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Using entrustable professional activities to better prepare students for their postgraduate medical training: A medical student's perspective

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Abstract

The problem: Medical students graduate underprepared for postgraduate medical training despite years of classroom and clinical training. In this article, a medical student shares her personal perspectives on three factors contributing to this problem in undergraduate medical education: students' peripheral roles in the clinical environment impede learning, students receive inadequate feedback, and assessments do not measure desired learning outcomes.

A solution: The authors describe how using entrustable professional activities (EPAs) could address these issues and promote students' clinical engagement by clarifying their roles, providing them with frequent and actionable feedback, and aligning their assessments with authentic work. These factors combined with grading schemes rewarding improvement could contribute to a growth mindset that reprioritizes clinical skill acquisition. The authors explore how medical schools have begun implementing the EPA framework, highlight insights from these efforts, and describe barriers that must be addressed.

The future: Incorporating EPAs into medical school curricula could better prepare students for postgraduate training while also alleviating issues that con-

tribute to student burnout by defining students' roles, improving feedback, and aligning assessments with desired learning outcomes.

Keywords Entrustable professional activity (EPA) · Medical student · Competency-based medical education · Undergraduate medical education

Introduction

Medical students graduate underprepared for postgraduate medical training despite years of intense classroom and clinical training [1]. New graduates feel that they lack all the necessary skills for their new roles [2–5], and their supervisors express similar concerns [3, 6, 7]. To address this issue, there has been an increased focus on how to better prepare students for their transition to postgraduate training. Many schools have concentrated on developing new curricula in the final year of medical school to aid with the transition, which has helped [8–10]; however, from my perspective as a current medical student, there are additional changes that need to be made.

In this paper, I outline three factors contributing to this issue: peripheral student roles, lack of formative feedback, and misaligned learner assessments that underemphasize improvement. Then, I explain how the incorporation of entrustable professional activities (EPAs) into medical school curricula provides a potential solution. Finally, I provide examples of how EPAs have already been implemented in medical school curricula and lessons learned from those interventions.

Supplementary Information The online version of this article (<https://doi.org/10.1007/s40037-022-00731-x>) contains supplementary material, which is available to authorized users.

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