



Primer for EPA TTP7 - Identifying learning needs in clinical practice, and addressing them with a **personal learning plan**

*This **Transition to Practice - TTP EPA 7 (PGY4)** focuses on participating in learning activities that prepare the resident for their own continuing professional development. This includes the identification of professional development needs (based on personal performance gaps and/or emerging needs of the communities they serve) and the development, execution and documentation of the plan to address those needs.*

What is CBD?

Competency By Design is the Royal College's model of Competence-Based Medical Education (CBME) which is an educational model that is...

- More oriented to **outcomes** rather than time in training (i.e. what trainee can DO)
- More **flexible** to learners' prior skills and current needs
- Training using a **coaching** approach with more regular feedback & entrustment decisions
- Enhanced **tracking** of learners' progress and performance

What is an EPA?

An Entrustable Professional Activity is a **unit of work** actually done during the clinician's day (e.g., admit a patient to hospital, carry out a procedure, lead a family meeting)

- There are **29 EPAs** for the PGY1-4 Internal Medicine training program
- Each EPA gets **assessed several times** for each resident
- Each EPA is made up of several **"milestones"**
- The EPAs increase in **complexity** through stages

Learn more about EPAs and CBD:

READ

- [CBD Terminology](#)
- [Improving Feedback Tips](#)

WATCH

- [CBME & CBD 101](#)
- [CBD in Internal Medicine](#)

VISIT

- [DOM CBME](#) for general information on resources and events.
- [PGME Elenra Help](#) for Elenra Guides

Questions? **CONTACT** us at im.cbd@utoronto.ca

EPA MILESTONES: TTP7 – Personal Learning Plan

1. Recognize and respond to the complexity, uncertainty and ambiguity inherent in medical practice
2. Demonstrate a commitment to maintaining and enhancing competence
3. Identify opportunities for learning and improvement by reflecting on and assessing performance using various internal and external data sources
4. Generate focused questions that address practice uncertainty and knowledge gaps
5. Identify learning needs to enhance competence across all CanMEDS roles
6. Identify and respond to unmet health care needs within one's practice
7. Create and implement a learning plan
8. Adjust educational experiences to gain competencies necessary for future practice
9. Fulfil professional standards of practice by participating in programs that record continuing professional development (e.g. Royal College Maintenance of Certification Program)
10. Develop, implement, monitor and revise a personal learning plan to enhance professional practice

HOW TO COMPLETE AN EPA ASSESSMENT:

1. You or the resident initiate the assessment. The assessment may be based on direct observation or case discussion.
2. You or the resident sign onto Elenra, and provide the assessment demographics. This can be done on the mobile phone or computer top.
3. From the list of milestones pertinent to the EPA, choose 2-3 milestones that are relevant to the activity, and indicate their



performance level on each milestone you assessed, using the entrustment scale. You are not required to cover all milestones, but are welcome to.

- Using the global entrustment scale, decide whether the resident can be entrusted overall to perform this activity with a similar case in the future. In general, residents are not expected to be entrustable early in a new stage of training, although this particular tool verifies skills that should have been learned in medical school.
- Describe 2-3 strengths and 2-3 actions, or areas for improvement. Please provide detailed and actionable comments based on your observations of their performance.
- Discuss your feedback with the resident.



GLOBAL ENTRUSTMENT SCALE
(**Competent** and **Proficient** levels are entrustable)