

Entrustment Tasks to Build a Digitally Capable Health Workforce

Julie Gustavs¹, Dr Caroline Clarke³, Ms Theanne Walters¹, Dr Shaun Hosein¹, Dr Mohamed Khalifa²
¹AMC, Majura Park, Australia, ²Australian Digital Health Agency, Sydney, Australia, ³Royal Eye and Ear Hospital, Melbourne, Australia

The concept of Entrustable Professional Activities (EPAs), first proposed by the Dutch Medical Educationalist, Olle Ten Cate in 2005, is an innovation in competency-based medical education. As described by Ten Cate (2013):

- EPAs are not an alternative for competencies, but a means to translate competencies into clinical practice.
- Competencies are descriptors of healthcare practitioners, EPAs are descriptors of work.
- EPAs usually require multiple competencies in an integrative, holistic nature.

EPAs focus on the concept of trust. In high stakes environments such as health, where the competence of workers is paramount to the health and safety of patients and wellbeing of co-workers, trust and the degree to which workers can entrust more junior or less experienced members of the health team to perform tasks independently is central to the smooth operations of health settings and quality patient outcomes.

This session will share findings of a research project undertaken by the Australian Medical Council and Australian Digital Health Agency on building a digitally capable medical workforce. We will explore discussion questions related to digital health across the Australian and New Zealand Health Workforce:

- How can entrustable professional activities be used to frame digital capability development across the medical workforce? How relevant are these tasks to broader health professions across the health system?
- How can we develop tasks to build foundational capability in digital health across the continuum? What are the challenges and benefits?
- What teaching and learning support do we need to enable this learning?
- How do we assess these tasks?
- How do we measure impact of the innovation and achievement of changes in performance for individuals, systems and improved experiences and outcomes for patients?

Integral to shifts in practice is workforce development and engagement of education providers, accreditors and health systems.