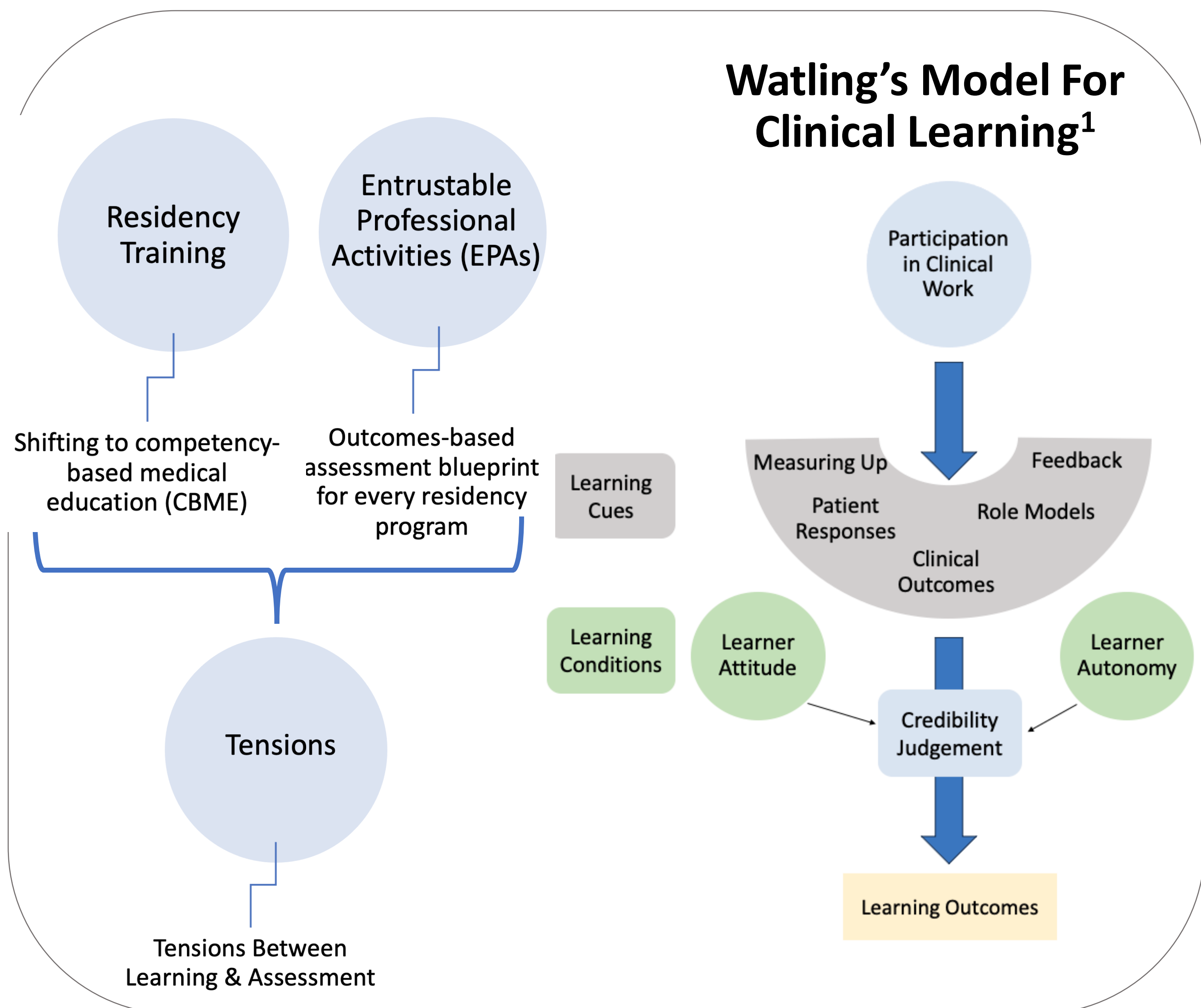


# Entrustable Professional Activities (EPA) for Learning? Intersections with Learning Cues & Workplace Learning Theories

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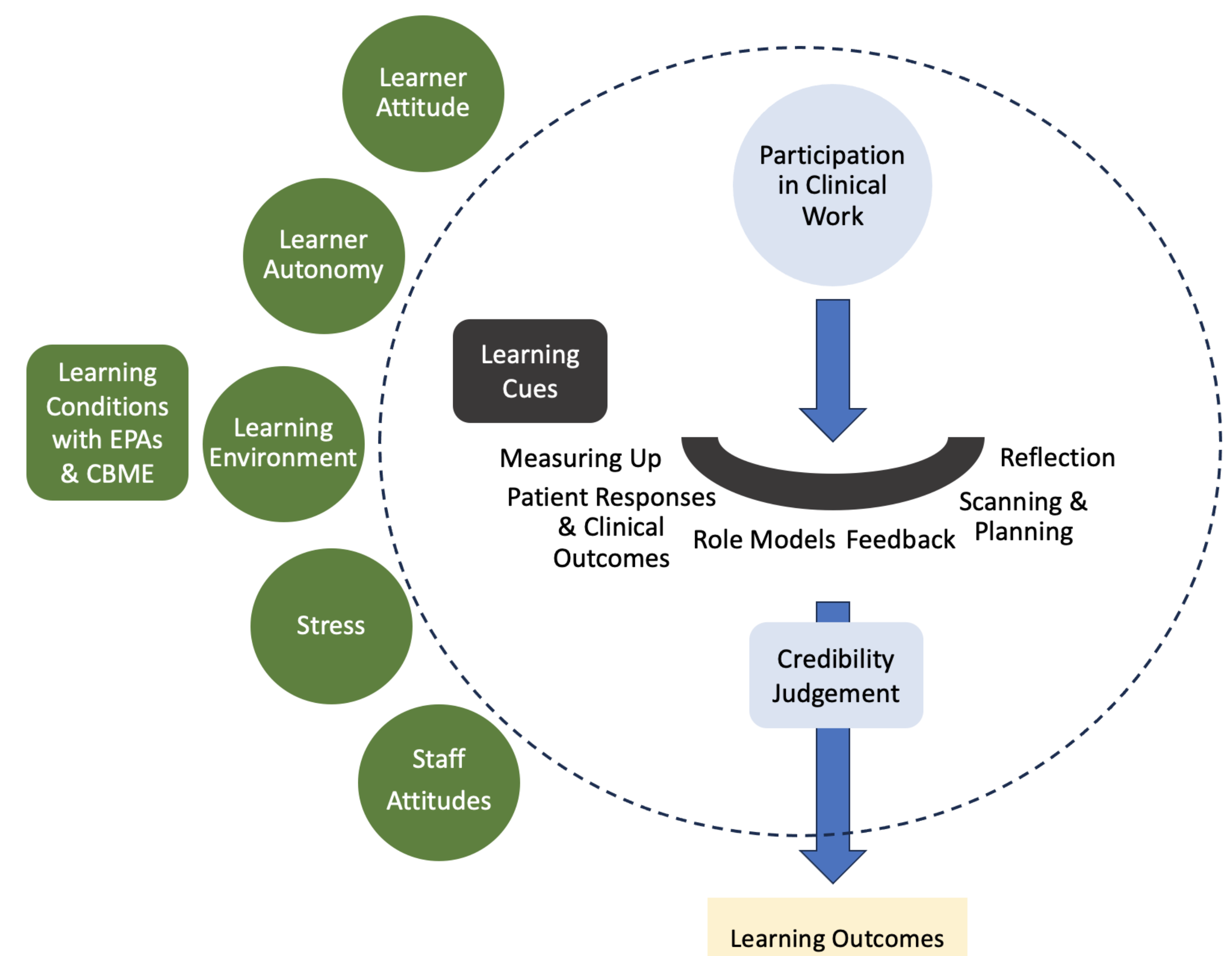
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## Background<sup>1</sup>



## Results

### Refined Watling's Model For Clinical Learning<sup>1</sup> in Times of CBME & EPA



#### Scanning & Planning

"I am always trying to keep an eye out for a pregnant patient because there is a psychopharmacology EPA so literally if I hear the word pregnant and PS or otherwise I will jump on that." (PGY-2, Psych, Site 2)

#### Measuring Up

"Direct comparison to your peers, if you think you're behind that something that inspires you or lights a fire under you to work harder." (PGY-4, Urology, Site 4)

#### Reflection

"So it kind of forces us to be reflective, which I find quite nice, the value of the academic coach meeting... [it] really depends on the academic coach themselves and what kind of feedback they give you, I've been very grateful and fortunate to have a great one." (PGY-3, IM, Site 2)

#### Learner Autonomy

"I think a lot of autonomy and that you're afforded by staff, when you work with them, and my program at least depends a lot also on just on your stage of training... that level of autonomy is different and that's not because I've completed it a certain number of EPAs." (PGY-3, OBGYN, Site 1)

#### Learning Environment

"Clinical volume is so high that you're just go go go getting all these tasks done and you don't have time to process why the management plan is the way to that it is you haven't had time to discuss the differential properly and you're just trying to get things done." (PGY-2, Pediatrics, Site 3)

#### Learner Attitude

"I find it is helpful in general learning that if we're encountering something that's not really an emergency or something more urgent if the staff says okay let's we're going to do an EPA for this." (PGY-2, OBGYN, Site 1)

## Methods

**Focus Groups:** Trainees from all CBME programs, one year of CBME / EPA experience, \$50 gift card, 3-4 groups per site

**Analyses:** Deductive thematic analysis

Coding Team: LM, BJ, MS, TG, RH



## Study Population

- 42 residents
- 16 Specialities
- PGY 2—6
- 0-10 weekly EPAs

Site	Number of Focus Groups
McMaster University	2
University of British Columbia	2
Queens University	2
Western University	1

## Conclusions

In the CBME context, we found additional cues and conditions that influence workplace learning

Conditions impact how learners engage with cues and reach a credibility judgement

CBME enhances the tensions between assessment and learning, this study highlights how CBME specifically influences the workplace learning milieu by new cues and emphasized learning conditions that educators must attend to