Pathway to Entrustability Through Simulation

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OBJECTIVE
- To evaluate the EPAs using a simulation-based curriculum.
- To provide formative feedback to students.
- To track student progress towards entrustment.

BACKGROUND
Not all medical school graduates are adequately prepared for residency. To address this issue, in 2014 the AAMC released a list of Entrustable Professional Activities (EPAs), a list of tasks and responsibilities that medical students are expected to perform unsupervised upon graduation. Since the purpose of the EPAs is to evaluate whether medical students can perform these tasks independently, we can deduce that not all students are competent in all tasks. Since we do not know which tasks students can or cannot perform independently, one of the safest ways to evaluate them is through medical simulation. Of the 13 EPAs, 11 can be evaluated using simulation, and three of the EPAs can only be evaluated using simulation. Our medical school is one of the 10 in the nation that will be piloting the incorporation of the EPAs within the curriculum over 5 years. We propose a framework for evaluating the EPAs using simulation throughout the third year of medical school, allowing opportunities for formative feedback and tracking of student progress.

METHODS
Our curriculum involves 5 EPA evaluations per student, encompassing all 100 students, over the course of their third year of medical school. The medical student 48 week curriculum is naturally broken up into four 12 week blocks. The first and last week of each block are known as the precede and postcede weeks, respectively. These weeks lend themselves well to EPA assessments. During the first block, all medical students will undergo 1 simulation scenario during the precede week or during their Emergency Medicine clerkship (maximum of 25/100 students) (Fig. 1). The second evaluation will take place during the postcede week of the first block or during the precede week of the second block. The third evaluation will take place during the postcede week of the second block or the precede week of the third block. The fourth evaluation will take place during the postcede week of the third block or the precede week of the fourth block and the fifth evaluation will take place during the postcede week of the fourth block. Each simulation case will take 20 minutes and will incorporate 4 EPAs. Over the course of the year, students will be evaluated on these 4 EPAs 5 times.

CONCLUSIONS
A simulation-based EPA assessment curriculum can be implemented within the third-year medical student curriculum in order to track student progress towards entrustment longitudinally and to generate opportunities for providing formative feedback to students on clinical performance within the simulated environment, in an attempt to foster students’ progress towards entrustability.

REFERENCES

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