

# CBME Newsflash!



## Tips for Filling Out EPA Assessments

Adopted from Dowhos, K., Teaching that Counts, Canadiem, Jan. 25, 2020

01



**NEGOTIATE** which EPA will be observed in advance.

Avoids trying to find an EPA at the end of the day & allows resident to emphasize their learning goals for the day.

02



**STRIVE** to complete EPA early in the day / shift.

Increases likelihood of completion & avoids trying to fit it in at end of day, when everyone is tired.

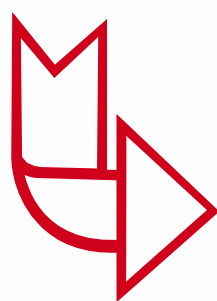
03



**FOCUS** on resident's performance during the observation.

The assessment is of performance that day, not what they have done in the past or on their best day. Avoid distractions.

04



**ADAPT** to unexpected events during the day / shift.

The assessment plan should be flexible enough to view unexpected events as opportunities for adjusted assessments.

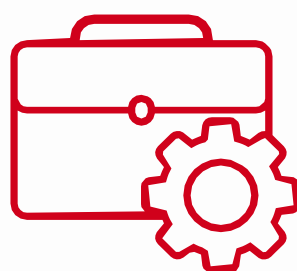
05



**COMMUNICATE** specific & actionable feedback.

Provide concrete examples and specific "homework" tasks.

06



**UNPACK** the EPA into milestones if resident is struggling.

Each milestone does not need to be assessed; identifying milestones troubling the resident, can assist resident in mastering the EPA.

07



**REMEMBER** - if assessed as less than "fully independent" it does not mean the resident failed.

Supervisor's role is to provide feedback to the resident for development. Competence Committee collates observations for summative decisions.