

# IMPLEMENTATION OF EPAS @ PROGRAM LEVEL

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## Summary

Entrustable professional activities (EPAs) have been defined and incorporated into undergraduate medical education (UME) and graduate medical education (GME) as a framework for operationalizing competency-based assessment of students and trainees across a multitude of institutions and specialties. The EPA data collection instrument is a customized software program available via desktop, laptop, and smartphone/tablet application (APP). Anesthesiologist faculty record the level of complexity, supervision, and entrustment for 20 EPAs as performed by resident trainees during daily clinical practice. The implementation of the concept of EPAs and the APP at the program level are the focus of this presentation. The APP, myTIPreport, is accessible for demonstration at <https://mytipreport.org/>. As the presenter of this session, I have no disclosures. I have no commercial nor financial relationship with the APP or affiliates.

A consortium of 21 GME academic anesthesiology faculty from 17 institutions/programs used the Delphi method to develop 20 EPAs germane to the practice of anesthesia, which were subsequently mapped to the ACGME anesthesiology residency core program Milestones. Design, development, and long-term findings are beyond the scope of this presentation. Thus, the learning objectives of this presentation focus on implementation and early findings at the program level for Indiana University School of Medicine:

- Describe Keller's ARCS model of motivational instructional design (attention, relevance, confidence, satisfaction)
- Apply ARCS model to implementation of EPAs
- List outcomes of instruction for ARCS (effort, performance, consequences, satisfaction) and instruments used to measure these constructs
- Understand challenges, barriers, and successes of the implementation process - early findings.

John Keller is the developer and founder of the ARCS Model of Motivation. This educational model is based on four key learning process elements which inspire and sustain learners' motivation: attention, relevance, confidence, and satisfaction (ARCS). Details of implementation strategies, materials, and outcomes are presented in the Power Point slide deck. The conclusion addresses a few challenges and successes experienced at IUSM; barriers are considered challenges which have yet to be overcome in the short time given for the pilot study.

## References

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