

Proposal for Johns Hopkins Institute for Excellence in Education “Shark Tank”:

Operationalizing the AAMC Core EPAs for Entering Residency: Where are the Gaps?

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Residency program directors’ concerns about the preparedness of some medical school graduates for residency training have been increasing over the last several years. While there has been an increasing focus on transitions across the continuum of medical education, until recently, there had been no agreement in the undergraduate medical education community about the core behaviors that could or should be expected of all graduates. To address this, the Association of American Medical Colleges (AAMC) recently convened a drafting panel to define the “activities that all entering residents should be expected to perform on day one of residency without direct supervision, regardless of specialty.”

The panel defined 13 EPAs, but specific curricula and assessment tools were intentionally not included. This was done with the intent to invite medical schools to develop innovative approaches to teach and assess these skills and define entrustment. Many schools may already have appropriate curricula or assessment instruments in use for some EPAs. What is not known, however, is which specific EPAs program directors across specialties believe that today’s medical school graduates are not yet entrustable to perform. Understanding the core EPAs for entering residency that medical students commonly demonstrate competency in, as well as those for which performance could be enhanced would serve as a guide for curriculum developers for how to use a school’s often-limited resources.

This study would be carried out in 3 parts. The first would be a survey of program directors from a multi-institutional sample consisting of the AAMC Group on Resident Affairs Steering Committee regarding what percentage of trainees are entrustable for each EPA, along with their degree of confidence in day one residents performing each EPA without direct supervision. The second part would make a comparison between program director responses to the distributed survey with student responses to questions about confidence to perform each EPA from the AAMC Graduation Questionnaire (GQ). Finally, a Q sort technique would be utilized with program directors at Johns Hopkins to define which core EPAs are most important, as well as which their trainees are least prepared to perform on day one.