

PROPOSED ENTRUSTABLE PROFESSIONAL ACTIVITIES (EPAs)		Gather essential and accurate information about patients through history-taking, physical examination, and the use of laboratory data, imaging, and other methods			Develop and implement patient management plans		Provide preventive health care services and education	Locate, critically evaluate, integrate, & appropriately apply scientific evidence to patient care	Multiple EPAs <sup>1</sup>	
End of Curriculum 250-Question Exam		History & Physical	Diagnostic Studies	Diagnosis	Clinical Intervention	Clinical Therapeutics	Health Maintenance	Scientific Concepts	Professional Practice	Totals
		(18%)	(16%)	(19%)	(13%)	(14%)	(10%)	(5%)	(5%)	(100%)
Cardiovascular	(13%)	6	5	6	4	5	3	2	2	33
Pulmonary	(11%)	5	4	6	3	4	3	1	1	27
Gastrointestinal	(11%)	5	4	6	3	4	3	1	1	27
Neurologic	(9%)	4	4	4	3	4	2	1	1	23
Psychiatric/behavioral health	(9%)	4	4	4	3	4	2	1	1	23
Endocrine	(8%)	4	3	4	2	3	2	1	1	20
Eyes, ears, nose, oral cavity, and throat (EENOT)	(8%)	4	3	4	2	3	2	1	1	20
Gynecologic/reproductive health	(8%)	4	3	4	2	3	2	1	1	20
Rheumatologic/musculoskeletal	(8%)	4	3	4	3	3	2	1	1	21
Dermatologic	(5%)	2	2	2	2	1	1	1	1	12
Hematologic	(5%)	2	2	2	2	1	1	1	1	12
Renal/genitourinary	(5%)	2	2	2	2	1	1	1	1	12
<b>Totals:</b>	(100%)	46	39	48	31	36	24	13	13	<b>250</b>

The End of Curriculum Exam is developed with key dimensions to ensure the exam is inclusive of the types of cases PAs may see. The tables below represent targets set for the entire exam, across the content and task areas. These dimensions are:

Setting	Percent
Outpatient	50%
Inpatient	20%
Emergency department	16%
Perioperative	10%
Rehab	4%

Life course	Percent
Pediatric (birth to age 17)	20%
Adult	60%
Geriatric (older person with considerable impairment or frailty. <sup>2</sup> )	20%

Bloom's Taxonomy <sup>3</sup>	Percent
Analyze & evaluate	40%
Understand & apply	50%
Remember	10%



<sup>1</sup> The Professional Practice task area is cross-cutting across the following proposed Entrustable Professional Activities:

- Incorporate principles of cultural competence across the health care continuum.
- Apply public health principles to improve care for patients, populations, communities, and systems.
- Identify system failures and contribute to a culture of safety and improvement.
- Recognize and develop strategies to address system biases that contribute to health care disparities.

<sup>2</sup> To understand the distinction between an older adult case scenario and a geriatric case scenario, we set a definition that refers to the patient's condition combined with age. We employ the definition used by the American Geriatrics Society: <https://www.americangeriatrics.org>. Accessed October 1, 2024.

<sup>3</sup> Bloom BS, Engelhart MD, Furst EJ, Hill WH. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: David McKay Company; 1956.