Primer for Addressing Personal Learning Needs – EPA FOD7

This EPA focusses on the ability to **identify personal learning needs, and effectively address them**. The resident completes a Personal Learning Need form and shows it to the assessor. This can also be assessed when the resident presents a formal rounds around a patient case. The assessor can be the supervisor, a physician specialist being consulted or another health professional.

It is generally completed in Blocks 5-13 of the PGY1 year.

**EPA MILESTONES:** Identifying personal learning needs and addressing them FOD 7

1. Demonstrates a commitment to improving one’s own performance.
2. Seeks and responds to feedback on clinical or academic performance.
3. Identifies and articulates gaps in existing knowledge and skills.
4. Generates focused questions that address identified gaps in knowledge and skills.
5. Creates an appropriate personal learning plan to address identified learning needs.
6. Selects appropriate evidence-informed resources to answer clinical or scholarly questions.
7. Synthesizes and interprets learned information, explaining its relevance to practice.
8. Applies new knowledge to daily clinical or academic work.
9. Reflects on the effectiveness of learning strategies used to refine the personal learning plan.

**HOW TO COMPLETE AN EPA ASSESSMENT:**

1. You or the resident initiate the assessment. You observe the resident carry out the activity. We expect at least 10 minutes of direct observation for this tool. Parts of the assessment can be done as case review/discussion.
2. You or the resident sign onto medsquares, and provide the assessment demographics. This can be done on the mobile phone or computer top.
3. From the list of milestones pertinent to the EPA, choose 2-3 milestones that are relevant to the activity, and provide comments about the resident’s performance. Please also indicate the performance level on each milestone you assessed, using the entrustment scale. You are not required to cover all milestones, but are welcome to.
4. Using the global entrustment scale, decide whether the resident can be entrusted overall to perform this activity with a similar case in the future. In general, residents are not expected to be entrustable early in a new stage of training, although this particular tool verifies skills that should have been learned in medical school.
5. Provide 2-3 specific, targeted comments on what they did well and suggestions for improving their performance.
6. Discuss your feedback with the resident.

Learn more about EPAs and CBD:

**READ** Factsheets:
- CBD Terminology Click here
- Improving feedback tips: Click here

**WATCH** an eModule on:
- CBD in Internal Medicine and Medsquares troubleshooting: Click here to watch EPAs 101: Click here

**PREVIEW** a sample completed TTD1 EPA. Click here to preview.

**VISIT** www.deptmedicine.utoronto.ca/cbme for general information on resources and events.

Questions? CONTACT us at dom.cbd@utoronto.ca