


EPAs in der Ausbildung an der Universität Freiburg

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7 CanMEDS Roles

1. Communicator
2. Collaborator
3. Manager
4. Health promotor
5. Scholar
6. Professional
7. Medical Expert



9 EPAs

1. Take History
2. Assess Physical, Mental
3. Prioritize DD
4. Order & interpret tests
5. Perform gen. procedure
6. Rec. and treat emergencies
7. Prescribe and manage
8. Document and present
9. Culture of safety




256 SSP

1. General complains:...
2. Specifics complains:...
3. Findings:...
4. Other situations:...


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3 Dimensionen von PROFILES




7 General Objectives

Individuelle Kompetenzen



9 EPAs

Arbeitseinheiten die zu erledigen sind



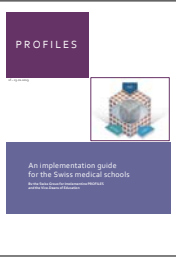
SSP = Kontext

Die EPA ermöglichen die Anwendung (und Bewertung) der Kompetenzen in einem bestimmten Kontext

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PROFILES => Curriculum

PROFILES



An implementation guide for the Swiss medical schools

www.profilesmed.ch

CBME / Outcome-based

- Curriculum Design
Klinische Erfahrung
- Assessment Design
Readiness for Residency (+ Eid. Prüfung)
Continuous assessment
Assessment for Learning (narrative-rich feedback)

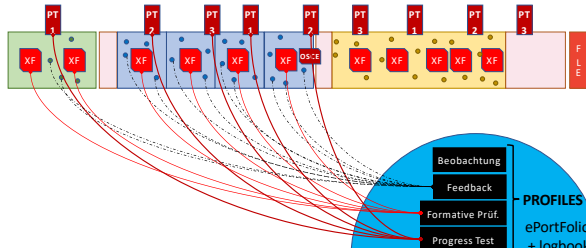
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Master of medicine: 180 ECTS

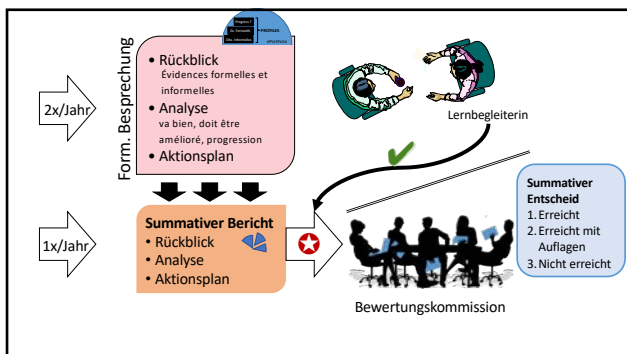
	Studienjahr 1	Studienjahr 2	Studienjahr 3
Hausarztmedizin	[Bar]		
Soziale Verantwortung	[Bar]		
PROFILES	[Bar]		
Reflexive Praxis	[Bar]		
Ärztin/ Arzt sein	[Bar]		
Struktur	Grundlage der klinischen Praxis	5 klinische Rotationen (30 Wo) Längspraktikum Familien Medizin	Wahlstudienjahr 11 Monate
Phase	Phase 1	Phase 2	Phase 3
Masterarbeit	[Bar]		
Synthese & Vorbereitung	[Bar]		
EID	[Bar]		

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Formative Prüfungen



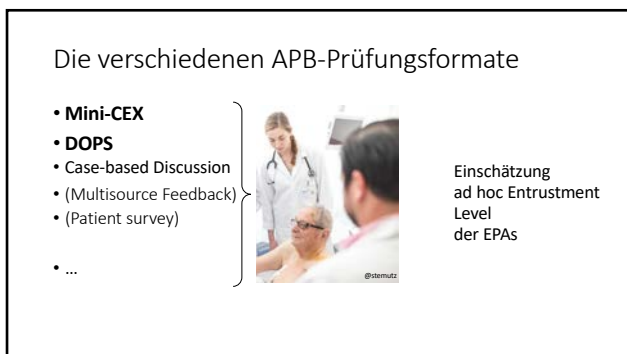
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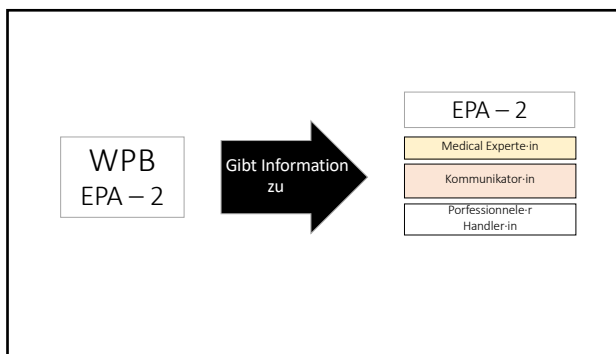
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Assessment Program Year 1	Competency domains:							
	1. Medical expert	2. Family Medicine	3. Physician-ship	4. Interact & collabor.	5. Learning, teaching, research	6. Community health	7. EPA progress	8. Reflexivity
Phase 3 (2nd year)								
a) Formal assessments:	***							
• 1. Progress test								
• Learning Report 2 (Formative)	*		***		**			***
Transition 2	***							
• Ultrasound certificate								
Clinical immersion (Clinical rotations and Longitudinal integrated clerkship in family medicine)								
a) Formal assessments:								
• 2. End-of-rotation evaluation	**	**		*				
• 3. Evaluation of longitudinal integrated clerkship in family medicine								
b) Informal assessments:								
• Workplace-based assessments	**		***	***	**			***
• Feedbacks from students, health professionals, patients			**	***	*			*** **
• Self-evaluation, reflection	*		*	*	*			***
Modules (focus days and focus weeks)								
a) Formal assessments:								
• 3. Trauma-test (MCQ)	***					*		
b) Informal assessments:								
• end-of-week quiz	***				*			
• Feedbacks from students, teachers	*		**	***	*			*** **
• self-evaluation, reflection	*		*	*	*			***
Year 1 summative assessment (high-stakes)								
• Learning Report 3 (summative)	**	**	***	***	**	*		*** **

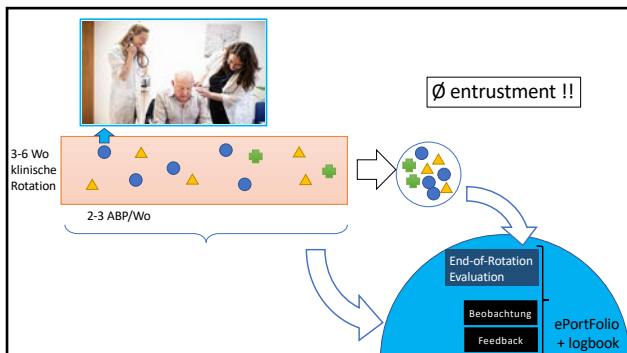
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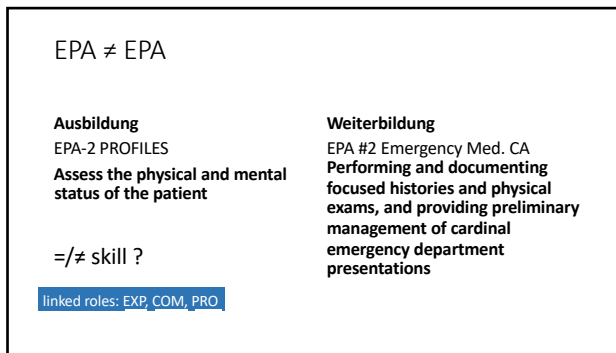
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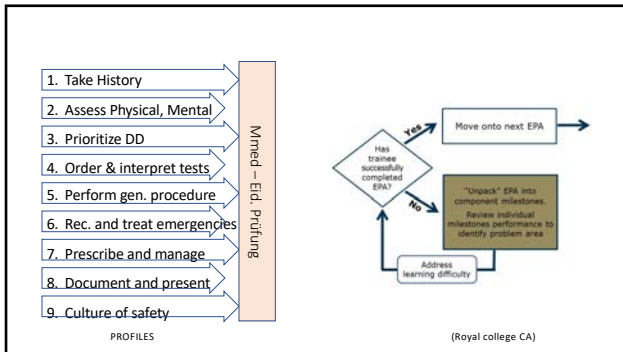
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Schulung

	Studierende	Lernbegleiter	klinische Tutor	Rotationsleiter	Student Progress Committee
EPA/ WPBA	+++	+	+++	+	+
PROFILES	++	++	+	++	+++
CBME	.	++	.	++	+++
Assessment literacy	++	+++	+	++	+++

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- ### Hotspots
- Skills vs EPA
 - EPA mehr als 'Prüfung'
 - CBME
 - Assessment literacy:
 - Low-/middle-/ high-stake
 - Assessment for learning
 - Zeit-Ressourcen für middle/highstake Entscheide

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