



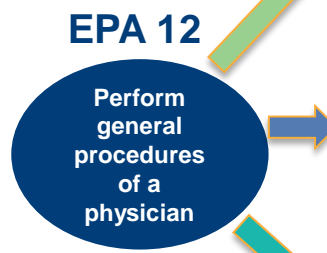
Core Entrustable Professional Activities for Entering Residency



Tomorrow's Doctors, Tomorrow's Cures®

EPA 12: Perform General Procedures of a Physician

An EPA: A unit of observable, measurable professional practice requiring integration of competencies



Underlying entrustability for all EPAs are trustworthy habits, including truthfulness, conscientiousness, and discernment.

- Basic cardiopulmonary resuscitation (CPR)
- Bag-mask ventilation (BMC)
- Sterile technique
- Venipuncture
- Insertion of an intravenous line
- Placement of a Foley catheter

This schematic depicts development of proficiency in the Core EPAs. It is not intended for use as an assessment instrument. Entrustment decisions should be made after EPAs have been observed in multiple settings with varying context, acuity, and complexity and with varying patient characteristics.

Key Functions with Related Competencies	Behaviors Requiring Corrective Response	→ Developing Behaviors → (Learner may be at different levels within a row.)		Expected Behaviors for an Entrustable Learner
Demonstrate technical skills required for the procedure PC1	Lacks required technical skills Fails to follow sterile technique when indicated	Technical skills are variably applied Completes the procedure unreliably Uses universal precautions and aseptic technique inconsistently	Approaches procedures as mechanical tasks to be performed and often initiated at the request of others Struggles to adapt approach when indicated	Demonstrates necessary preparation for performance of procedures Correctly performs procedure on multiple occasions over time Uses universal precautions and aseptic technique consistently
Understand and explain the anatomy, physiology, indications, contraindications, risks, benefits, alternatives, and potential complications of the procedure PC1	Displays lack of awareness of knowledge gaps	Does not understand key issues in performing procedures, such as indications, contraindications, risks, benefits, and alternatives Demonstrates limited knowledge of procedural complications or how to minimize them	Describes most of these key issues in performing procedures: indications, contraindications, risks, benefits, and alternatives Demonstrates knowledge of common procedural complications but struggles to mitigate them	Demonstrates and applies working knowledge of essential anatomy, physiology, indications, contraindications, risks, benefits, and alternatives for each procedure Knows and takes steps to mitigate complications of procedures
Communicate with the patient and family to ensure they understand pre- and post-procedural activities PC7 ICS6 P6	Uses inaccurate language or presents information distorted by personal biases Disregards patient's and family's wishes Fails to obtain appropriate consent before performing a procedure	Uses jargon or other ineffective communication techniques Does not read emotional response from the patient Does not engage patient in shared decision making	Conversations are respectful and generally free of jargon and elicit patient's and family's wishes When focused on the task during the procedure, may struggle to read emotional response from the patient	Demonstrates patient-centered skills while performing procedures (avoids jargon, participates in shared decision making, considers patient's emotional response) Having accounted for the patient's and family's wishes, obtains appropriate informed consent
Demonstrate confidence that puts patients and families at ease PPD7 PPD1	Displays overconfidence and takes actions that could endanger patients or providers	Displays a lack of confidence that increases patient's stress or discomfort, or overconfidence that erodes patient's trust if the learner struggles to perform the procedure Accepts help when offered	Asks for help with complications	Seeks timely help Has confidence commensurate with level of knowledge and skill that puts patients and families at ease