



COMPARING REPEATED SELF-REFLECTIVE METHODS ON ENTRUSTABLE PROFESSIONAL ACTIVITIES (EPAS) PERFORMANCE FOR POST-GRADUATE MEDICAL LEARNERS

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ABSTRACT: Poster (3D)

- Purpose:** The concept of self-reflection involves critical analysis of one's actions and decisions. Self-reflection is a process that involves the use of various self-reflective methods, including guided reflection (peer group or supervisor/mentor setting), independent reflection, written/audio diaries, and reflective storytelling/writing. Our literature review examines the application of self-reflection and self-reflective methods to resident Entrustable Professional Activities (EPA) performance, a relatively unexplored area of residency education research. Furthermore, our literature review reveals a significant gap in the literature: the absence of studies that compare the effectiveness of the aforementioned self-reflective methods and determines whether or not the practice of repeated self-reflection is effective at improving EPA performance. The ultimate goal of our research is to devise and conduct a study that addresses this gap.
- Methods:** A search was conducted for relevant articles related to the topics of medical reflection, EPAs, and reflection upon EPA performance. The databases consulted were PubMed and Embase, and the keyword/search term entries were "reflection," "entrustable professional activity," "competency," and "milestone." We limited the results to English-language articles. Each article was examined and evaluated for its relevancy and appropriateness to our aforementioned research interests. Some articles do not include every search term but rather focus on either self-reflective methods or EPA performance evaluation.
- Results:** Our database search returned twenty-one articles in total. We excluded nine articles based on our inclusion and exclusion criteria. The number of examined studies that utilize the aforementioned self-reflective methods is as follows: guided reflection (five), independent reflection (seven), written/audio diaries (four), and reflective storytelling (two). Eleven of these studies used more than one self-reflective method. Our key findings include the following: no study compared the effectiveness of the various reflective methods, and no study examined the effect of repeated self-reflective exercises using these methods.
- Conclusion:** Our review demonstrates that there is limited literature on this subject, indicating a need for further study and research on repeated self-reflection of EPA performance by post-graduate medical learners. The next step is to conduct a systematic and scoping review of the literature. We will continue to explore further research and suggestions for EPA reflection activities in order to create a successful study.