



MD Program
UNIVERSITY OF TORONTO

Workplace Based Assessments (WBAs) in Clerkship: Coming Soon →

March 2023

Welcome to the fourth edition of WBAs in Clerkship: Coming Soon, the newsletter which keeps you up to date on the introduction of Entrustable Professional Activities (EPAs) to Temerty Faculty of Medicine undergraduate medical education.

What is a WBA?

WBA is, quite simply, an assessment of a common and observable clinical skill or task performed by a learner in the work environment. The Association of Faculties of Medicine in Canada (AFMC) has defined 12 such tasks for undergraduate students during their clerkship, referred to as EPAs. These EPAs are common to all specialties (completing a history and physical exam, developing a differential diagnosis, for example) and a consistent WBA tool used within and across courses to capture feedback on the EPAs provides the opportunity for a developmental assessment of skills acquisition during clerkship.

The MD program WBA pilot for 2T4 clerkship students begins next week and continues for the remainder of the academic year. Full implementation is planned for the 2T5 clerkship students from September 2023.

Is there any difference between WBAs for residents and medical students?

You may have completed EPA forms on Elentra for residents. Elentra will still be the platform utilised for WBA completion in the MD Program. There are 2 major differences: 1. The tool used for the MD Program looks different, the assessment scale has been adapted to a 4-point rating scale and there are no milestone ratings for students. 2. The goal is to use WBA as a framework for a brief coaching conversation and to document that conversation. The most important component of the tool is the required narrative portion that follows the rating scale. The MD program is not using the WBA tool and outcomes on EPAs for progress decisions; it is an assessment for learning, not of learning.



Please also refer to the [Faculty Development WBA webpage](#) for further information and resources or scan the QR code. This page includes past editions of this newsletter.

Recommendations for completing an EPA assessment

We understand that the busy clinical environment will not always provide an ideal opportunity to complete EPA assessments. Through the WBA pilot we want to understand how EPAs are being completed and will be asking for feedback. One approach recommended by your colleagues is as follows:

1. Try to identify which EPA(s) the student will focus on before the week/day starts. If possible, choose a case beforehand.
2. An EPA assessment should be completed in 'real-time' after the assessor observes the clinical skill or task performed.
3. Following the coaching conversation that takes place between the assessor and the student, the student should start the EPA assessment on their personal device or on a desktop computer, complete all the contextual variable questions and hand the device/keyboard to the assessor. The assessor will complete the overall rating and narrative feedback based on that conversation.

A short and comprehensive 'how-to' video: EPAs: What you need to know



Video link: <https://meded.temertymedicine.utoronto.ca/resource/video-epas-what-you-need-know>

Are you an assigned preceptor for a clerkship medical student?

As an assigned preceptor to a clerkship medical student, you will be able to view the completed EPA assessments for your assigned student from your Elenra account. Please review the [guide for instructions](#).

Narrative feedback boxes

One of the main goals of EPA assessments is to document the coaching conversation that takes place between the assessor and student following the observation. Based on feedback from the recently completed Paediatrics WBA pre-pilot, we have changed the narrative feedback from three boxes to two.

Below is a sample of completed narrative feedback comment boxes. The feedback is short and specific to the patient encounter and observed clinical skills.

Sample - good feedback provided to the student on the EPA assessment form narrative feedback section

*Strengths (please provide 2-3 examples)

Met patient at their eye level, used toys to engage with patient, and asked questions of (younger) patient where appropriate

*Action Plan for Improvement (consider what the learner can improve and how)

Consider the differential diagnosis based on the presenting complaint and history obtained to help inform your review of systems.

Checklist ahead of the WBA pilot

The WBA pilot in Clerkship is set to **start from March 13, 2023**. We hope that these newsletters have helped to inform and prepare you for completing EPA assessments on medical students. In preparation for the start of the pilot please take some time to complete the following checklist.

1. Try logging into Elentra: <https://meded.utoronto.ca/>, toggle to your **MD program - faculty** role, if you also have a PGME role. If you cannot login please reference the [Elentra User Guide](#) for instructions
2. Review the [EPA resources](#)
3. [Print out the poster](#) and display it in your clinical area. The poster lists the 12 EPAs and has a QR code and link to starting an assessment

Who to contact during the WBA pilot

Although we will be undertaking a robust evaluation of the WBA pilot, please contact us if you have any feedback whatsoever.

Feedback on EPAs: md.oae@utoronto.ca

Technical issues when completing EPAs: md.elentra@utoronto.ca

Please also contact or provide feedback to your undergraduate medical education contacts who will help or relay your feedback to us. We hope that your experience of completing EPAs in the MD Program is valuable in helping to document the coaching conversation between yourself and the student!

If you have any questions, please get in touch at md.oae@utoronto.ca