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# Assessing self-efficacy in an EPA-based clerkship: An explorative mixed-methods study

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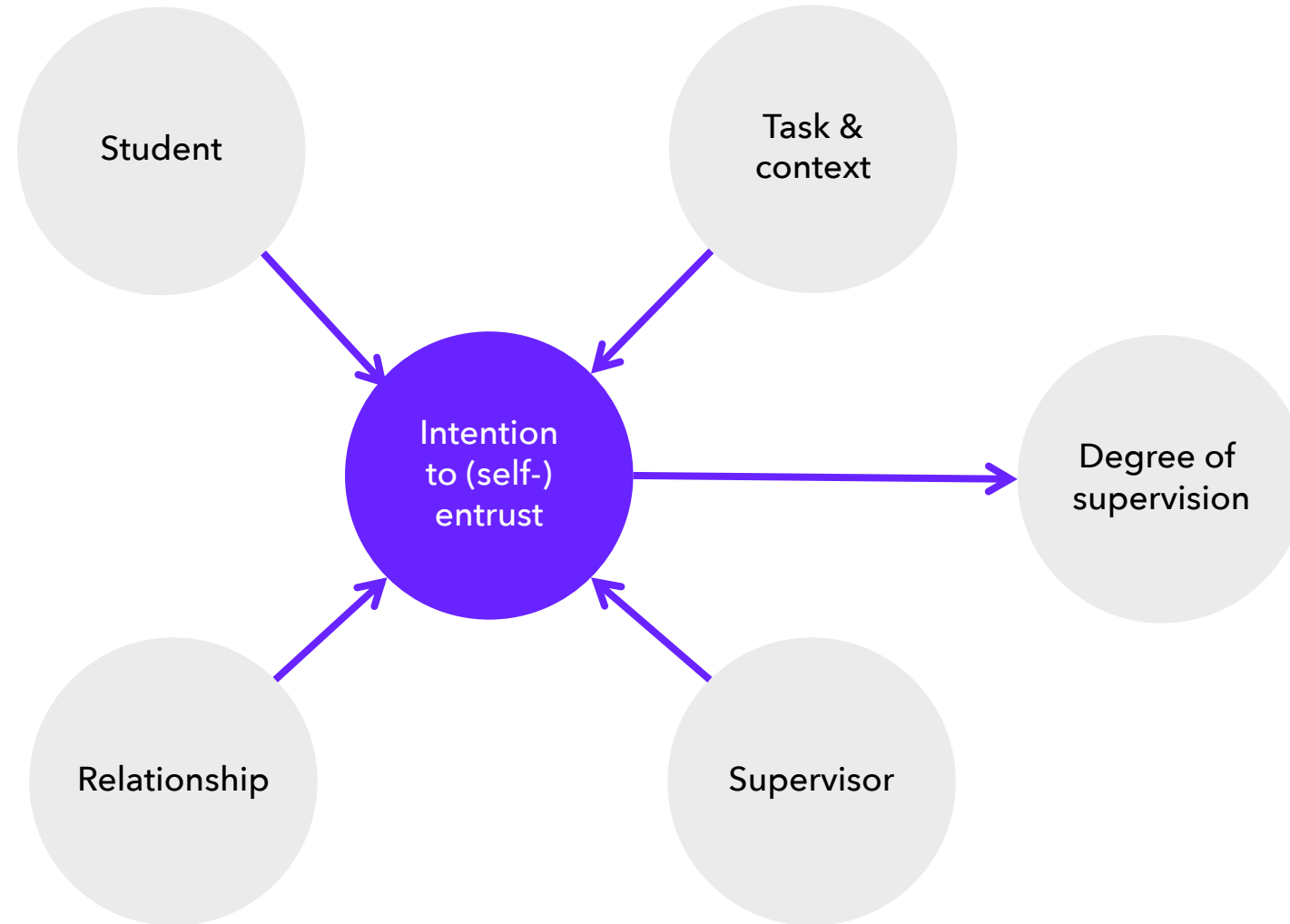
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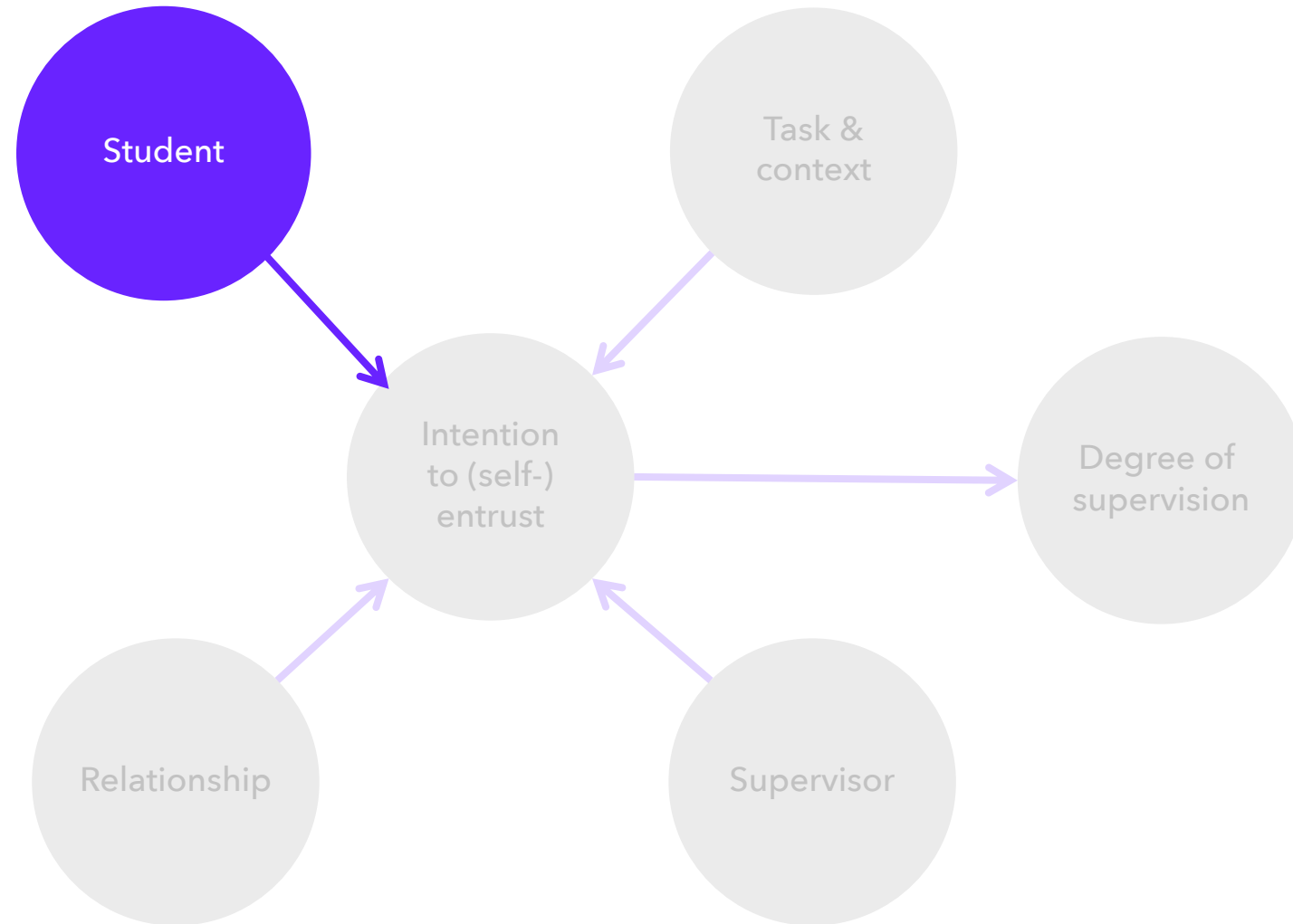
# Outline

- Entrustability and Self-Efficacy
- Research questions
- Setting
- Study outline
- Preliminary results

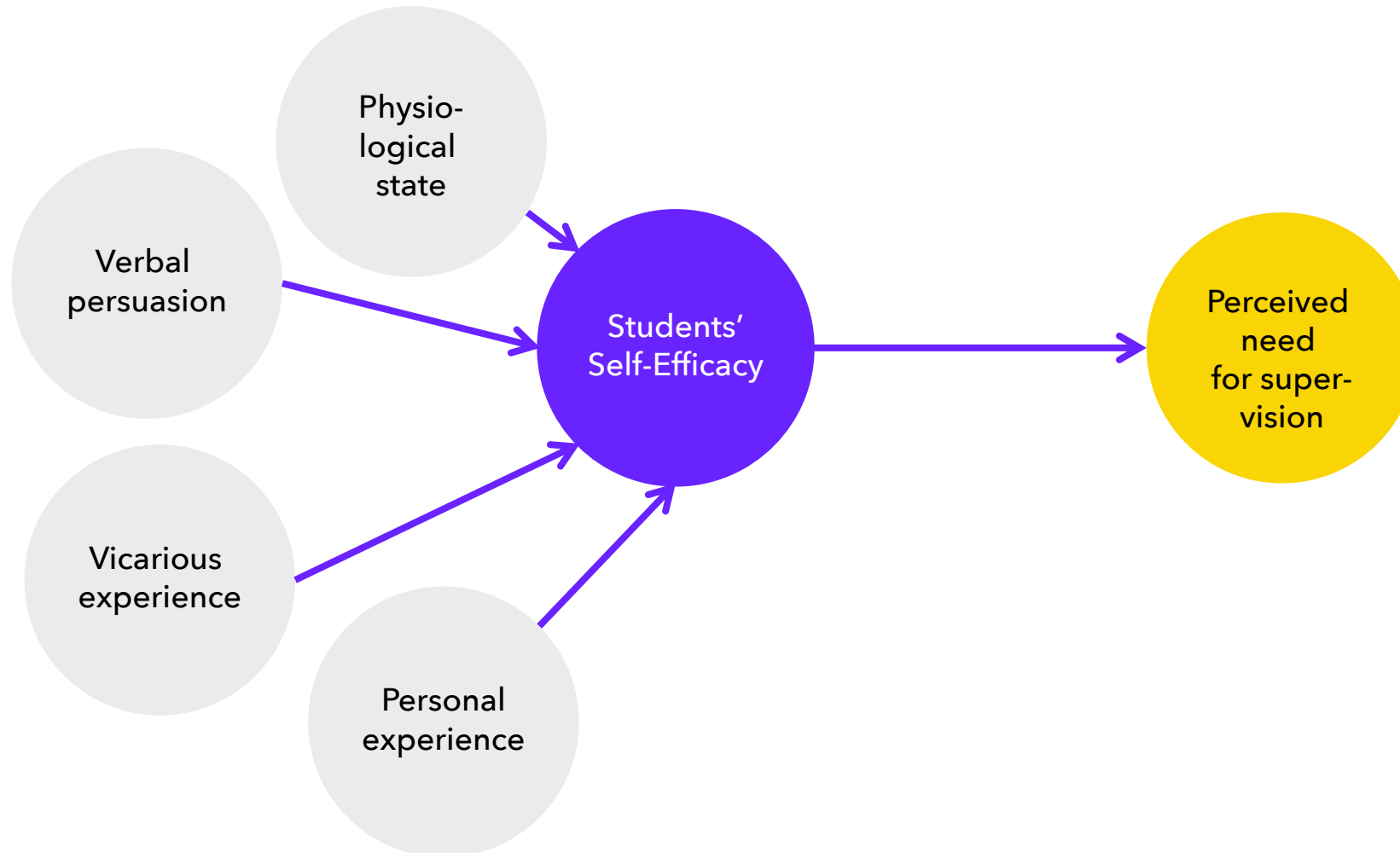
# Entrustability



# Entrustability



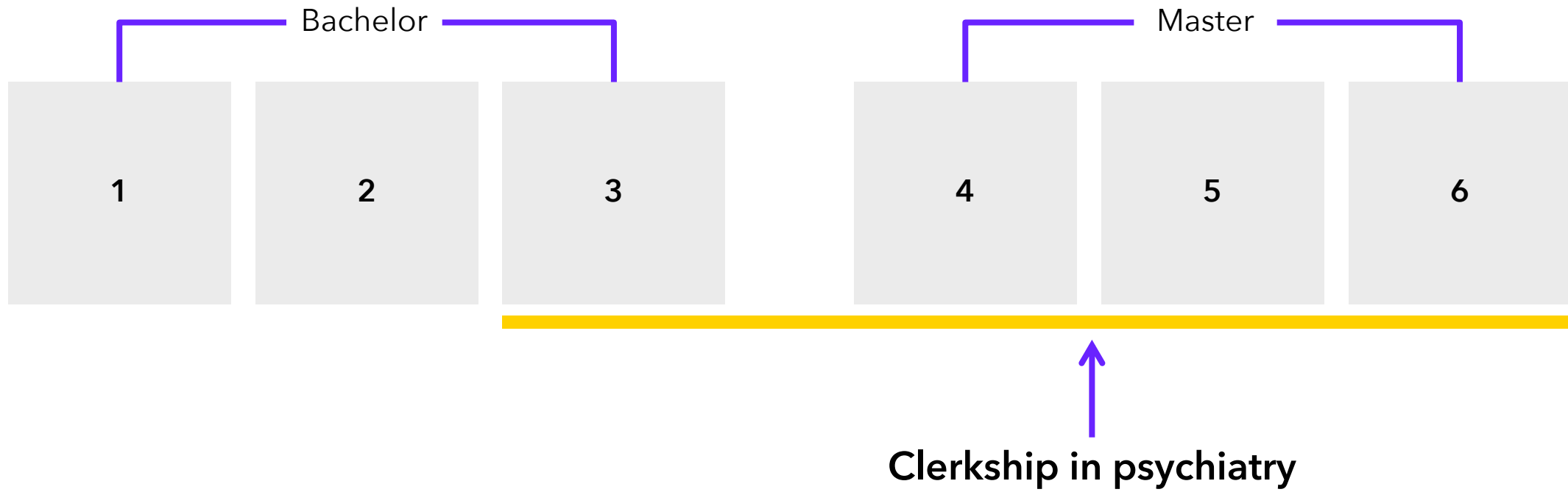
# Self-Efficacy



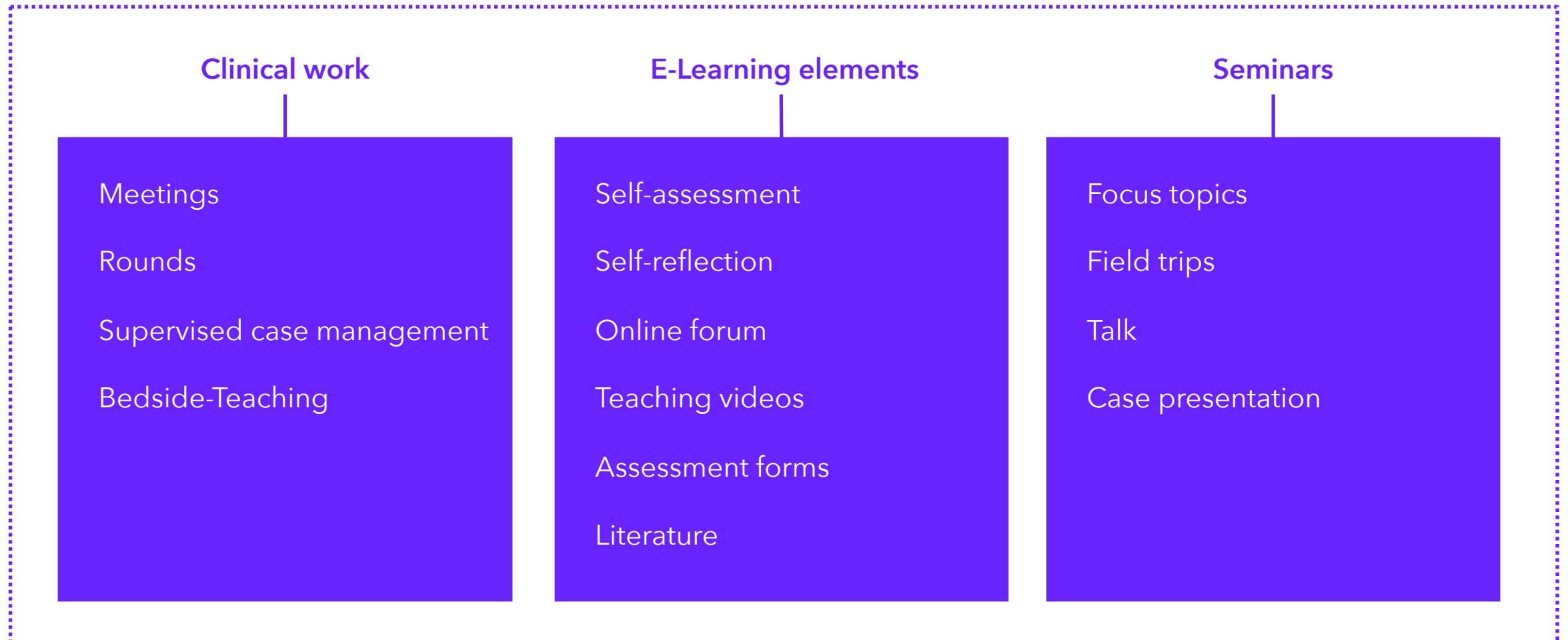
# Research questions

- How do medical students self-assess their need for supervision before and after a clerkship rotation?
- Which factors do medical students perceive as relevant for entrustment decisions in a psychiatry clerkship?

# Setting



# Clerkship curriculum psychiatry





# Study design

- ▲ Pre: Self-Assessments, Multiple-Choice-Tests
- ▼ Post: Self-Assessments, Multiple-Choice-Tests, Evaluations, Semi-structured in-depth interviews
- ◆ In-between: Workplace-based assessments



Clerkship rotations 2019

# Levels of supervision scale

“ I feel confident to perform [this clinical activity].

6 - If indirect supervision on demand is available

5 - Main findings need to be checked by my supervisor

4 - Activity needs to be checked completely by my supervisor

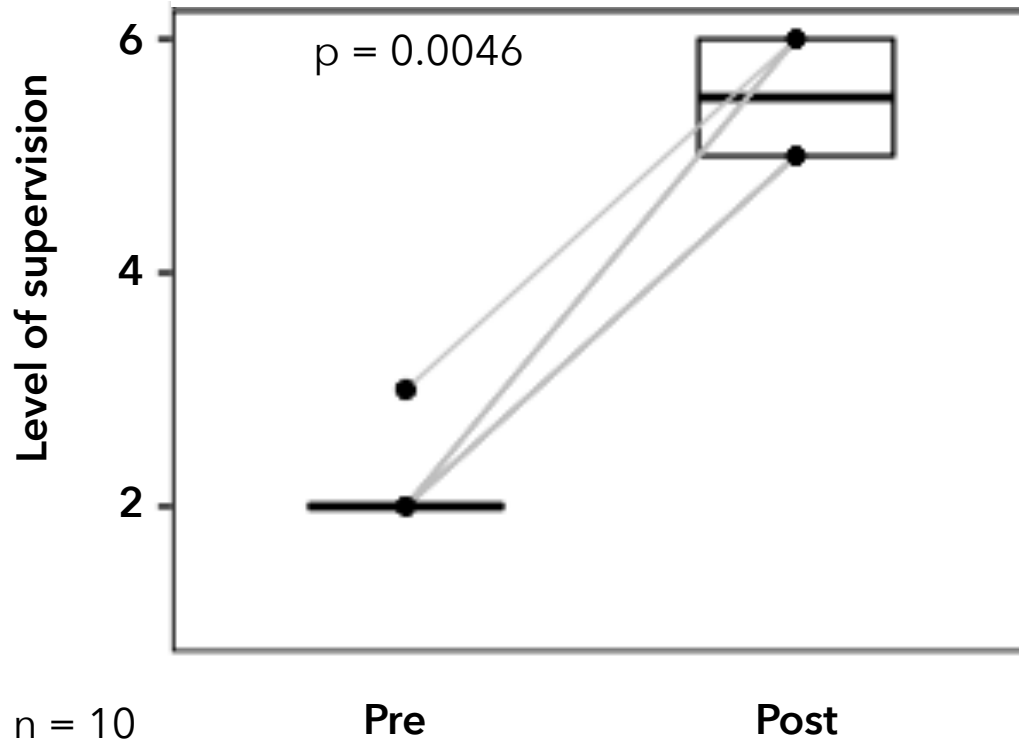
3 - In the presence of my supervisor

2 - Together with my supervisor

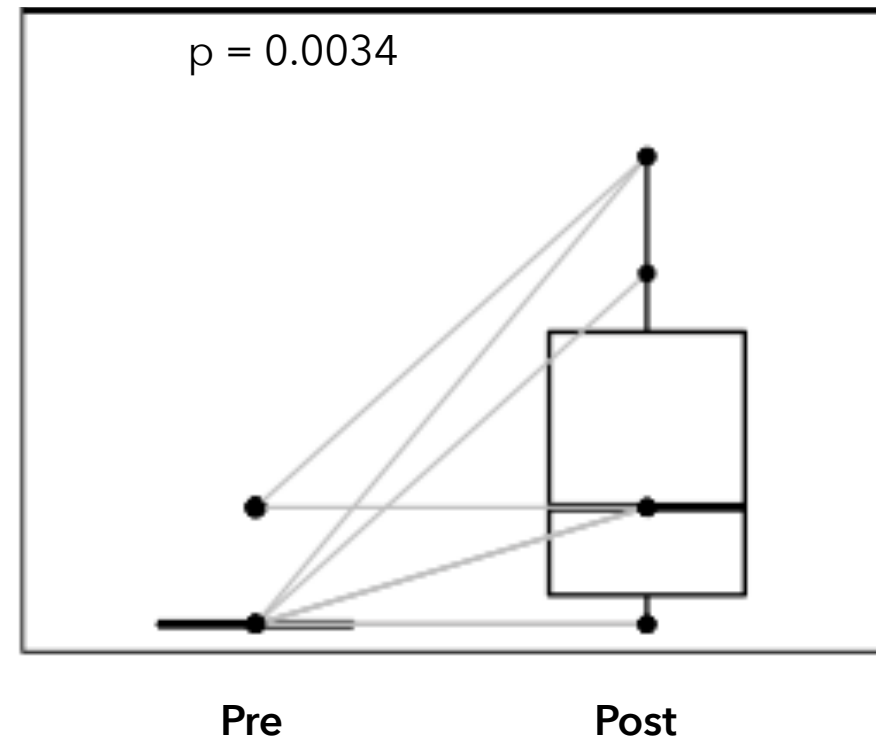
1 - No, I can observe only

# Preliminary results - students' self-assessment February 2019

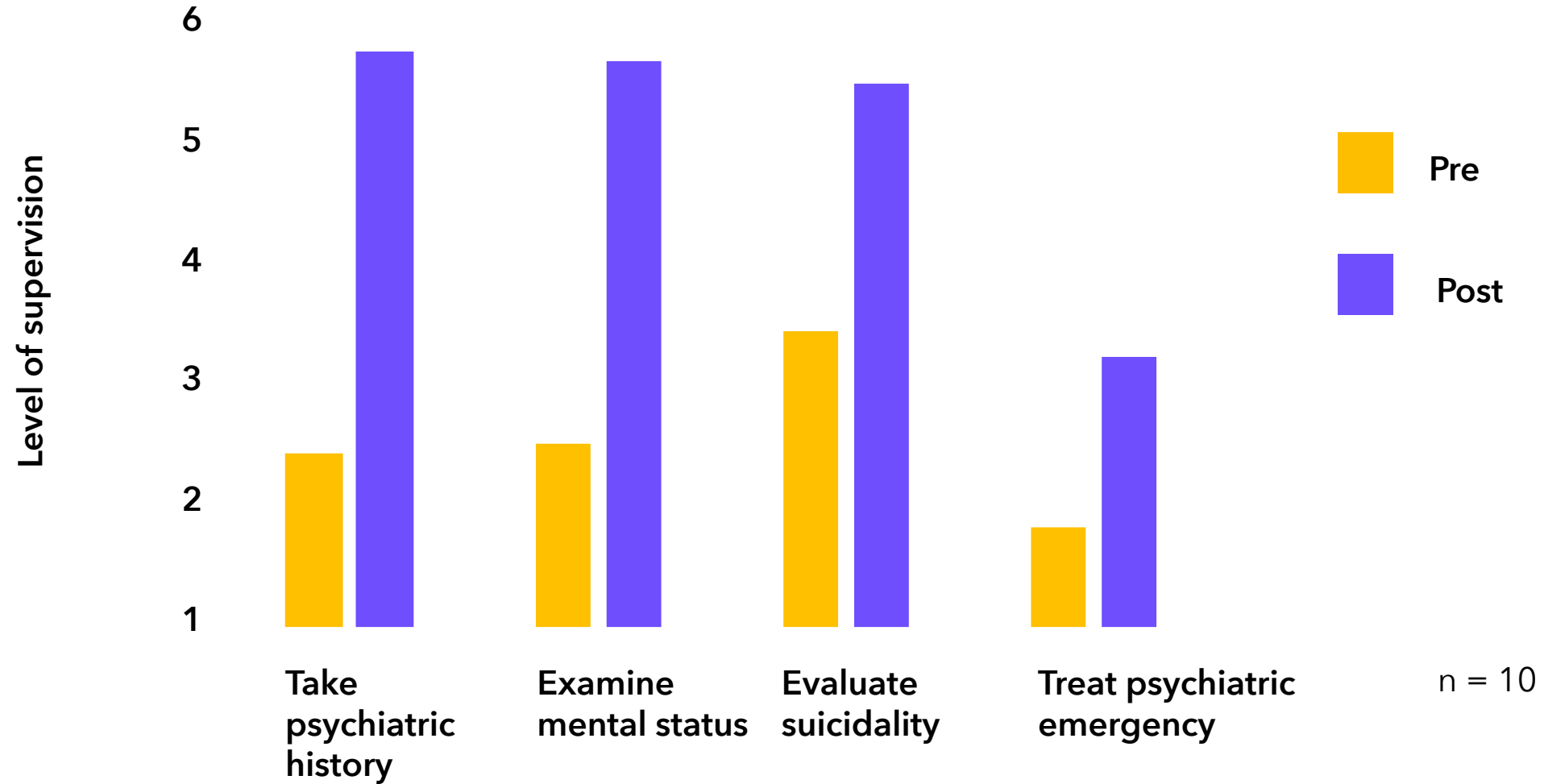
Take psychiatric history



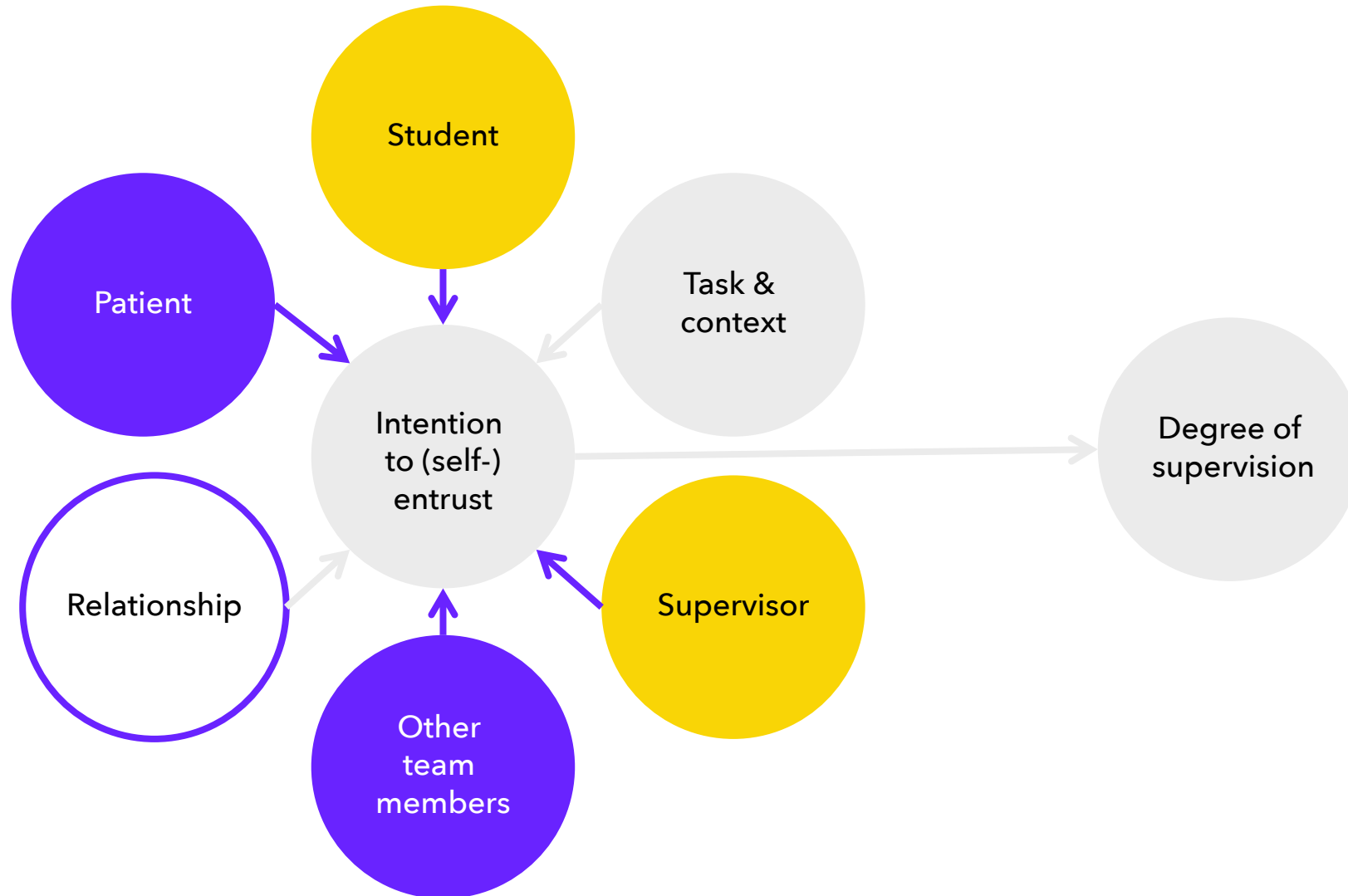
Treat psychiatric emergency



# Preliminary results - students' self-assessment March 2019



# Preliminary qualitative study results - the students' perspective on entrustment



# Preliminary conclusions

- Self-assessment changes differently over a clerkship for EPAs
- Use self-assessment to inform curriculum development
- Personal characteristics of supervisor and student perceived as central
- Patients' and health professionals' perspective relevant for entrustment

# Team



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**Let's talk**

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# References

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