Title: Trusting Entrustment: Creating a System-Wide Approach to Professional Development To Allow Trust to be Transferred

Submission Type: Sessions on Medical Education

Submitting Author: Maryellen Gusic, MD

Submitting Author Institution: University of Virginia School of Medicine

Topic Short Description: Successful implementation of competency-based learner assessment requires clinical supervisors to adopt new performance assessment approaches that promote developmental learning. A systematic approach to professional development for faculty and residents can help socialize and transfer decisions that use a shared frame of reference and standardized set of expectations for learner performance. In this interactive session, presenters will promote exploration of best practices for designing, implementing and evaluating professional development to enable assessment framed in entrustment-based decision-making.

Presenters: H. Carrie Chen, MD, PhD, Associate Dean of Assessment and Educational Scholarship, Professor of Pediatrics, Georgetown University School of Medicine. Maryellen E. Gusic MD, Senior Advisor for Educational Affairs, Professor of Medical Education, University of Virginia School of Medicine. Karen Hauer, MD, PhD, Associate Dean, Competency Assessment and Professional Standards, University of California, San Francisco (UCSF) School of Medicine. William Iobst, MD, Vice Dean and Vice President for Academic Affairs, Geisinger Commonwealth School of Medicine

Facilitator: Elizabeth Bradley PhD, Director of Curriculum Evaluation, Assistant Professor of Research, University of Virginia School of Medicine

Learning Objectives: After attending this session, participants will be able to:
- Describe individual, task, contextual and relationship factors that affect supervisors’ propensity to trust
- Explore approaches to prepare supervisors (faculty and residents) to apply competency-based, developmental standards in decision-making about learner autonomy
- Analyze strategies to address challenges in systematic implementation of professional development initiatives at one’s home institution

Session Plan: The session will begin with a brief introduction. Supervisors routinely grant autonomy implicitly in clinical training environments, however, frameworks for making these decisions explicit and transferable across settings are uncommon in undergraduate medical education (UME). Entrustable professional activities (EPAs) provide a structure for supervisors to use data from workplace assessments and direct observation to ground decisions about the level of supervision a learner requires to perform a specific task. In order for learners to progress, decisions must be communicated to subsequent supervisors and the trust to allow a learner to perform the task must be transferred. When subsequent supervisors accept previous decisions they can allow learners to gain additional responsibility in novel and more complex situations. Supervisors must be prepared and receive coaching to support them in decisions related to cross-departmental transferability and the boundaries of trust. In a brief didactic presentation, Dr. Iobst will outline the importance of faculty development to support competency-based assessment. Lessons learned from programs to prepare faculty for milestone-based
assessment in graduate medical education will provide an overview of key principles to consider in the
development and implementation of professional development programming to enhance skills in direct
observation and to establish a shared mental model for performance assessment. In a facilitated large
group discussion, participants will offer examples of the challenges and successes they have faced in
creating processes to assist faculty and residents in applying new frameworks for learner performance
assessment. This “list” will provide a foundation for group learning and for focused suggestions offered
during the session to overcome barriers. Dr. Hauer will then share work that illuminates the factors that
affect residents’ and faculty members’ judgments to trust students in clinical environments, and how
these judgments may or may not transfer to students’ work in other departments or clinical settings.
The audience will be presented with a case to apply a TRIZ-based approach (a systematic approach to
complex problem-solving) to explore current barriers related to the transfer of trust. The groups will
use this list of existing structures to suggest novel designs and/or innovative components of a
professional development program that will help to overcome these barriers. In a large group report
out, the group will share suggestions as a guideline for program planning. Using an organizing structure
from implementation science, the presenters will then discuss organizational and competency drivers to
apply in implementing professional development programming that will enable systems-level change.
Dr. Chen will discuss stakeholder cultivation and how the engagement of clinical supervisors in the
process to establish standards helps to re-frame how they approach clinical assessment. Dr. Gusic will
provide a summary of processes being used to train and coach supervisors across departments to
enhance the competency and confidence of faculty and residents in making and communicating
decisions about learner autonomy and to distinguish these recommendations from summative grading
decisions. Participants will then engage in small group discussions to examine the approaches to
professional development and the support systems that are needed to allow faculty and residents to
use information about trust-based decisions in their ongoing work with students. In a large group
facilitated discussion, the audience will be asked to share examples of how they have evaluated and
adapted approaches to professional development in response to lessons learned/emerging challenges.
After a question and answer period, the audience will have time to craft an action plan to advance
professional development to prepare supervisors for entrustment-based assessment at their home
institution using ideas presented during the session.