

Advanced Patient Care(APC) Clerkships

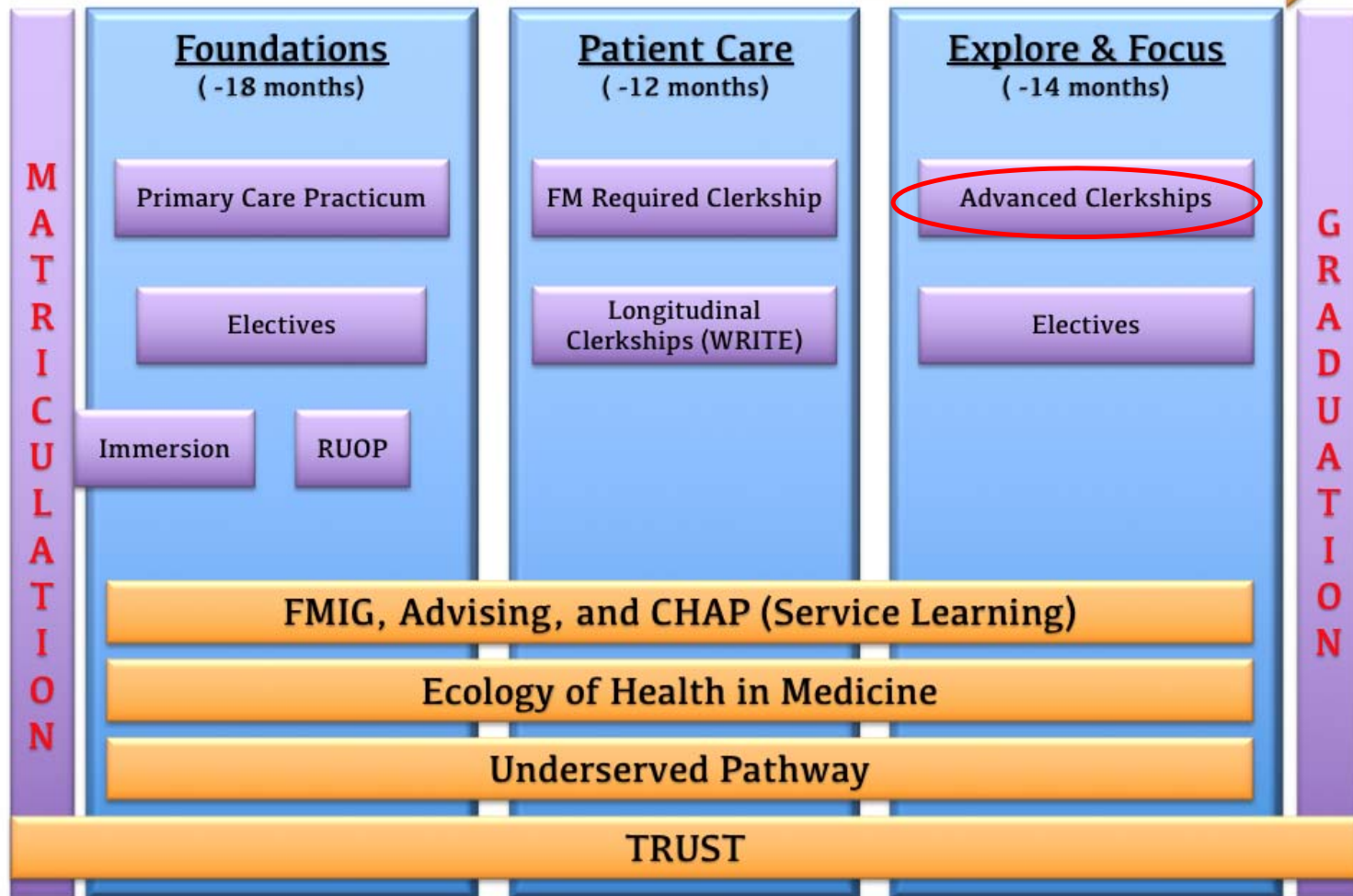
Tomoko Sairenji, MD, MS

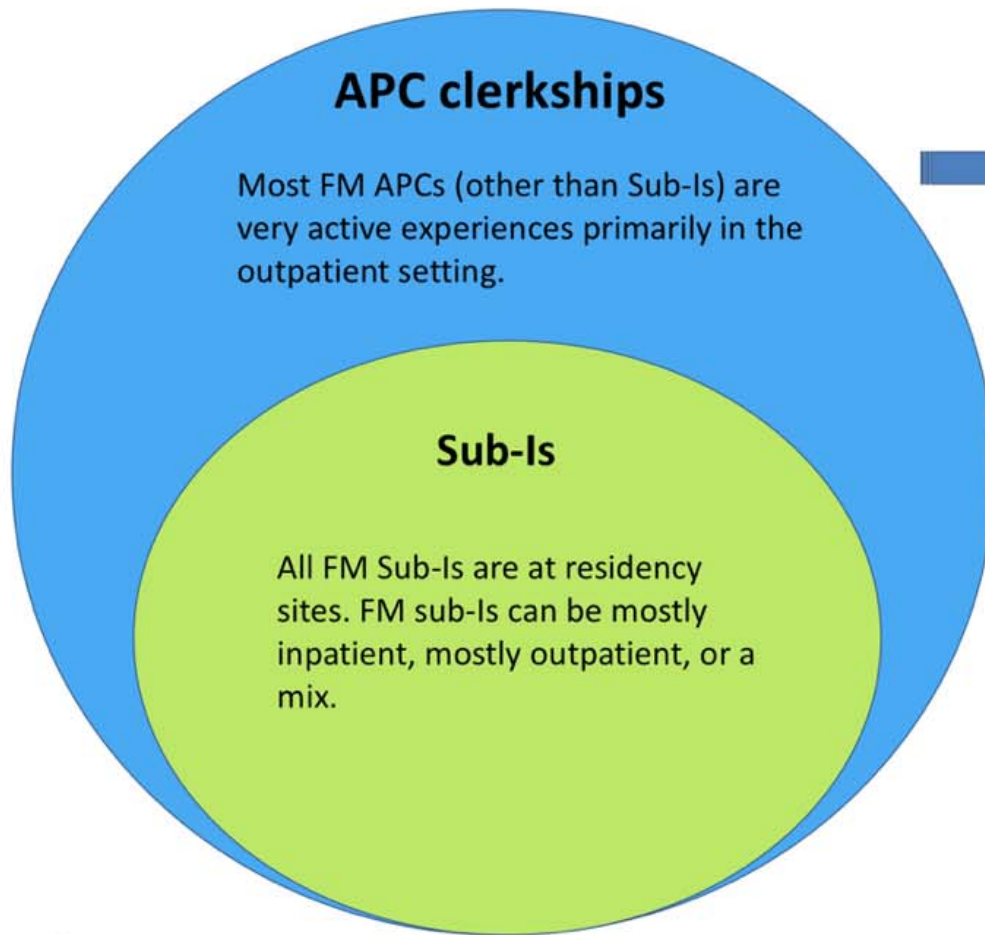
APC Clerkship Director

TRUST/WRITE Retreat

4/6/18

Family Medicine in the new UWSOM Curriculum





Some FM APCs:

FAMED 671	P-Social and Structural Determinates of Health
FAMED 701	P-WRITE Advanced Outpatient Clerkship
FAMED 702	Advanced Family Medicine Outpatient Clerkships Fircrest

Many others are under development

There are currently 25 FM Sub-I sites

EPA Pilot in WRITE

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Entrustable Professional Activities (EPA)

Questions:

- Do using EPAs and critical functions even work as an assessment tool, and could it be expanded to be used in all Advanced Patient Care Clerkships (across departments)?
- Are using EPAs/critical functions a more objective (less biased) way to measure student competency?
- Would early start WRITE students be ready to perform at E&F level at the end of their WRITE experience during Patient Care Phase?

Methods

- 19 WRITE students (5 early start, 14 late start)
- **Preparation:**
 1. Clinical Deans provided pilot proposal and faculty development to sites on EPAs with review of the **evaluation form** prior to 4 week FM Advanced Clerkship rotation
 2. Webinar for students and preceptors
- **Measurement:**
 1. Preceptor completed form prior to rotation
 2. Preceptor completed form after rotation
- Received feedback from preceptors on experience and feasibility

AAMC's 13 Core Entrustable Activities for Entering Residency²

1. Gather a history and perform a physical examination
2. Prioritize a differential diagnosis following a clinical encounter
3. Recommend and interpret common diagnostic and screening tests
4. Enter and discuss orders and prescriptions
5. Document a clinical encounter in the patient record
6. Provide an oral presentation of a clinical encounter
7. Form clinical questions and retrieve evidence to advance patient care
8. Give or receive a patient handover to transition care responsibility
9. Collaborate as a member of an interprofessional team
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management
11. Obtain informed consent for tests and/or procedures
12. Perform general procedures of a physician
13. Identify system failures and contribute to a culture of safety and improvement

EPAs 1-6

ENTRUSTMENT ASSESSMENT

No					Hesitant					Yes					Is the Student <u>Entrustable</u> ?
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 = "I had to do the activity myself" (student unprepared or requires complete guidance) 2 = "I had to talk student through the activity" 3 = "I had to direct the student from time to time" 4 = "I needed to be available just in case" or "I needed to provide rare/occasional input" 5 = "I did not need to be there" or "I did not need to provide additional input"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EPA 1: Gather a history and perform a physical examination Number of observations: _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EPA 2: Prioritize a differential diagnosis following a clinical encounter Number of observations: _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EPA 3: Recommend and interpret common diagnostic and screening tests Number of observations: _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EPA 4: Enter and discuss orders and prescriptions Number of observations: _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EPA 5: Document a clinical encounter in the patient record Number of observations: _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EPA 6: Provide an oral presentation of a clinical encounter Number of observations: _____

Entrustment Scale

- **1 = “I had to do the activity myself” (student unprepared or requires complete guidance)**
- **2 = “I had to talk student through the activity”**
- **3 = “I had to direct the student from time to time”**
- **4 = “I needed to be available just in case” or “I needed to provide rare/occasional input”**
- **5 = “I did not need to be there” or “I did not need to provide additional input”**

Entrustment Scale in Context*

1= Observation. “Watch Me Do This”

2= Active Demonstration. “Let’s Do This Together”

3=Perform with Direct Observation/Supervision. “I Will Watch You”

4= Perform Independently with Supervision. “You Go Ahead, and I Will Double- check All of Your Findings”

5= Trust with verification. “You go Ahead, and I Will Double-check Key Findings”

* Adapted from Modified Chen Scale

Critical Functions for EPA 5

never/ rarely	some- times	mostly/ always	N/A or not observed	Observed Critical Functions for EPA 5: Document a clinical encounter in the patient record
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Filter, organize, and prioritize information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Synthesize information into a cogent narrative.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Record a problem list, working and differential diagnosis and plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Choose the information that requires emphasis in the documentation based on its purpose (e.g., Emergency Department visit, clinic visit, admission History and Physical Examination).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comply with requirements and regulations regarding documentation in the medical record.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Verify the authenticity and origin of the information recorded in the documentation (e.g., avoids blind copying and pasting).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Record documentation so that it is timely and legible.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accurately document the reasoning supporting the decision making in the clinical encounter for any reader (e.g., consultants, other health care professionals, patients and families, auditors).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Document patient preferences to allow their incorporation into clinical decision making.

Competency Based Assessment Covered Six EPAs, With Critical Functions as Competency Measure for Each EPA

EPAs	Critical functions
1	12
2	6
3	6
4	7
5	9
6	4

Total 44

Results

- 19 sites, 21 preceptors completed pre and post EPA evaluations and completed critical function evaluations
- Reported time for completion approximately 15 min

Spring 2017 (Early Start) WRITE Students: MT/WY

Early Start	EPA 1	EPA 2	EPA 3	EPA 4	EPA 5	EPA 6
Pre	4.4	3.8	4.2	3.6	4.6	4.4
Post	5	4.8	4.8	4.6	4.6	4.8

Figure 1. Early start WRITE students in Patient Care Phase (n=5)

Fall 2017 (Late Start) WRITE Students: AK/WA/ID

Late Start	EPA 1	EPA 2	EPA 3	EPA 4	EPA 5	EPA 6
Pre	4.0	3.9	3.9	2.9	4.4	4.4
Post	4.9	4.3	4.4	4.2	4.7	4.8

Figure 2. Late start WRITE students with completed Patient Care Phase (n=14)

Results: All WRITE Students Completing AOC Clerkship

Overall Averages	EPA 1	EPA 2	EPA 3	EPA 4	EPA 5	EPA 6
Pre	4.2	3.9	4.0	3.2	4.5	4.4
Post	4.9	4.5	4.6	4.4	4.7	4.8

Figure 3. Overall EPA results for both groups of WRITE students (n=19)

Questions for preceptors

- How well do you think EPAs worked to assess the students' performance?
- Did the six EPAs make sense? Should we be measuring more?
- What did you think of the critical functions?
- Was the time commitment to complete the EPA and critical function evaluation form reasonable?
- Do you see an abbreviated version of this form as a way to assess student progress on a daily/weekly basis?
- Could we incorporate EPAs into the Patient Care Phase in WRITE?

Next steps

- **Improving measurements**
 1. Refine Entrustable Assessment Form?
 2. Change EPA entrustment scale?
- **Consider timing and place for EPA measurement**
 1. Incorporate into clerkships– patient care phase?
- **Incorporate more faculty development**