

# Report to BPEA

## EPA Survey of Residents & Faculty

**Susan Glover Takahashi, MA, PhD**

Director, Education & Research, PostMD Education

Integrated Senior Scholar – Centre for Faculty Development & PostMD Education

Lead, Faculty Development– CBME



# Background

- Survey conducted by PGME in February/March 2020
- **Purposes of survey to:**
  - To understand comfort levels with both EPAs and Entrustment Scales,
  - To identify facilitators and barriers to completion of EPAs, and
  - To identify potential improvements in the EPA assessment systems.



## Survey sent to

- **Residents** in CBD launched programs who had completed 3 or more EPAs in Blocks 1 to 9 this year (n = 432 residents)
- **Assessors** who had completed 3 or more EPAs in Blocks 1 to 9 this year (1390 assessors)



## Responses & demographics

- **190 (13.8%) Assessor responses**
  - University Appointed Faculty = 57%.
  - Resident assessors = 12% (N=26)
  
- **117 (27%) Resident responses**
  - PGY1( 55% ) & PGY2 (27%) = 82%
  - FOD (46%) & COD (43%) = 89%
  - 'Regular' resident =91% (9% = Chief, Senior, on RPC)



# EPAs Process Challenges



EPA PROCESS	Assessor Agree	Resident Agree
• Before the completion of an EPA, I regularly review the content of the EPA (e.g. milestones)	36%	17%
• Before the completion of an EPA, I regularly review the details of the EPA entrustment scale	42%	21%
• Before the completion of an EPA, the resident orients me to the EPA	29%	50%
• I feel comfortable completing an EPA assessment	65%	50%
• I regularly initiate EPAs when working with a resident	46%	61%
• The EPA content (e.g. milestones) allows me to be specific and focussed in providing feedback and coaching	33%	19%
• With the implementation of CBD and EPAs, there is more direct observation of learners' performance	24%	8%



# Key Themes in **Assessors'** Comments re: **EPA Process**

- **Concerns about resident pressure for Entrustments**
- **Concerns that the completion of EPAs is a significant burden for residents and staff.**
- **Assessors comments indicate there is a lack of awareness of 'milestones' (or that language) understanding of EPAs, specifically where the milestones come from.**
- **Assessors comments indicated that the workflow for EPAs is a barrier to completion (e.g. not planned, sent 'after the fact', too late to remember).**
- **Assessors comments indicated that EPAs encourage more feedback but may not increase more direct observation.**



## Key Themes in Residents' Comments re: EPA Process

- **Residents are not clear on the origin of the requirement of EPAs** and seem to believe that we, at University of Toronto, have this requirement (i.e. rather than they are a requirement of the Royal College of Physicians and Surgeons of Canada).
- **EPAs are viewed as not valuable or value added by residents.**
- **Residents report that they do not increase direct observation or improve feedback**





# CBD Design Challenges



CBD Design Issues	Assessor Agree	Resident Agree
There are too many EPAs	40%	68%
I don't understand the EPAs	17%	13%
I am not comfortable with 'entrustment' of EPAs	24%	36%
The program expectations of me are too high	27%	28%
There are time constraints to completing EPAs	51%	69%



# **Resident Related Issue Challenges**

## **Assessor Issue Challenges**



**Education/practice** strategies  
**Resident** strategies  
**Assessor** strategies



# Key Themes in Residents' Comments re: Strategies

- **Residents had suggestions to have the EPAs built into the workflow, though the residents recognized that this may not be possible in all clinical settings.**
- **Residents would prefer that the supervisor initiate the EPA assessment process. Part of the reason is that staff are busy so there is resistance to asking for an EPA.**
- **Resident comment on need for culture change to complete EPAs.**



# Key Themes in **Assessors' Comments** re: Strategies

- Easier to complete EPAs if/when resident initiates the assessment
- Easier if/when the resident pre plans and lets them know in advance
- Easier to complete EPAs if/when they know more about which EPAs are required



# **Entrustment** decisions **Entrustment scale** design



**TYPE** of Program

**TIMING** for EPAs

**Volume** of EPAs

**Location** of EPAs

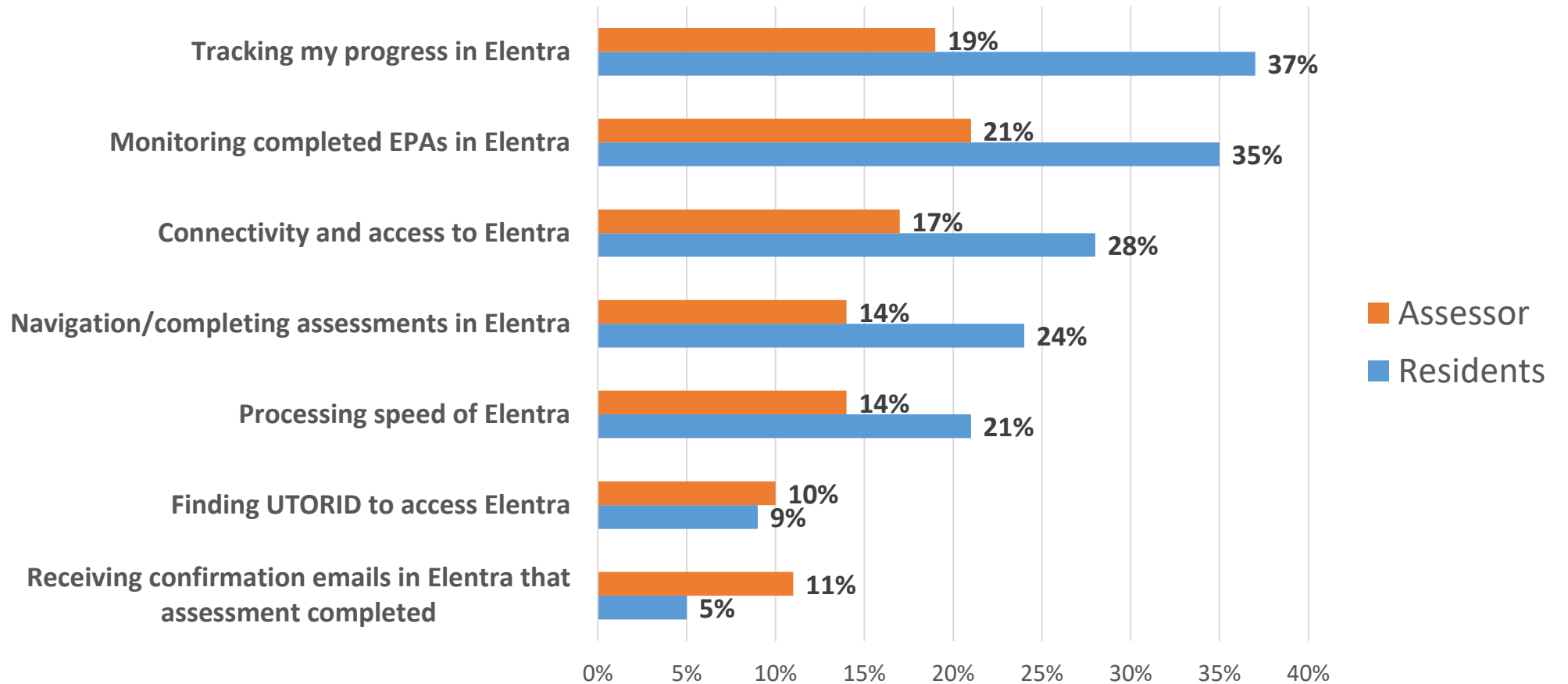




# Technology challenges



# Technological Challenges to Completing EPAs (% Agree/Completely Agree)



# Key Themes in Assessors' Comments re: Technology

- Requests for automatic reminders to complete EPAs
- Occasional slow loading, particularly on mobile device
- Logging on/UTORID
- Too many checkboxes at beginning of form
- Difficult to track EPA progress of learners in Elentra



# Key Themes in Residents' Comments re: Technology

- Elentra needs to display progress – how many EPAs completed, how many remaining etc.
- Needs to display targets
- Need an app for better navigation, e.g. forward and back, displaying entire name of EPA
- Occasionally slow to load/freezes



# Limits & value



# Key observations from the Residents & Faculty

- Differences in what Residents & Faculty perceive
- General facility with Elentra, even if it is more cumbersome than necessary
- Frustration and skepticism about the benefits of CBD, especially considering the effort involved
- Some degree of discomfort intrinsic to the model of residents driving the EPA assessment.
- Many concerns with the EPA scale. These concerns are likely moot given that the EPA was been revised in July for the 2020-2021 academic year.



# Improvements for consideration

- Better engagement with **Residents** (e.g. resident interest group)
- Need to support faculty development and/or culture change among assessors.
- In addition to support, need better engagement with assessors (i.e. faculty/associate assessors; resident assessors)
- Strengthen the culture of resident-driven assessment and feedback
- Consider change in workflow to allow easier assessments (i.e. not checking off all the milestones)
- Need to evaluate each program's curriculum re: #s of EPAs required
- Need better tracking of progress in Elentra



# Next Steps

- **BPEA-** consult, discuss, advise on priority initiatives
- **PGMEAC-** consult, discuss, advise on priority initiatives
- ***Publication*** of some/all of these findings
- ***Timing & approach to share results***
- Formation of Resident Interest Group
- **Further follow up** (e.g. focus groups or focused interviews) and/or repeating the survey.





***Questions?***

