

**NOTE: LEVEL SHOULD BE ASSIGNED BASED ON WHAT YOU WOULD TRUST THE INDIVIDUAL TO DO, NOT ON WHAT THEY ACTUALLY DO**

<b>EPA Name</b>		<b>APPLY PUBLIC HEALTH PRINCIPLES AND IMPROVEMENT METHODOLOGY TO IMPROVE CARE FOR POPULATIONS, COMMUNITIES, AND SYSTEMS</b>
<b>Activities That Describe this EPA</b>		<ul style="list-style-type: none"> <li>• Apply knowledge of public health and population health</li> <li>• Apply knowledge of social determinants of health in provision of care</li> <li>• Function in an interdependent health care system within one’s geographic community and community of practice</li> <li>• Collaborate with others to improve care and systems of care</li> <li>• Recognize one’s professional responsibility to populations, communities and society at large</li> <li>• Utilize technology (e.g. patient registries and databases)</li> <li>• Demonstrate adaptability in developing and implementing improvement plans</li> <li>• Utilize risk-benefit and cost-benefit analysis</li> <li>• Engage actively in the stewardship of resources</li> <li>• Teach self-advocacy to pediatric patients and their families</li> </ul>
<b>Scale</b>	<b>Level 1</b>	Trusted to <b>observe only</b>
	<b>Level 2</b>	Trusted to <b>contribute with direct supervision and coaching</b> as a member of a collaborative effort to improve care at the <b>institutional</b> level
	<b>Level 3</b>	Trusted to <b>contribute without direct coaching</b> as a member of a collaborative effort to improve care at the <b>institutional</b> level
	<b>Level 4</b>	Trusted to <b>lead</b> collaborative efforts to improve care for populations and systems at the <b>institutional</b> level
	<b>Level 5</b>	Trusted to <b>lead</b> collaborative efforts to improve care at the level of populations and systems at the <b>regional and/or national</b> level

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<b>EPA Name</b>		<b>PROVIDE FOR AND OBTAIN CONSULTATION WITH OTHER HEALTH CARE PROVIDERS CARING FOR CHILDREN</b>
<b>Activities That Describe this EPA</b>		<ul style="list-style-type: none"> <li>• Focusing the clinical question</li> <li>• Obtaining essential information</li> <li>• Engaging in a thorough yet targeted evaluation</li> <li>• Demonstrating content expertise in one's area</li> <li>• Acknowledging one's limitations in the scope of practice</li> <li>• Communicating key information when engaging another consultant</li> <li>• Collaborating with and managing expectations of patients, families, and the health care team</li> <li>• Helping patients &amp; families deal with the uncertainty in the diagnosis and/or prognosis that requires the engagement of the consultant</li> </ul>
<b>Scale</b>	<b>Level 1</b>	Trusted to <b>observe only</b>
	<b>Level 2</b>	Trusted to execute with <b>direct supervision and coaching</b>
	<b>Level 3</b>	Trusted to execute with <b>indirect supervision</b> and discussion of information conveyed for selected <b>simple and complex cases</b>
	<b>Level 4</b>	Trusted to execute with <b>indirect supervision</b> and may require discussion of information conveyed but only for selected <b>complex cases</b>
	<b>Level 5</b>	Trusted to execute <b>independently without supervision</b>

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<b>EPA Name</b>		<b>CONTRIBUTE TO THE FISCALLY SOUND AND ETHICAL MANAGEMENT OF A PRACTICE (e.g. through billing, scheduling, coding, and record keeping practices)</b>
<b>Activities That Describe this EPA</b>		<ul style="list-style-type: none"> <li>• Working knowledge of the current payment system (third party payers in general and Medicaid specifically due to its high penetration in the pediatric market)</li> <li>• Ability to access resources within the system (referrals, durable medical equipment, support services, etc.)</li> <li>• Billing (timely, compliant)</li> <li>• Identifying opportunities for and participating in process improvement within the practice/system (e.g. patient scheduling or throughput)</li> <li>• Documenting to serve the needs of the patient and comply with regulatory agency and third party payer requirements</li> <li>• Working with the inter-professional practice team to improve care delivery in the practice</li> <li>• Providing care with attention to cost-benefit analyses to insure the financial stability of the practice (no margin-no mission)</li> <li>• Being accountable to colleagues within the practice</li> </ul>
<b>Scale</b>	<b>Level 1</b>	Trusted to <b>observe only</b>
	<b>Level 2</b>	Trusted to perform with <b>direct supervision and coaching</b> with supervisor <b>verifying</b> work product for accuracy
	<b>Level 3</b>	Trusted to perform with supervisor serving as a <b>consultant for all tasks</b>
	<b>Level 4</b>	Trusted to perform with supervisor serving as a <b>consultant but only for complex tasks</b>
	<b>Level 5</b>	Trusted to perform <b>without supervision</b>

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EPA Name		<b><i>FACILITATE HANDOVERS TO ANOTHER HEALTHCARE PROVIDER</i></b>
<b>Activities That Describe this EPA</b>		Conveying information <u>TO</u> the other Healthcare Provider: <ul style="list-style-type: none"> <li>• Engaging in bidirectional communication of plans and exploring expectations with the patients, families and caregivers</li> <li>• Navigating the information system (such as EHR) to avoid errors of omission.</li> <li>• Communicating situation awareness, illness severity, action planning, and contingency planning to other health care providers, using a standardized template to improve reliability of the information transfer</li> </ul> Receiving information <u>FROM</u> the other healthcare provider: <ul style="list-style-type: none"> <li>• Clarifying information</li> <li>• Providing feedback to the individual initiating the handover on any errors that occurred, including inaccurate information transmission.</li> </ul>
<b>Scale</b>	<b>Level 1</b>	Trusted to <b>observe only</b>
	<b>Level 2</b>	Trusted to execute with <b>direct supervision and coaching</b>
	<b>Level 3</b>	Trusted to execute with <b>indirect supervision</b> with verification of information after the handover for selected <b>simple and complex cases</b>
	<b>Level 4</b>	Trusted to execute with <b>indirect supervision</b> with verification of information after the handover for selected <b>complex cases</b>
	<b>Level 5</b>	Trusted to execute <b>without supervision</b>

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EPA Name		<b>LEAD AN INTERPROFESSIONAL HEALTH CARE TEAM</b>
<b>Activities That Describe this EPA</b>		<ul style="list-style-type: none"> <li>• Establishing a shared vision, goals, expectations and outcome measures</li> <li>• Eliciting and valuing the perspective and contributions of others</li> <li>• Monitoring individual team member’s performance to enable oversight and management of current and evolving situations</li> <li>• Balancing autonomy and supervision of team members by assigning/delegating unsupervised work to team members that aligns with their knowledge/skills/attitude and supervising work of team members that is designed to expand their knowledge/skills/attitude</li> <li>• Recognizing and managing the social cues, emotional responses as well as the personal and professional needs of team members</li> <li>• Role modeling</li> <li>• Monitoring team performance and providing feedback</li> <li>• Teaching to the needs of the team members, including patients and families</li> </ul>
<b>Scale</b>	<b>Level 1</b>	Trusted to <b>participate only</b>
	<b>Level 2</b>	Trusted to lead with <b>direct supervision and coaching</b>
	<b>Level 3</b>	Trusted to lead with <b>supervisor occasionally present</b> to provide advice
	<b>Level 4</b>	Trusted to lead <b>without supervisor present</b> but requires <b>coaching</b> to improve <b>member and team performance</b>
	<b>Level 5</b>	Trusted to lead <b>without supervision</b> to improve <b>member and team performance</b>

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EPA Name		<b>LEAD WITHIN THE SUBSPECIALTY PROFESSION</b>
<b>Activities That Describe this EPA</b>		<ul style="list-style-type: none"> <li>• Advocate for subspecialty-related health issues recognizing vulnerabilities unique to these subspecialty populations</li> <li>• Educate the public about subspecialty disorders using evidence based knowledge</li> <li>• Contribute to the discipline’s shared vision for system change, through collaboration and implementation of national action plans and practice guidelines</li> <li>• Mentor the next generation of subspecialists</li> <li>• Contribute to the development of the subspecialty profession (e.g. joining professional society, national committees)</li> </ul>
<b>Scale</b>	<b>Level 1</b>	Trusted to <b>observe only</b>
	<b>Level 2</b>	Trusted to <b>contribute</b> to advocacy and public education activities for the subspecialty profession with <b>direct supervision and coaching</b> at the <b>institutional</b> level
	<b>Level 3</b>	Trusted to <b>contribute</b> to advocacy and public education activities for the subspecialty profession with <b>indirect supervision</b> at the <b>institutional</b> level
	<b>Level 4</b>	Trusted to <b>mentor</b> others and <b>lead</b> advocacy and public education activities for the subspecialty profession at the <b>institutional</b> level
	<b>Level 5</b>	Trusted to <b>lead</b> advocacy and public education activities for the subspecialty profession at the <b>regional and/or national</b> level