

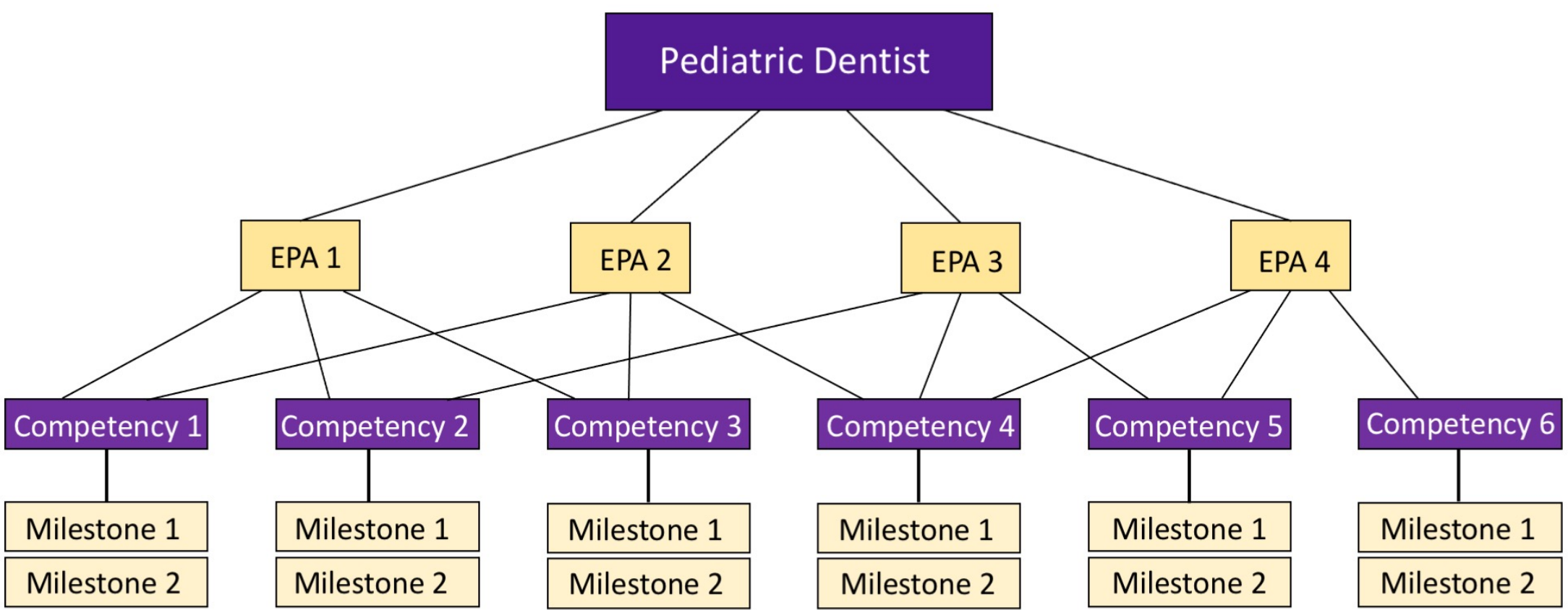
A QUALITATIVE STUDY TO IDENTIFY ENTRUSTABLE PROFESSIONAL ACTIVITIES FOR A PEDIATRIC DENTAL RESIDENCY PROGRAM

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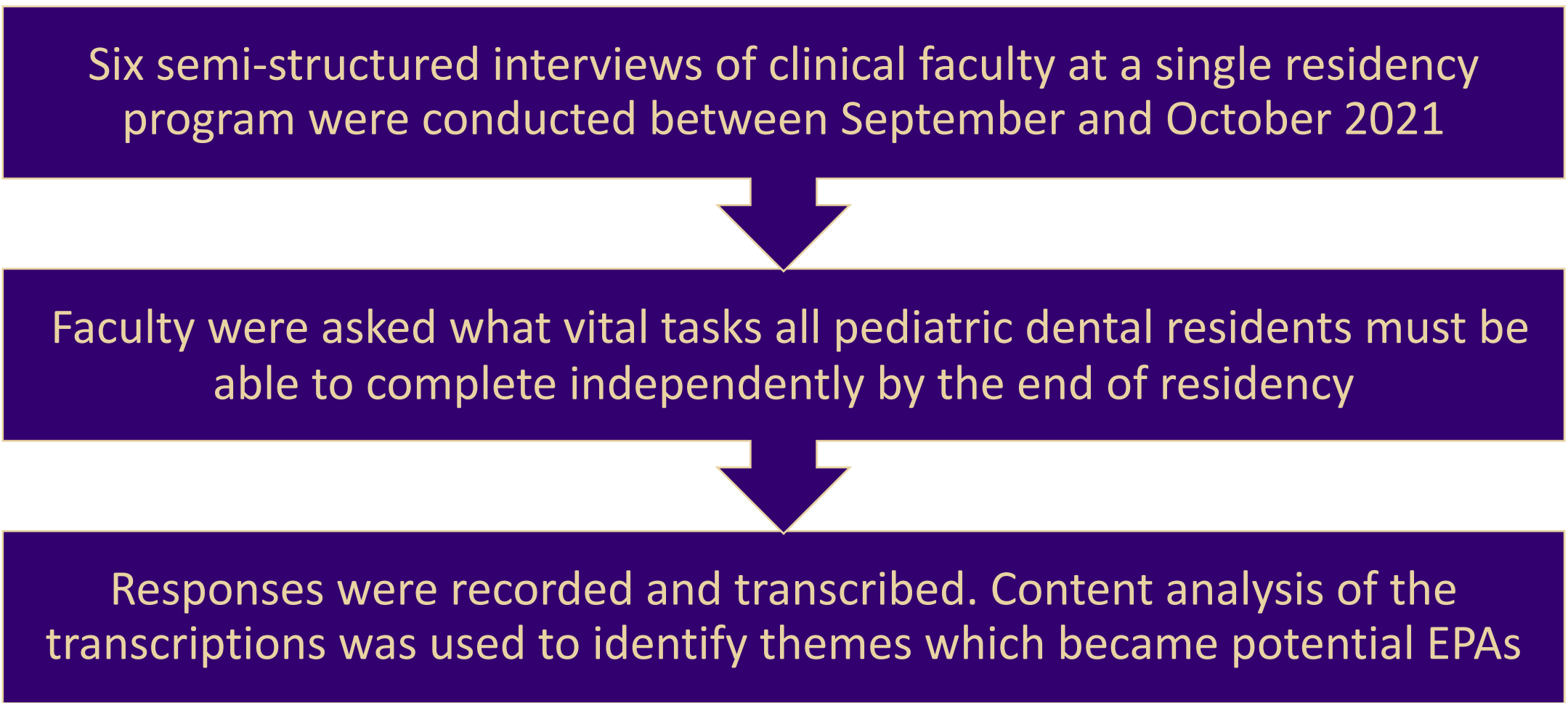
INTRODUCTION

- Entrustable professional activities (EPAs) are work-based activities that supervising clinical faculty can observe and measure
- There is clear interest in graduate trainees being assessed during their training to ensure they are ready to practice independently in different context and environments after completing a residency program
- This qualitative study was designed to identify EPAs that could be used for assessment of pediatric dental residents’ abilities to perform key tasks independently by the end of their program



Potential EPA Framework in a pediatric residency training program

METHODS



RESULTS

- 3 themes and 12 EPAs were identified



Communication

EPA #1 - **WORKING EFFECTIVELY WITH OTHER MEMBERS OF THE PEDIATRIC DENTAL TEAM**

“They need to be a good team leader. To try to manage a good staff and identify potential staff workers for them if they're going to do independent work.” (Participant 7)

EPA #2 - **WORK EFFECTIVELY WITH INTERDISCIPLINARY AND INTERPROFESSIONAL PROVIDERS**

“I'm going to put interdisciplinary under treatment planning. And I think that is vital because otherwise you're out there alone: if you build a team, you're not there by yourself...” (Participant 6)

EPA #3 – **WORK EFFECTIVELY WITH ALL MEMBERS OF A CHILD'S FAMILY**

EPA #4 – **DOCUMBENT WORK-UP FINDINGS, TREATMENT PLANS AND CARE PROVISION**



General Care Provision

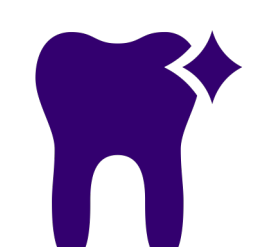
EPA #5 – **PERFORM A COMPLETE PATIENT WORK-UP**

EPA #6 – **MANAGE BEHAVIOR OF CHILDREN AND THEIR CAREGIVERS**

“...the pharmacologic behavior management, you know administration of nitrous oxide, administration of sedative agents.” (Participant 3)

EPA #7 – **MANAGE MEDICALLY COMPLEX CHILDREN**

“...patient care at all ages and also of all complexity. I think they need to be comfortable with special care needs patients to the level of the specialty—more than just taking the simple kind of conditions of childhood.” (Participant 7)



Specific care provision

EPA #8 – **MANAGE RESTORATIVE CARE IN CHILDREN OF ALL AGES**

EPA #9 – **MANAGE PULP THERAPY IN CHILDREN OF ALL AGES**

EPA #10 – **MANAGE ORAL SURGERY IN CHILDREN OF ALL AGES**

EPA #11- **MANAGE SIMPLE ORTHODONTIC PROCEDURES IN CHILDREN OF ALL AGES**

“Evaluating future orthodontic concerns, spacing issues, space management issues, things that require some kind of intervention early so either knowing if someone's going to need earlier intervention or not, in terms of growth and development.” (Participant 5)

EPA #12 – **MANAGE CHILDREN NEEDING EMERGENCY ORAL CARE**

“...how to do phone triage and then also to have experience going in and treating things that come into the emergency department, I think that's also very important.” (Participant 8)

CONCLUSIONS

1. Analysis of data obtained from faculty identified 12 EPAs which residents should be able to complete independently by the end of a 2-year pediatric dentistry residency program.
2. Themes included communication, general care, and specific care EPAs.

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