

Entrustable Professional Activities

A teaching/learning tool to support competency development in early year practice education.

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- Short placement experiences facilitate students' development of professional identity knowledge and skill.
- Practice placement educators have assumed early year students lack the capacity to undertake parts of service delivery and frame placements as observational

Entrustable Professional Activities (EPAs)

“..units of professional practice (tasks or bundles of tasks), that can be fully entrusted to an individual, once they have demonstrated the necessary competence to execute them...” (ten Cate & Schumacher, 2022, p.493)

EPAs are low-risk professional tasks that can be 'entrusted' to students in early placements to do in the first few days of commencing placement. This increases the value of the learning experience by shifting observation to doing.

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Research Aims & Questions

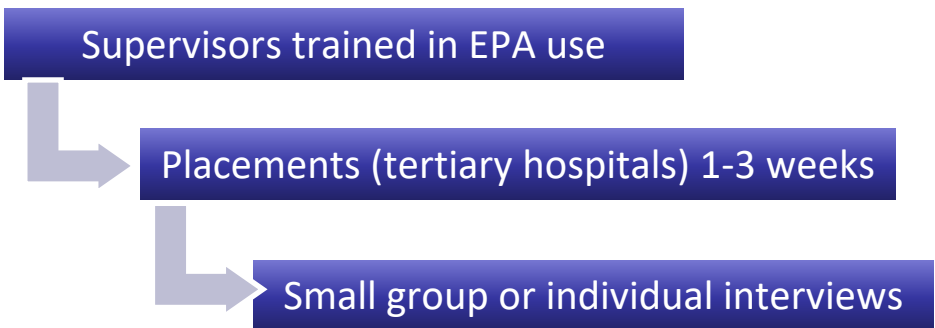
To evaluate the effectiveness of EPAs as learning tools in early short placement assessments in their

- Support transition from observing to doing ?
- Support the development of confidence in emerging competence ?
- Impact on supervisor productivity ?

EPAs

1. File review
2. Introducing self/ role
3. Interview
4. Documentation
5. Handover/feedback
6. Administering Assessment

Implementing EPAs in placement for the study



Method:

Prospective, qualitative descriptive research
(Sandelowski 2016)

- Post placement interviews (educators =14 students=8)
- Thematic analysis(Braun &Clarke, 2006)

Results

Educators and students benefited from the use of EPAs to support their learning. EPAs were assisted educators to transition students from observational roles undertaking responsibility for low-risk clinical activities. Themes for student learning included (i) “Entrusted to Do”; (ii) “Being engaged”; (iii) “Facilitated accurate self and peer evaluation. In addition, a theme specific to educators was “Eased cognitive load of supervisors”.

“[EPAs] make the planning of the placement easier...I felt more focused in what I was going to be doing with the student” (Jasmine, educator).

“[EPAs] gave structure to... not just have the students sitting back and observing, but actually give them physical things that they could do and practice” (Clive, supervisor)

“being able to practice those tasks was the best way to learn” (Michael)

Download for EPAs and instructions



References:

Braun V, Clarke V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.

Sandelowski, M. (2010). What's in a name? Qualitative description revisited. *Research in Nursing & Health*, 33, 77-84. <https://doi.org/10.1002/nur.20362>.

ten Cate, O., Schumacher, D.J. Entrustable professional activities versus competencies and skills: Exploring why different concepts are often conflated. *Adv in Health Sci Educ* 27, 491-499 (2022). <https://doi.org/10.1007/s10459-022-10098-7>

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