Meaningful feedback for improvement towards unsupervised practice

Providing and seeking feedback while in clinical workplace is a crucial step for reaching the entrustment level to work independently

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\textbf{Background:} The concept of Entrustable Professional Activities (EPAs) is increasingly applied in medical education over the last ten years. EPAs have been implemented widely particularly in postgraduate medical education, a trend continuing to undergraduate medical and veterinary medical education. EPAs define the outcomes or core activities of a curriculum, i.e. what trainees or students have to acquire by the end of a specific training period. Thus, the clinical tasks that students or trainees need to perform provide suitable learning objectives till the end of their study.

Given the efforts in faculty development and the leap toward developing competencies for teachers, why don’t we have any real defined standards or requirements for training teaching faculty in the form of entrustable professional activities (EPAs)? Teaching is always considered a major mission alongside patient care and research, but little if any requirements exist for faculty members and they are entrusted with learners without any clear assessment of teaching ability and feedback giving behavior. This workshop addresses the design of the EPAs and the different assessment tools and how to use them effectively for entrustment decisions.

\textbf{Structure of workshop:} A combination of lecture, discussion, and small group activity. Lecture and discussion topics include the role of learning objectives in deciding what to assess; samples of test blueprints and their key characteristics; a toolbox of assessment methods and a framework for determining an optimal method for different assessment purposes. Participants will be given time to work in small groups. These small groups allow participants to create EPAs and to discuss about it.

\textbf{Intended outcome:} Participants will:

A. Get a short introduction of the EPA concept

B. Get insight in the different assessment tools and their usability for entrustment decisions

C. Know how to use EPAs in their own curriculum

D. Learn how to give meaningful feedback to the students/learners while or after performing a specific EPA
Who should attend:
In general medical and veterinary medical educators, staff and teachers who are willing to learn strategies about teaching at clinical workplaces and use EPAs in order to assess competency development.
More specifically:
- Do you think there is room for improvement in your course or in the curriculum of your institution?
- Do your students have consistent opportunities to learn, practice and demonstrate key skills prior to their transition to doctor or veterinarian?
If you answer both questions with a ‘YES’, you are welcome to attend.

Workshop level:
Intermediate