

RESUMO - REVISÕES INTEGRATIVAS/SISTEMÁTICAS/METANÁLISE

**INTEGRATING ENTRUSTABLE PROFESSIONAL ACTIVITIES IN
SIMULATION-BASED HEALTHCARE EDUCATION: A SYSTEMATIC
LITERATURE REVIEW**

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LITERATURE REVIEW

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Introduction: Medical education assessment has relied on checklist-based evaluations, which describe competencies but do not directly determine clinical readiness. Entrustable Professional Activities (EPAs) transform clinical competencies into tasks to grade supervision needs, provide targeted feedback, and individualize progression. Integrating simulation and EPAs may support improvement in health professions training by linking competency development and clinical tasks in a controlled environment. Therefore, this study analyses EPAs' usability in simulation-based education. **Methods:** The review search was conducted in six databases up to May 27th, 2025. **Results:** 22 studies, including 3,144 healthcare trainees, were included. There were fourteen observational studies, six quasi-experimental studies, and two qualitative studies. EPA-integrated simulations were well received, improving both learners' skills and their confidence across different stages of healthcare training. It also yields moderately to highly reliable scores (ICCs 0.65–0.90, kappa 0.5–1.0, $\alpha=.84-.89$) and shows emerging validity with positive correlation with other competence measures. However, there are also important practical barriers to adopting EPAs in simulation, including high resource requirements and assessment challenges such as subjective entrustment decisions, lack of rater calibration, and discrepancies between different types of raters and between simulation- and workplace-based ratings. **Conclusion:** EPAs in simulation-based healthcare education are valid tools to support learning, feedback, and

entrustment decisions, but further research is needed to define a resource-sensitive implementation.

Palavras-chave: entrustable professional activities; simulation training; medical education; competency assessment.