

# DEVELOPING EPAs FOR AN UNDERGRADUATE COURSE: A Three-Step Approach

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## STATUS QUO

- Clinical Competence Course is last course before Practical Year (PY; semesters 11 and 12)
- Course objectives: Clinical reasoning, differential diagnosis
- Predominantly lectures
- Written exam with MC questions



Ward Rounds: A structured hand-off as an EPA



Critical Care: Taking and documenting vital signs as an EPA

## METHODS

STEP 1

**DEVELOPING EPAs**  
with physicians from multiple disciplines  
in a medical didactic course (clinical teaching)



STEP 2

**REVIEWING EPAs**  
with student representatives  
Attainable?  
Appropriate for Practical Year?  
Not too specific?



STEP 3

**CONSENSUS PROCESS**  
with stakeholders (department chairs, teaching coordinators)

## OBJECTIVES

- Defining EPAs that represent what clinicians expect from PY students
- Formulate EPAs that are applicable for a number of medical specialties
- Include clinicians from various disciplines in formulating the EPAs
- Involve students and stake-holders within our faculty to ensure acceptance

## RESULTS

### Formulating EPAs

- Participants formed multidisciplinary working groups
- Consensus on EPAs was reached reasonably fast
- EPAs were not overly specific

### Reviewing EPAs

- Students found formulated EPAs useful
- EPAs were considered achievable before PY

## CONCLUSION

**Nesting the development of EPAs in a course on clinical teaching is a feasible, resource-effective approach.**

We were able to

- include clinicians that might not participate otherwise
- form multidisciplinary working groups
- constructively discuss EPAs with student representatives.