Bridges Curriculum Charge
Phase 2 EPA Working Group

The Student Assessment Group, under the leadership of Drs. Karen Hauer and Arianne Teherani, are charged with completing many deliverables that support the successful completion of Bridges Project Goal 3, Objective 3.2.

**Goal 3**: Implement the Bridges Curriculum to allow students to accelerate through their medical education while ensuring that all graduates can effectively execute the comprehensive set of responsibilities of the collaboratively expert physician.

**Objective 3.2** Develop and implement a robust EPA and milestone assessment program that ensures that each student has the required competency to execute the roles and responsibilities needed for each clinical workplace learning experience, advancement through the curriculum and graduation.

The Phase 1 EPA Working Group recently completed the development and received approval of six UCSF Entrustable Professional Activities that have been mapped to the AAMC EPAs and are also linked to the functions of a 21st century physician.

This charge describes the work of the second phase of the Bridges EPA development. The goal of this phase is to advance the work completed in the first phase, which will guide the overall completion of the Bridges Curriculum assessment strategy and tools for the 2016 curriculum launch.

**Phase 2 EPA Working Group Charge and Deliverables**

1. Form a small, nimble working group with a designated working group lead who will be accountable for the completion of the deliverables outlined below.
   a. Establish an effective working strategy (in person meetings, using Asana and Box, teleconferences to complete the group’s deliverables)

2. Further define the 6 UCSF Bridges EPAs:
   a. Use a provided template to develop EPA descriptions that specify the settings, patient types, knowledge/skills/attitudes; expected performance level for each EPA
   b. Collaborate with CCOC to assign individual EPAs to relevant clerkships and develop the EPA descriptions
   c. Ensure that key Bridges themes such as interprofessional collaboration and use of technology are incorporated where appropriate as optional or required elements of EPAs

3. Propose assessment intervals and assessment strategies for each EPA, building on the work of the first EPA subcommittee
   a. Coordinate with the assessment week team and CDLG
4. Specify entrustment levels for each EPA based on proposed entrustment scale in the literature, adapted as needed for UCSF use.

5. Recommend initial faculty development strategies for EPAs, working in collaboration with the Faculty Development leadership.

6. Seek broader feedback from key stakeholders from other Bridges working groups as appropriate. Raise questions and seek feedback from designated education dean liaison, Dean of Curriculum, Susan Masters.

Timeline
Final completion of deliverables: **February 13, 2014**

Interim deliverables:
EPA descriptions (#2 above): **January 15, 2014**

Working Group Structure
- Working Group Lead who is accountable to Student Assessment Faculty Lead Karen Hauer
- Interdisciplinary members: 5-8 (max)

Key members
  a. Clerkship or clerkship site directors: 2
  b. CMC representative: 1
  c. Educator with expertise in EPAs, assessment: 1-2 (include Christy Boscardin)
  d. Possibly GME leader, other educational leader with clinical teaching responsibilities
  e. Karen Hauer as liaison/Faculty Lead

Approval:
As the Faculty Lead, Karen Hauer will have the final approval authority for this work.

Available Resources
Phase 1EPA Working Group Deliverables
Existing EPA literature