

# Raising the Future – Educational Assessment Today and Tomorrow; the Experience of a Group of Pediatric Pain Medicine (PPM) Fellowship Program Directors in the USA

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**Study Aims:** To describe PPM fellowship program directors' experience with an existing assessment tool (Milestones) and their knowledge about a new tool (EPAs).

## Background:

- Accurately assessing fellows is critical to producing high-quality practitioners.
- The Accreditation Council for Graduate Medical Education (ACGME), introduced the Milestones Project in 2012. (Fig. 1)
- Milestones were adopted for Pain Medicine in 2015.
- PPM Educators' experience with Milestones is unreported.
- A new assessment framework titled Entrustable Professional Activities (EPAs) has emerged (Fig. 2)
- Unclear how familiar educators in PPM are with the EPAs and interest in development of specialty EPAs.

**Methods:** A descriptive qualitative study was implemented to address the study aims using purposeful sampling. Data were collected via a survey administered by REDCap. Data analysis followed an inductive, constant comparative process to identify common concepts.

Figure 1. Milestones \*

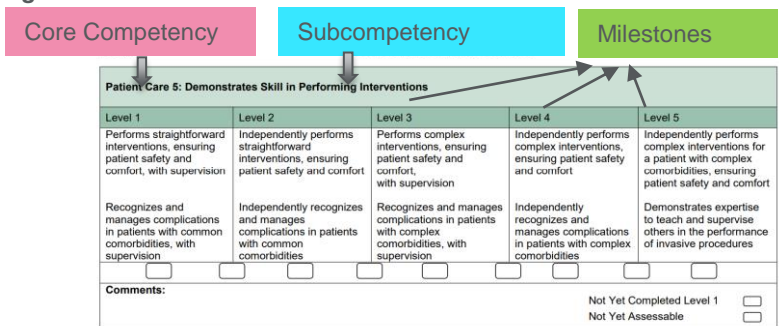
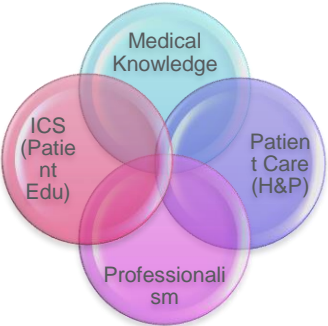


Figure 2. EPAs



**Conclusion:** Improved tools for learners' assessment in pediatric pain medicine are needed; six Core Competencies and Milestones laid out the groundwork on which the EPAs can continue to build. EPAs represent a promising tool. The field of Pediatric Pain Medicine might benefit from more widespread knowledge about EPAs to help improve fellow assessment, esp. as it relates to readiness for independent practice.

## Results:

- 4 participants completed the survey.
- 3 common concepts –experience with Milestones, impact on evaluation and interest in EPAs.
- Participants were cautiously optimistic about overall usefulness of Milestones in learner assessment, while acknowledging deep impact on evaluation process.
- All expressed interest in learning about the new tool EPAs. (Table 1.)

Table 1

Experience with Milestones	Positive	- Good guide for fellows and programs for graduation requirements - Ability to provide feedback about learner's strengths
	Less Positive	- Fairness and uniformity of evaluation - Matching observed skills with Milestones skills at point of training
Impact on Evaluation Process	Positive	- Periodic assessment of important skills throughout training - Small number of Milestones able to capture important SKAs
	Less Positive	- Lengthy, redundant language >> evaluator fatigue - Failure to capture other aspects of performance if only Milestones are used and the need for supplemental tools
Knowledge of EPAs	Positive Only	- Participants aware of EPAs; none using EPAs - Interest in learning more

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