

Supplemental Digital Appendix 1 Evaluation Provided to Experts^a

EPAs as Discrete Units of Work				
This EPA has a clearly defined beginning and end				
Neither the beginning nor the end of the activity is clearly defined		The beginning OR the end is clearly defined but not both		The beginning and end are both clearly defined
1	2	3	4	5
This EPA is independently executable to achieve a defined clinical outcome				
Routinely depends on multiple other contributing tasks/activities	Routinely depends on one other contributing task/activity	Can be independent, but commonly depends on other tasks/activities to achieve its clinical outcome	Typically independent, but infrequently depends on other tasks/activities to achieve its clinical outcome	Independent of other tasks/activities to achieve its clinical outcome
1	2	3	4	5
This EPA is specific and focused				
Describes a large, general area of practice or describes domains of competence	Is a general category of work that serves a broad purpose	Is a general category of work that serves a clear and focused purpose	Includes a few closely-related units of work that serve a common, clear and focused purpose	Is specific work that serves a clear and focused purpose
1	2	3	4	5
This EPA is observable in process				
The activity cannot be observed or monitored	Parts of the activity can be monitored, but only indirectly	Some parts of the activity can be directly observed	Most of the activity can be directly observed, but not the entire activity	The activity can be observed in all aspects from beginning to end
1	2	3	4	5
This EPA is measureable in outcome				
The outcome of the work cannot be described or measured	Limited aspects of the outcome can be inferred from indirect assessment but not direct measurement	The outcome of the work can be inferred, but not directly described or measured	The outcome of the work can be largely described and/or measured directly	The outcome of the work can be fully described and/or measured directly
1	2	3	4	5

This EPA is clearly distinguished from other EPAs in the framework^b

Cannot be meaningfully distinguished from one or more of the other EPAs	Has clear similarity or overlap with one or more of the other EPAs	Has similarity with other EPAs in the framework, but there are also some clear distinguishing features	Has some similarity with one or more EPAs in the framework, but there are clear and important distinguishing features	Has no apparent overlap with other EPAs in the framework
1	2	3	4	5

EPAs as Entrustable, Essential, and Important Tasks of the Profession

This EPA describes work that is essential and important to the profession

Very low importance to professional practice	Limited importance; is non-essential to practice	Important but professional practice could succeed without it	Important and is expected for professional practice	Very important and essential to professional practice
1	2	3	4	5

Performing this EPA leads to recognized output or outcome of labour

No discernable product or recognized outcome from the work	Variably produced outcome but it is not clearly attributable to the work	Variably produced outcome attributable to the work, or a typically produced outcome not clearly attributable to the work	Typically a defined outcome attributable to the work	A clear and defined outcome consistently produced from the work
1	2	3	4	5

The performance of this EPA in clinical practice is restricted to qualified personnel

Is routinely done by untrained persons	Requires limited training to perform	Requires training to perform	Requires training and qualification/certification to perform	Exclusively performed by trained and qualified individuals within the profession
1	2	3	4	5

This EPA addresses professional work that is suitable for entrustment

Has no influence on the well-being of patients or the public as a whole	May contribute to health care system, but only minimally or indirectly influences the care of patients or the public as a whole	Contributes to the well-being of the public as a whole, but lacks direct influence on clinical care	Expected of a physician and contributes to safe clinical practice, but is not clinical care itself	Clearly expected of a physician as part of delivering competent clinical care
1	2	3	4	5

EPAs' Curricular Role

This EPA requires the application of knowledge, skills, and/or attitudes (KSAs) acquired through training

The KSAs required for the task are not acquired through training

1

Training adds somewhat to the KSAs required for the task

2

The KSAs required for the task require training, but success is strongly influenced by non-trainable qualities

3

The task is largely dependent on trainable KSAs for success and is influenced only modestly by non-trainable physician qualities

4

The task is completely dependent on KSAs acquired through training for success

5

This EPA involves application and integration of multiple domains of competence

Does not reflect any identified domain of competence

1

Reflects only one domain of competence

2

Reflects one domain of competence, although other domains may be identifiable

3

Requires integration of multiple domains to perform but with one domain dominant

4

Involves the integration of multiple domains of competence

5

The EPA title describes a task, not qualities or competencies of a learner

Describes a single quality/competency of a clinician without describing application in clinical work

1

Describes a single quality/competency of a clinician and references application in a clinical context

2

Describes the clinician who integrates multiple qualities/competencies but does not describe clinical application

3

Describes the clinician who integrates multiple competencies and also describes the associated professional activity

4

Describes only a professional activity

5

This EPA describes a task and avoids adjectives (or adverbs) that refer to proficiency

Employs adjectives that focus it primarily on proficiency and not the task

1

Employs adjectives that focus it primarily on proficiency, but also describes the task

2

Employs adjectives referencing proficiency, but overall primarily describes the task

3

Employs no adjectives referencing proficiency; it does imply some aspects of proficiency of the learner

4

Employs no adjectives referencing proficiency and does not imply proficiency of the learner performing the task

5

Additional Questions NOT Part of the Equal Rubric

Do you think this EPA requires revision?

Yes

No

Supplemental digital content for Meyer EG, Taylor DR, Uijtdehaage S, Durning SJ. EQual rubric evaluation of the Association of American Medical Colleges' Core Entrustable Professional Activities for Entering Residency. Acad Med.

Why?

[Free text]

How would you recommend fixing it?

[Free text]

^aThis evaluation includes the complete EQual rubric (Taylor DR, Park YS, Egan R, et al. EQual, a novel rubric to evaluate entrustable professional activities for quality and structure. Acad Med. 2017;92(11 Suppl):S110–S117.¹⁹) and 3 additional prompts.

^bA list of all 13 Core EPAs was provided with this question for reference.