Background:

Competency based education should allow learners to advance based on performance rather than time. EPAC (Education in Pediatrics Across the Continuum), supported by the AAMC and the Macy Foundation, is a pilot project at four medical schools (UC-San Francisco, Colorado, Utah, Minnesota) that will use a competency-based framework to determine advancement from early in medical school through residency completion.

Preliminary Objectives:

1) Determine medical student interest in a pediatric pathway based on competency-based progression from medical school through residency.

2) Agree on an assessment framework and standardized outcomes that define learner readiness to transition from UME to GME and from GME to independent pediatric practice.

3) Develop a plan for longitudinal pediatric learning experiences.

Methods:

Objective 1) EPAC is being introduced to all first year students in 2013-14. Each site has created clinical activities as an introduction to pediatrics and as a way of assessing interested students in order to choose a final cohort.

Objective 2) An evaluation committee comprised of representatives from all four schools has reviewed the literature and identified likely evaluation tools. The larger group is working toward consensus on a final evaluation plan.

Objective 3) Each site is developing its own longitudinal clinical component, with two sites creating longitudinal integrated clerkship years and all four creating continuity clinic experiences to span the entirety of the program.

Current and anticipated Outcomes:

- All four sites have introduced their programs: 18 interested students at UCSF are engaged in EPAC clinical activities
- Over 40 students expressed interest at Colorado, with monthly clinical sessions planned
- 15 students are engaged in preliminary activities at Minnesota
- Students will have a more detailed introduction to Utah’s program in later fall, 2013. Common evaluation methods at the medical student level will be based on the newly released Core EPAs for Entering Residency and will be finalized by spring, 2014. Preceptors and sites for longitudinal experiences at each school are being identified.
**Conclusions:**

There is strong interest among students in a pediatric pathway with competency-based teaching, assessment and progression. Faculty leaders at 4 sites agree on a competency framework with common standards under development.