Engaging Students in Transition from UME to GME: EPA Week and Exit Competency Review

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**Innovation: UME-GME Transition Events**

A major emphasis of Vanderbilt’s Accelerating Change innovation is the incorporation of a competency-based assessment system. We have established competency milestones and EPA assessments throughout our curriculum. We describe two events designed to heighten student awareness of the expectations of residency and provide opportunities to practice and seek feedback.

**Need/Gap Addressed: UME-GME Transition**

Students are not fully aware of our intent to align our School of Medicine competency-based assessment system with the processes they will encounter in GME. These two activities clarify that rationale and help students anticipate their own developmental needs.

**Timeline Proposed to Implement This**

Rate-limiting factor is securing curricular time on academic calendar and in simulation center

For simulation, allow several months for preparing cases, training SPs and recruiting observers

Schedule the time of program directors several months in advance

**Resources Needed and Potential Barriers**

- Curricular time
- Simulation facilities
- Didactic session leaders: faculty and residents
- Observers: faculty and residents
- Participation of Program Directors

Student buy-in relies upon a shared UME & GME commitment to competency-based developmental approaches

**Stakeholder Input: Student Feedback**

**EPA Week**

83% agreed module introducing EPAs “provided practical information that I can apply in the coming year”

% students reporting NO training via clinical experiences in:

- Rapid response (60%), Prioritization (65%), Order entry (85%)

Students want more didactic sessions on:

- Discharge summaries, informed consent, common urgent pages

Students want more simulation practice for:

- Order entry, handover, urgent care, informed consent, procedures

Ø “I thought this was a great, Quadrant II type of week.”

Ø “The [simulation] session was spectacular. Very well done and more closely simulated an actual situation than most exercises”

**Exit Competency Review**

Students agreed event met our goals to help each student:

- Understand the transition to GME assessment standards for their specialty choice (100%)
- Identify areas to work on prior to internship (94%)
- Clarify/reinforce concepts of self-assessment (90%)

Ø “Seeing the wording to the various EPAs and milestones and asking specific questions about them allowed me to have a better understanding of how the evaluation process works”

Ø “Program director was the most helpful – I was able to get a sense of what is being looked for and how feedback occurs, as well as important things to work on pre-internship.”

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