

Recent Entrustable Professional Activity Scholarly Literatureⁱ

April 2017 – January 2018

In alphabetical order by first author's last name:

- Angus SV, Vu TR, Willett LL, Call S, Halvorsen AJ, Chaudhry S. Internal Medicine Residency Program Directors' Views of the Core Entrustable Professional Activities for Entering Residency: An Opportunity to Enhance Communication of Competency Along the Continuum. *Academic Medicine*. 2017;92(6):785-791.
- Basehore PM, Mortensen LH, Katsaros E, et al. Entrustable Professional Activities for Entering Residency: Establishing Common Osteopathic Performance Standards in the Transition From Medical School to Residency. *The Journal of the American Osteopathic Association*. 2017;117(11):712-718.
- Bing-You RG, Holmboe E, Varaklis K, Linder J. Is It Time for Entrustable Professional Activities for Residency Program Directors? *Academic Medicine*. 2017;92(6):739-742.
- Brown DR, Warren JB, Hyderi A, et al. Finding a Path to Entrustment in Undergraduate Medical Education: A Progress Report From the AAMC Core Entrustable Professional Activities for Entering Residency Entrustment Concept Group. *Academic Medicine*. 2017;92(6):774-779.
- Chesbro SB, Jensen GM, Boissonnault WG. Entrustable Professional Activities as a Framework for Continued Professional Competence: Is Now the Time? *Physical Therapy*. 2017;pzx100-pzx100.
- Damodaran A, Shulruf B, Jones P. Trust and risk: a model for medical education. *Medical Education*. 2017;51(9):892-902.
- Dolan BM, O'Brien CL, Green MM. Including Entrustment Language in an Assessment Form May Improve Constructive Feedback for Student Clinical Skills. *Medical Science Educator*. 2017;27(3):461-464.
- Duijn CCMA, Welink LS, Mandoki M, ten Cate OTJ, Kremer WDJ, Bok HGJ. Am I ready for it? Students' perceptions of meaningful feedback on entrustable professional activities. *Perspectives on Medical Education*. 2017;6(4):256-264.
- El-Haddad C, Damodaran A, McNeil HP, Hu W. A Patient-Centered Approach to Developing Entrustable Professional Activities. *Academic Medicine*. 2017;92(6):800-808.
- Favreau MA, Tewksbury L, Lupi C, et al. Constructing a Shared Mental Model for Faculty Development for the Core Entrustable Professional Activities for Entering Residency. *Academic Medicine*. 2017;92(6):759-764.
- Fessler HE, Addrizzo-Harris D, Beck JM, et al. Entrustable Professional Activities and Curricular Milestones for Fellowship Training in Pulmonary and Critical Care Medicine. *CHEST*. 146(3):813-834.

- Govaerts MJB. Trust, entrustment decisions and a few things we shouldn't forget. *Perspectives on Medical Education*. 2017;6(2):68-70.
- Guralnick S, Yedowitz-Freeman J. Core Entrustable Professional Activities for Entry Into Residency: Curricular Gap or Unrealistic Expectations? *Journal of Graduate Medical Education*. 2017;9(5):593-594.
- Holzhausen Y, Maaz A, Cianciolo AT, ten Cate O, Peters H. Applying occupational and organizational psychology theory to entrustment decision-making about trainees in health care: a conceptual model. *Perspectives on Medical Education*. 2017;6(2):119-126.
- Horak H, Englander R, Barratt D, Kraakevik J, Soni M, Tiryaki E. Entrustable professional activities. A useful concept for neurology education. 2018.
- Jonker G, Hoff RG, Max S, Kalkman CJ, Ten Cate O. Connecting undergraduate and postgraduate medical education through an elective EPA-based transitional year in acute care: an early project report. *GMS journal for medical education*. 2017;34(5):Doc64.
- Klapheke M, Johnson T, Cubero M. Third- and Fourth-Year Medical Student Self-Assessment in Entrustable Professional Activities. *Medical Science Educator*. 2017;27(2):159-164.
- Linsenmeyer M, Fallon N, Monfore P, et al. Development of an Educational Activity for First- and Second-Year Medical Students Using Cadaver Pathologies to Enhance Clinical Reasoning and Prepare for Entrustment in Providing Oral Case Presentations. *Medical Science Educator*. 2017;27(2):391-399.
- Lomis K, Amiel JM, Ryan MS, et al. Implementing an Entrustable Professional Activities Framework in Undergraduate Medical Education: Early Lessons From the AAMC Core Entrustable Professional Activities for Entering Residency Pilot. *Academic Medicine*. 2017;92(6):765-770.
- Merritt C, Shah B, Santen S. Apprenticeship to Entrustment: A Model for Clinical Education. *Academic Medicine*. 2017;92(11):1646.
- Moeller JJ, Hyderi A, Brown DR. Reconciling Entrustment and Competence. *Journal of Graduate Medical Education*. 2017;9(6):783-783.
- Moloughney B, Moore K, Dagnone D, Strong D. The development of national entrustable professional activities to inform the training and assessment of public health and preventative medicine residents. *Canadian Medical Education Journal*. 2017;8(3):e71-e80.
- Nelson AM, Vahali S, Kornegay JG, Lin A, Yarris LM. Novice Medical Students Improve Knowledge and Comfort in EPA 10 After Early Simulated Clinical Experiences. *Medical Science Educator*. 2017;27(3):509-514.
- Pearlman RE, Pawelczak M, Yacht AC, Akbar S, Farina GA. Program Director Perceptions of Proficiency in the Core Entrustable Professional Activities. *Journal of Graduate Medical Education*. 2017;9(5):588-592.
- Peters H, Holzhausen Y, Boscardin C, ten Cate O, Chen HC. Twelve tips for the implementation of EPAs for assessment and entrustment decisions. *Medical Teacher*. 2017;39(8):802-807.
- Pittenger AL, Copeland DA, Lacroix MM, et al. Report of the 2016-17 Academic Affairs Standing Committee: Entrustable Professional Activities Implementation Roadmap. *American Journal of Pharmaceutical Education*. 2017;81(5):S4.

- Pruitt Z, Mhaskar R, Kane BG, et al. Development of a health care systems curriculum. *Advances in Medical Education and Practice*. 2017;8:745-753.
- Pugh D, Cavalcanti RB, Halman S, et al. Using the Entrustable Professional Activities Framework in the Assessment of Procedural Skills. *Journal of Graduate Medical Education*. 2017;9(2):209-214.
- Sagasser MH, Fluit CRMG, van Weel C, van der Vleuten CPM, Kramer AWM. How Entrustment Is Informed by Holistic Judgments Across Time in a Family Medicine Residency Program: An Ethnographic Nonparticipant Observational Study. *Academic Medicine*. 2017;92(6):792-799.
- Sagasser MH, Kramer AWM, Fluit CRMG, van Weel C, van der Vleuten CPM. Self-entrustment: how trainees' self-regulated learning supports participation in the workplace. *Advances in Health Sciences Education*. 2017;22(4):931-949.
- Sheu L, Kogan JR, Hauer KE. How Supervisor Experience Influences Trust, Supervision, and Trainee Learning: A Qualitative Study. *Academic Medicine*. 2017;92(9):1320-1327.
- Sutkin G, Littleton EB, Kanter SL, et al. Teaching, Learning, and Performance in the Surgical Workplace: Insights From the Examination of Intraoperative Interactions. *Teaching and Learning in Medicine*. 2017;29(4):378-382.
- ten Cate O. Entrustment Decisions: Bringing the Patient Into the Assessment Equation. *Academic Medicine*. 2017;92(6):736-738.
- ten Cate O. Managing risks and benefits: key issues in entrustment decisions. *Medical Education*. 2017;51(9):879-881.
- ten Cate O, Hoff RG. From case-based to entrustment-based discussions. *The Clinical Teacher*. 2017;14(6):385-389.
- van den Broek WES, Wijnen-Meijer M, Ten Cate O, van Dijk M. Medical students' preparation for the transition to postgraduate training through final year elective rotations. *GMS journal for medical education*. 2017;34(5):Doc65.
- Wagner JP, Lewis CE, Tillou A, et al. Use of entrustable professional activities in the assessment of surgical resident competency. *JAMA Surgery*. 2017.
- Wenghofer EF. Judgement of risk in practice. *Medical Education*. 2017;51(9):881-883.

ⁱ Date of last update: Jan. 29, 2018. This document is updated every two months with published EPA literature.

If there are any articles published since April 2017 that you would like to add to the list, or if you have any questions, email Lynn Shaull, Senior Research Specialist (lshaull@aamc.org).