Developing Entrustable Professional Activities (EPAs) for the Competency-Based Fellowship Program for Psychiatry in Australia and New Zealand

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BACKGROUND AND PURPOSE

- In December 2012, the Royal Australian and New Zealand College of Psychiatrists (RANZCP) introduced a competency-based Fellowship program called the 2012 Fellowship Program.

- Entrustable Professional Activities (EPAs) (1-3) were introduced as part of the suite of 2012 Fellowship Program summative assessment tools. EPAs are designed to help operationalise competency-based education by integrating competencies that are representative of core clinical activities into the workplace.

- EPAs are described as being observable and measurable in their process and their outcome reflects the competence of the trainee (2). EPAs were introduced to help supervisors in their determination of competence of trainees and to provide trainees with a framework to monitor their progress (1).

METHODS

- The CanMEDS (4, 5) model and the seven CanMEDS competencies were adapted to suit the context of psychiatry. From this, the Learning Outcomes and Developmental Descriptors were constructed. The program and assessments were then comprehensively mapped to the competencies and Learning Outcomes.

- The 2012 Fellowship Program comprises Stage 1, 2, and 3. In each stage, trainees are required to complete a minimum number of EPAs related to specific areas of practice, e.g., Adult Psychiatry or Child and Adolescent Psychiatry.

- Workplace-based Assessments (WBAs) will be usedformatively to inform EPA sign off with a minimum of 3 WBAs per EPA. Working parties comprised of experts from each area of practice were established to develop specific EPAs using RANZCP approved templates to provide guidance and structure.

- Each EPA was mapped to the required standard, e.g., Stage 1, Learning Outcomes, Developmental Descriptors, and Fellowship Competencies. A group of key Fellows, trainees, and supervisors then acted as a moderation panel to ensure consistency of templates to provide guidance and structure.

- Each EPA was reviewed and approved by the RANZCP Board of Education. Figure 1 shows the steps to developing an EPA.

DISCUSSION AND CONCLUSIONS

- The application of EPAs to the 2012 Fellowship Program should provide structure to the supervision arrangements and allows trainees to track or map their progress.

- Attaining an EPA shows that a supervisor can trust a trainee to perform that activity with only distant (reactive) supervision, as the trainee knows when to ask for additional help and can be trusted to seek assistance in a timely manner. See www.ranzcp.org/2012-fellowship-program

REFERENCES


OTHER EXAMPLES

Psychiatry of Old Age - Medication (antidepressants or antipsychotics) for over 75 years: The trainee can use antidepressants and antipsychotics to provide quality care for elderly patients at high risk of drug interactions and adverse effects.

Cognitive Behavioural Therapy (CBT) – Anxiety management: The trainee can manage anxiety in adult psychiatric patients. The trainee demonstrates an ability to assess and treat patients using cognitive-behavioural therapy (CBT) to reduce anxiety symptoms.