



Berner Fachhochschule
Haute école spécialisée bernoise
Bern University of Applied Sciences

MME Alumni Bern Symposium

A rose by any other name would smell as sweet:
*EPAs in nursing and other health Professions and
ist impact on interprofessional Education*

Theresa Scherer

Ausgangslage: Aktualisierung der Abschlusskompetenzen



Im vorliegenden Dokument werden die Abschlusskompetenzen für alle **8 Professionen** nach den **7 Rollen** des CanMEDS-Modells geordnet.

Für jede Profession wurde zur Erleichterung der Orientierung eine Farbe gewählt:

- | | |
|--|--|
|  BSc Ergotherapie |  BSc Ernährung und Diätetik |
|  BSc Hebamme |  BSc Optometrie |
|  BSc Pflege |  BSc Physiotherapie |
|  BSc Medizinisch-technischer Radiologie |  MSc Osteopathie |

Jede Rolle wird durch ein Piktogramm verdeutlicht:

- | | |
|---|---|
|  Experte/Expertin |  Kommunikator/in |
|  Teamworker/in |  Leader/in |
|  Health Advocate |  Scholar |
|  Professional | |

Das BAG	Gesund leben	Krankheiten	Medizin & Forschung	Versicherungen	Strategie & Politik	Berufe im Gesundheitswesen	Gesetze & Bewilligungen
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Bundesamt für Gesundheit BAG > Berufe im Gesundheitswesen > Gesundheitsberufe der Tertiärstufe > Bundesgesetz über die Gesundhe

< Berufe im Gesundheitswesen

Gesundheitsberufe der Tertiärstufe

Gesundheitsberuferegister GesReg

Bundesgesetz über die
Gesundheitsberufe GesBG

FAQ zum Bundesgesetz über die

Gesundheitsberufegesetz GesBG und Ausführungsrecht sind in Kraft

Das Gesundheitsberufegesetz GesBG sowie das Ausführungsrecht dazu sind am 1. Februar 2020 in Kraft getreten. Somit gelten für sieben Gesundheitsberufe schweizweit einheitliche Anforderungen an die Ausbildung und die fachlich eigenverantwortliche Berufsausübung.

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EPAs in medical school



ENTRUSTABLE PROFESSIONAL ACTIVITIES

for the Transition from
Medical School to Residency



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Definition of EPA

«EPAs are units of professional practice (tasks or sets of tasks) that are fully entrusted to an individual once they have demonstrated the ability to perform the required competence unsupervised (ten Cate & Taylor, 2021; ten Cate, 2005)».



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«transferable» «professional» «Activity»

In order for the task to be transferable, and professional, an activity must meet additional conditions:

- ▶ It must have a beginning and an end.
- ▶ It must be a distinct activity that is specific and observable.
- ▶ It must be limited to qualified personnel and
- ▶ It must be suitable for an entrustment decision to be made by a legitimate authority.

EPAs in Nursing

Original Article

Entrustable professional activities in nursing: A concept analysis

Modi Al-Moteri

Nursing Department, College of Applied Medical Science,

Development of undergraduate nursing entrustable professional activities to enhance clinical care and practice

Siew Tiang Lau^a, Emily Ang^a, Dujeepa D. Samarasekera^b, Shefaly Shorey^{a,*}

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Entrustable professional activities for quality and patient safety


Laura M. Wagner, PhD, RN, GNP-BC, FAAN^{a,*}, Mary A. Dolansky, PhD, RN, FAAN^b,
Robert Englander, MD, MPH^c

^a University of California, San Francisco, School of Nursing, San Francisco, CA

^b Frances Payne Bolton School of Nursing, Case Western Reserve University, Cleveland, OH

^c University of Minnesota Medical School, Minneapolis, MN

Entrustable professional activities in health care education: a scoping review

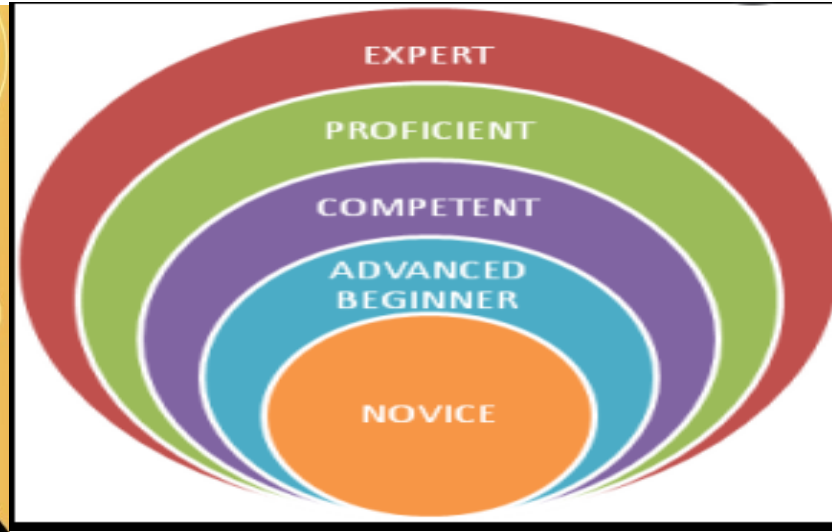
Shefaly Shorey,^{1,2,3}  Tang Ching Lau,³ Siew Tiang Lau^{1,2,3} & Emily Ang^{1,2,3}

EPA- Related Concepts

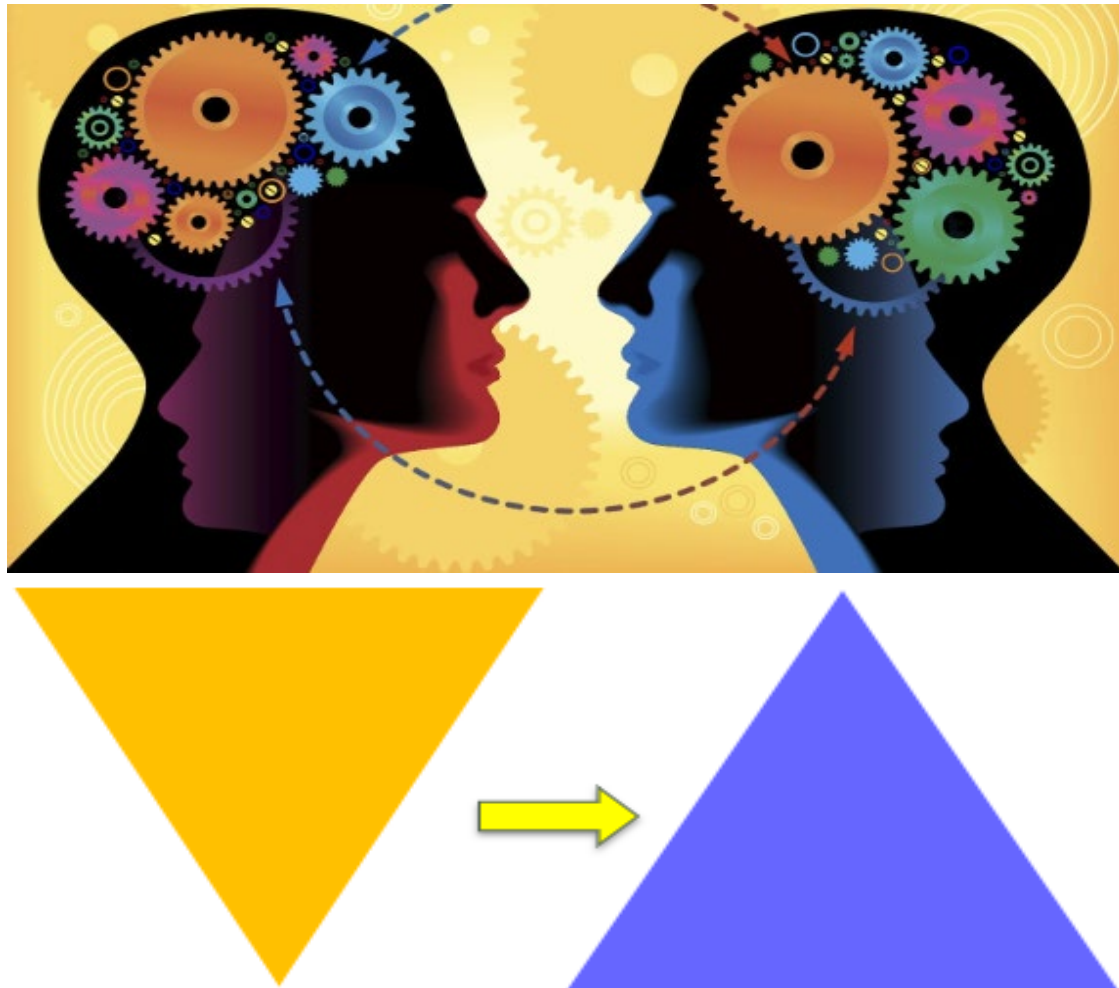
Cognitive Apprenticeship

Dreyfus-Modell

Delegation



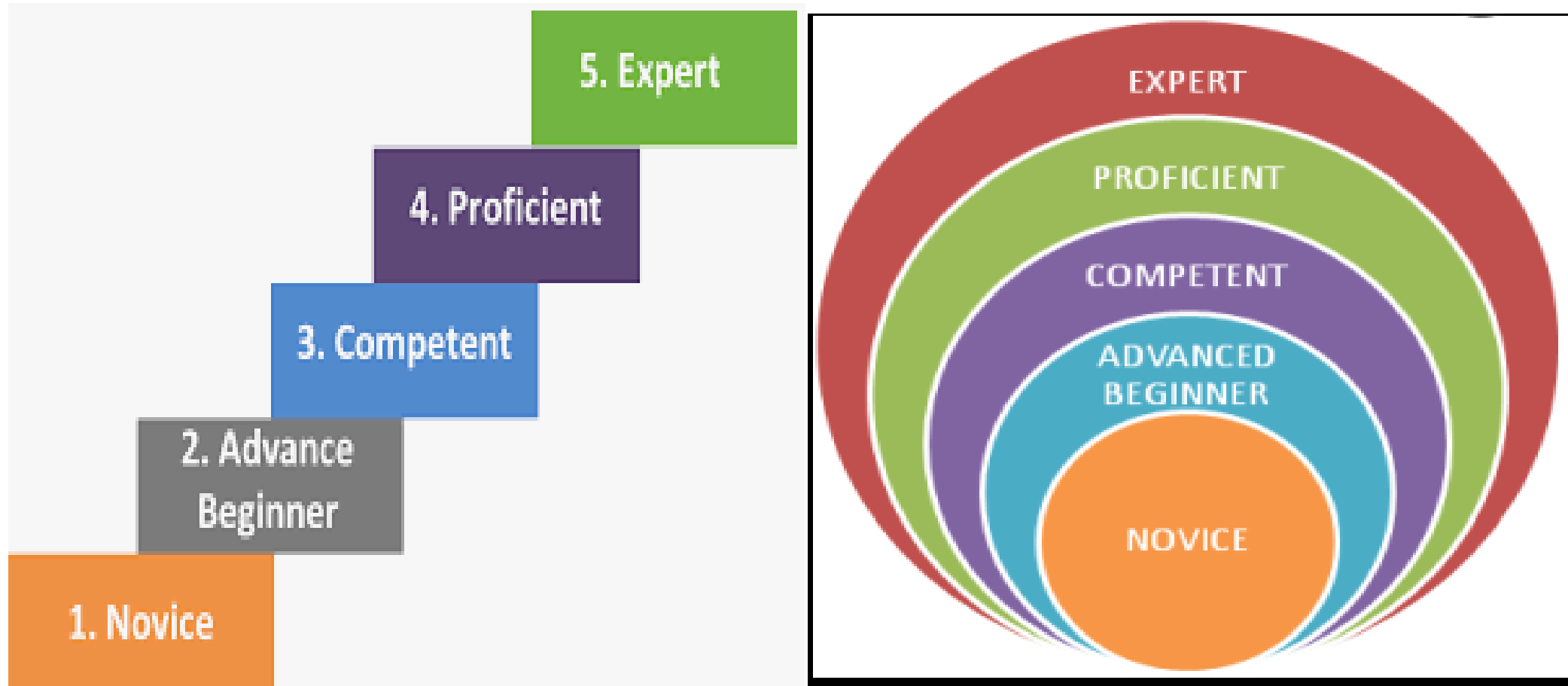
Cognitive Apprenticeship



Modeling
Coaching
Scaffolding
Fading
Articulation
Reflection
Exploration

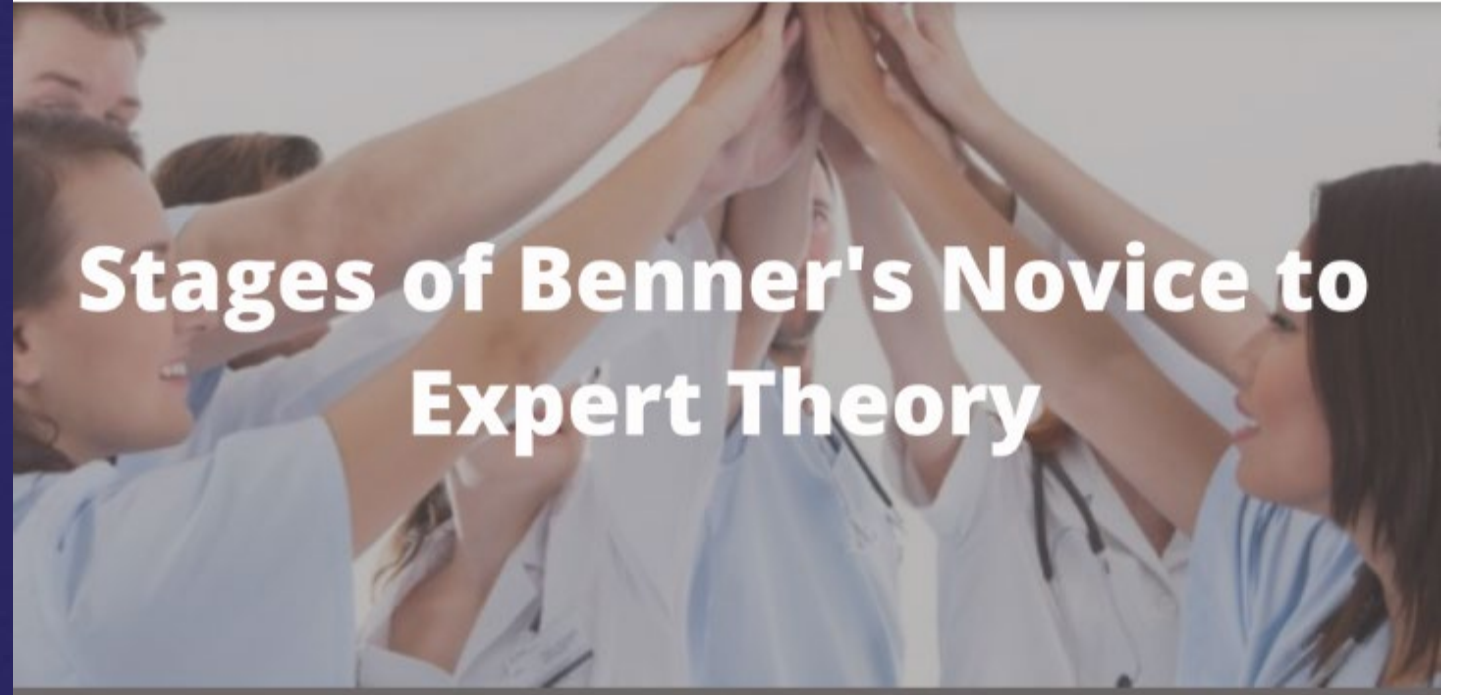
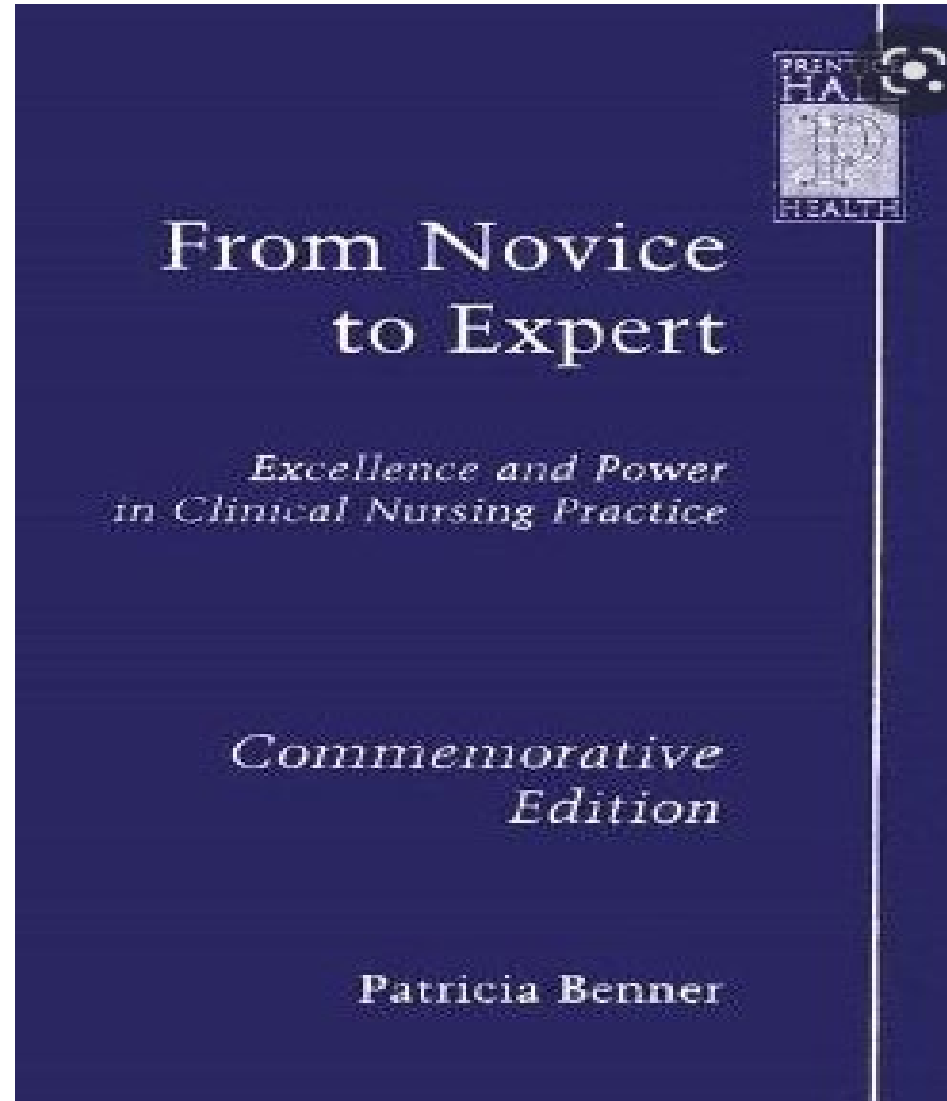
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Das Dreyfus Modell



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From Novice to Expert



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Delegation im agilen Kontext



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Why EPAs in der Medizin?




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«History»



Betrauungsentscheid
ab wann?

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Entrustable Professional Activities (EPAs) were introduced to transfer competences into the practice of daily health care.

The logical question is:

Can EPAs also be used for interprofessional competences?



Studies on EPAs in the interprofessional context

Milestones and entrustable professional activities: The key to practically translating competencies for interprofessional education?

Susan J. Wagner¹ and Scott Reeves²


¹Department of Speech-Language Pathology, University of Toronto, Toronto, ON, Canada and ²Centre for Health and Social Care Research, Kingston University and St. George's, University of London, London, UK

Wagner and Reeves saw in EPAs the possibility to use competences functional to ensure that the competence is met.

Hence, they promoted the identification of EPAs for an interprofessional Curriculum using a Delphi Process.

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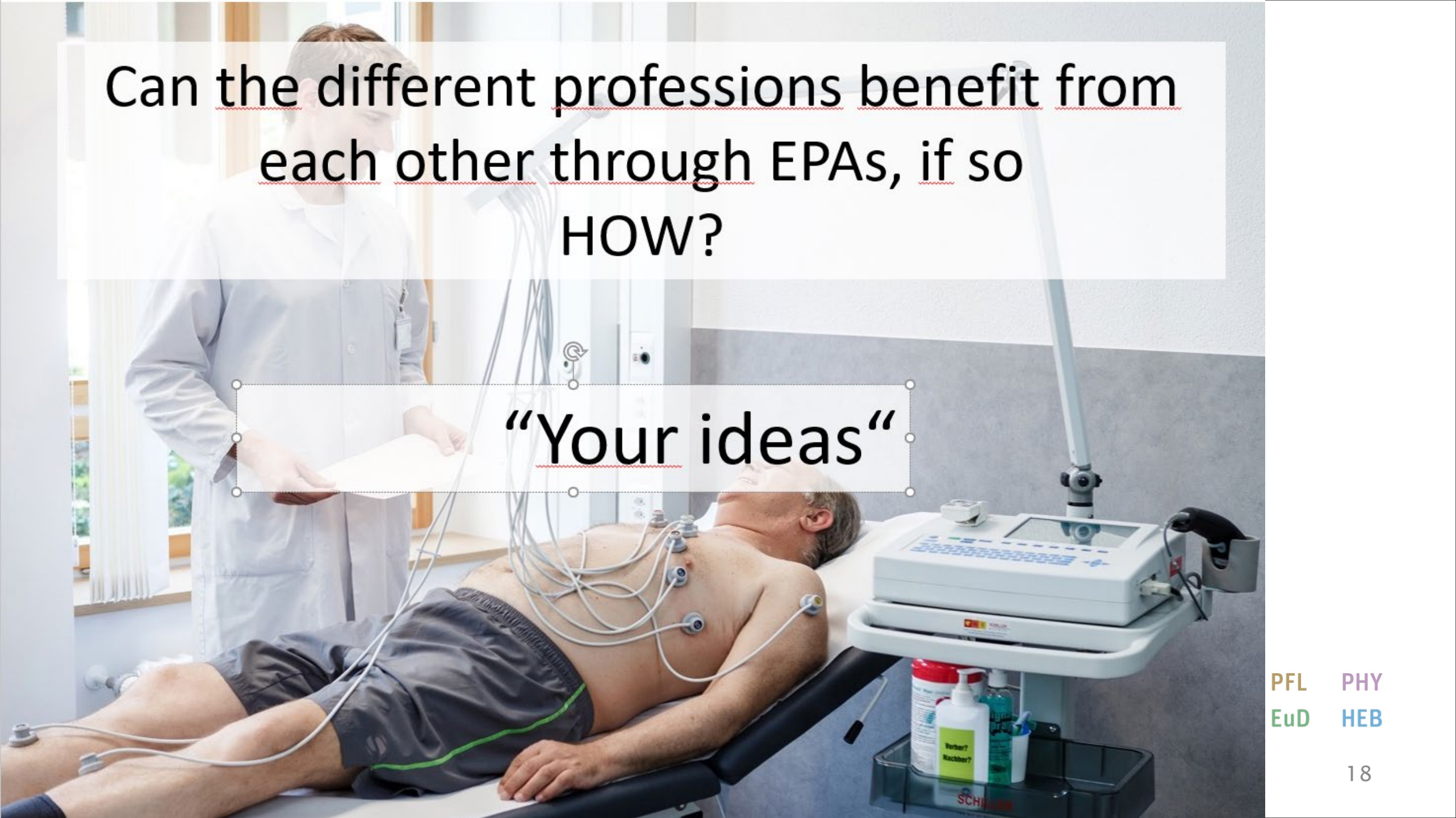
The viability of interprofessional entrustable professional activities

Olle ten Cate¹  · Inge A. Pool¹ 

«We have concluded that neither team EPAs nor individual IPE EPAs are a viable construct, but that competence to work interprofessionally should be considered in many, if not all, EPAs»

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Can the different professions benefit from
each other through EPAs, if so
HOW?

“Your ideas”

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