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Association Between Workplace-Based Assessments and Self-Assessment of Entrustment

Lelia Brinegar

Virginia Commonwealth University

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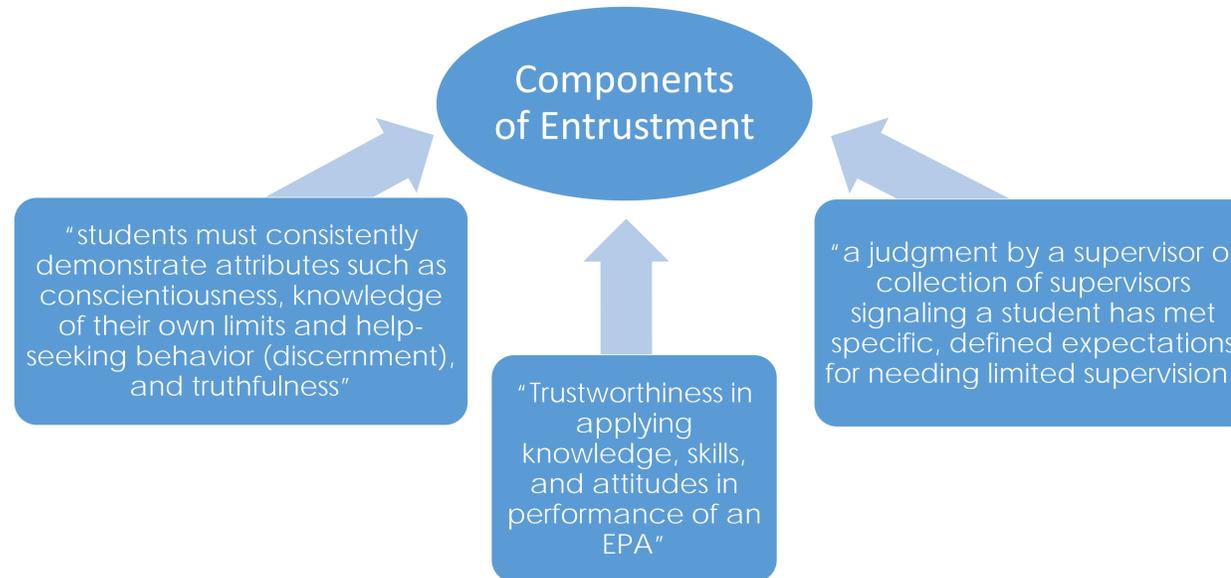
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Purpose

Optimal implementation of Entrustable Professional Activities (EPA)-based curriculum requires direct observation using workplace-based assessments (WBA) coupled with a longitudinal coaching relationship between learners and faculty. Students should be engaged and considered an active participant in the entrustment decision. As part of our engagement with the AAMC Core EPA pilot, we implemented both a WBA using the Ottawa Clinic Assessment Tool (OCAT) and a coaching program for our medical students in 2018-2019. We measured the association between WBAs collected during the clinical clerkships and student self-assessment.

Coaches were selected from currently designated small group advisors and trained on the EPAs and the coaching conversation. Coaches and students were not assigned based upon specialty interest. Each coach worked with 8-10 students.



Outcomes

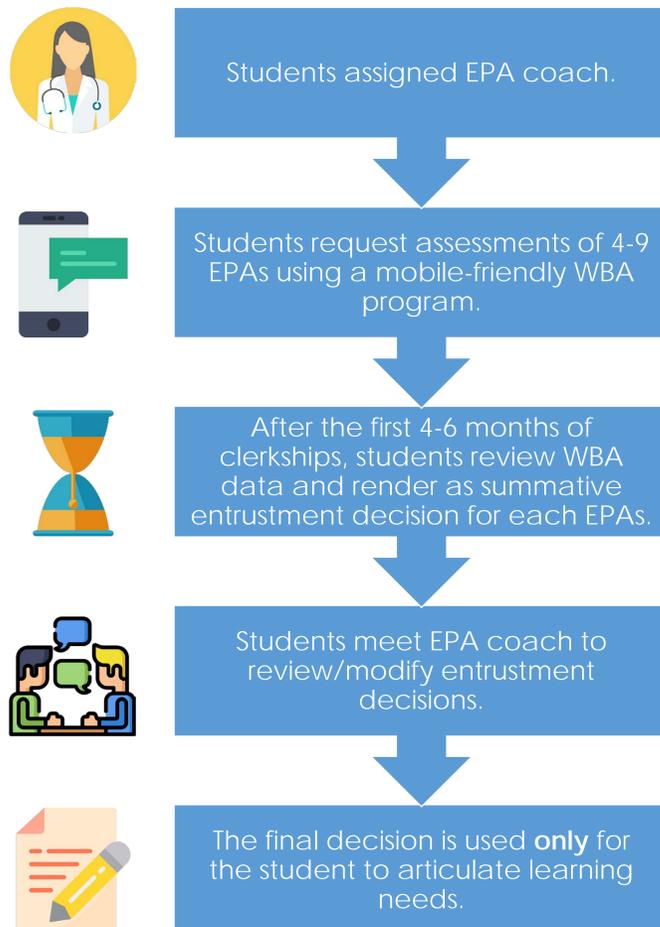
- Mean number of completed WBAs was greater for EPAs in which students rated themselves as “ready” than those in which they rated as “not yet ready” (Mean = 3.9 vs. 1.1, P <.001).
- Mean OCAT scores were also higher for EPAs in which students rated themselves as “ready” (Mean = 3.54 vs. 3.48, P = .02).
- However, for EPAs in which students received no WBA, 27% of students selected “ready for entrustment.”
- There was minimal difference in ratings of “ready” if students received as little as 1 WBA (70% “ready”) vs. 5 WBA (72% “ready”).
- However, students who received >10 WBAs for any EPA rated themselves as “ready” 87% of the time.

Future Considerations

Future Developments include:

- Creation of an entrustment committee which will compare the student self-assessments to the committee’s decision of entrustability.
- The Committee will review how the self-assessments will be included in the entrustability decision.
- Review of how students and their self assessments have evolved after the initial coaching meeting and six months experience.
- Implement changes in the Direct Observation system to expand the EPAs available for assessment and include the Chen supervisory scale.

Approach



Results

6690 WBAs were completed among 201 students (Mean = 33/student).

EPA	Description	Most WBAs Completed	Student Self-Rating - “Ready”
EPA 1:	Gather a History and Perform a Physical Examination	29%	88%
EPA 2:	Prioritize a Differential Diagnosis Following a Clinical Encounter		
EPA 3:	Recommend and Interpret Common Diagnostic and Screening Tests		
EPA 4:	Enter and Discuss Orders and Prescriptions		17%
EPA 5:	Document a Clinical Encounter in the Patient Record		88%
EPA 6:	Provide an Oral Presentation of a Clinical Encounter	27%	80%
EPA 7:	Form Clinical Questions and Retrieve Evidence to Advance Patient Care		
EPA 8:	Give or Receive a Patient Handover to Transition Care Responsibility		
EPA 9:	Collaborate as a Member of an Interprofessional Team		94%
EPA 10:	Recognize a Patient Requiring Urgent or Emergent Care and Initiate Evaluation and Management		22%
EPA 11:	Obtain Informed Consent for Tests and/or Procedures		25%
EPA 12:	Perform General Procedures of a Physician		7%
EPA 13:	Identify System Failures and Contribute to a Culture of Safety and Improvement		

References

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Conclusion

Overall, these findings suggest student self-ratings of readiness for entrustment are associated with completion of, and data resulting from WBAs. However, it is unclear from this data whether students are making informed decisions regarding readiness for entrustment following WBAs or whether they are seeking WBAs for activities in which they feel most confident. In addition, it is concerning a small but significant proportion of students rated themselves as ready for entrustment without any data. Previous studies have suggested learner self-assessment is not correlated with assessed competence, however our data shows an association between self-assessment and WBAs obtained to facilitate entrustment decisions. Further studies are needed to examine the reasons for this association. However, since learners should play a critical role in the ultimate entrustment decisions, it is at least reassuring to observe an association between self-assessment and observations in the workplace.