

How can EPAs and micro-assessments be used to support a trainee who may be struggling?

EPAs can be the basis of the conversation and relationship a trainee has with their faculty, providing guidance and clarity. EPAs will provide faculty with very specific and actionable ways to help their learners understand what sort of skills, knowledge, and behavior they need to become autonomous and ready for independent practice.



SHARED LANGUAGE

EPAs give faculty and trainees a **shared language** and framework to guide potentially difficult conversations about a trainee's progress and challenge areas. This takes some of the emotion out of constructive feedback



DIAGNOSTIC TOOL

EPAs can be an **early diagnostic tool**, helping faculty and trainees pinpoint areas of strength as well as relative weakness in preparation for independent practice



CONSTRUCTIVE FEEDBACK

The behavioral anchors in the EPAs make it possible for faculty to give **constructive formative feedback** to trainees; the trainee is left with something concrete to work on in order to progress toward autonomy



EARLY GUIDANCE

Frequent and timely micro-assessments allow for **early intervention with trainees** who may be struggling; they also allow for the provision of specific, measurable, actionable feedback to guide the trainee moving forward



DETECT CHALLENGES

The frequent micro-assessments can **detect challenges** in areas beyond clinical competence, e.g., communication, professionalism, etc.



SUMMATIVE CONVERSATIONS

Using the feedback gathered through the micro-assessments, a more **summative conversation** can be provided to the trainee during biannual meetings with the program director