facilitated discussion on Scope of Practice of GIM as a discipline and as an individual. |
**Outputs**

- Procedural Skills Sessions
- Simulation Sessions
- Facilitated Discussions
- Library Sessions

**Outcomes**

- High Satisfaction.
- Residents ready for “Core” GIM Rotations.
- Linked to future residency learning experiences.
- Reflective Portfolios Initiated.
- Sustainable Rotation.
- Diverse Faculty Engagement.

**Desired Impact – Linked to EPAs.**

- Employment linked to community needs.
- Depth and Breadth in Scope of Practice
- Resilience in practice, Engagement.
- GIM Professional Identity.
Perceived Keys to Success and Challenges.

Relevance to Future

Intentional Community Building Relatedness

Longitudinal

Experiential Learning & Opportunities for Practice

BE A “GIM”

Opportunities for Reflection

• Cook DA & Artino AR. Motivation to learn: an overview of contemporary theories. Medical Education 2016; 50: 997-1014.
• Schumacher DJ, Englander R and Carracio C. Developing the Master Learner: Applying Learning Theory to the Learner, the Teacher, and the Learning Environment. Acad Med. 2013: 88:00-00.
Tasks of GIM - EPAs

Linked to Learning Activities

Foundational Rotation

Context Impact Discussed

BE a GENERAL INTERNAL MEDICINE SPECIALIST
Selected References

**GENERAL INTERNAL MEDICINE:**

**OUTCOMES BASED MEDICAL EDUCATION:**
Frank JR and Harris KA. Competence by Design: Reshaping Canadian Medical Education. Ottawa: Royal College of Physicians and Surgeons of Canada; 2014.
Cutrer WB et al. Fostering the Development of Master Adaptive Learners: A Conceptual Model to Guide Skill Acquisition in Medical Education. Acad Med. 2016; First published online.
CPM Van der Vleuten and EW Driessen. What would happen to education if we take education evidence seriously? Perspectives on Medical Education. 2014.
Holmboe ES and P Batalden. Achieving the Desired Transformation: Thoughts on Next Steps for Outcomes-Based Medical Education.
Van Melle E. Using a Logic Model to Assist in the Planning, Implementation, and Evaluation of Educational Programs. Acad. Med. 2016 91(10)

**FEEDBACK:**

**TRANSITIONS:**
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