Competency Based Clinical Assessment

Creating Tools and Training Faculty: The experiences of two schools within the clinical core clerkships
Panelists

- **Moderator:**
  - Beth Nelson, MD – Baylor College of Medicine

- **Panelists:**
  - Alison Ownby, PhD – UTHSC- Houston
  - Nadia Ismail, MD – BCM
  - Cayla Teal, PhD – BCM
Focus on Competency Assessment within UGME
External Pressures/Drivers for Change

- New MCAT 2015
  - First class using new exam 2016
- Competency Based Education
- ACGME New Accreditation System
- Educational Technology
  - Khan Academy
The competency timeline

- 1999 – ACGME Core Competency released
- 2006 – AAMC endorsed ACMGE competencies as appropriate for medical students.
- 2013 – New Accreditation System (NAS) for GME
Accreditation Council for Graduate Medical Education (ACGME): Next Accreditation System (NAS)

- Full implementation July, 2014
- Phased in
  - Seven early adopter specialties begin July, 2013
    - EM, IM, Pedi, Radiology, NS, Ortho, Urology
  - Remaining begin July, 2014
- Specialty-specific milestones that anchor the six core competencies drive individual resident assessment (every 6 months)
- Aggregate resident data drive program assessment (annual)
- Aggregate program data drive sponsoring institution assessment (annual)
Medical Education: Paradigm Shift

Current

Time
(Constant)

Achievements
(Variable)

Future

Achievements
(Constant)

Time
(Variable)
The Continuum of Clinical Professional Development
Authority and Decision Making versus Supervision

High

Supervision

Low

Physical Diagnosis
Clerkship
Sub-Internship
Internship
Fellowship
Residency
Attending

“Graded or Progressive Responsibility”

Low Authority and Decision Making                  High
Miller’s Pyramid of Clinical Competence

1 Miller, GE. Assessment of Clinical Skills/Competence/Performance. Academic Medicine (Supplement) 1990. 65. (S63-S67)

- **Does**
  - Clinical Observations, Mini CEX, Multi-Source Feedback, Teamwork Evaluation, Operative (Procedural) Skill Evaluation

- **Shows How (Shows Can Do)**
  - Clinical Observation, Simulation, Standardized Patients, Mini CEX

- **Knows How**
  - MCQ, Oral Examinations, Standardized Patients

- **Knows**
  - MCQ, Oral Examinations

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van der Vleuten, CPM, Schuwirth, LWT. Assessing professional competence: from Methods to Programmes. Medical Education 2005; 39: 309–317

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WORKSHOP ACTIVITIES
Question 1

- What are the biggest challenges in implementing a meaningful competency-based assessment of medical students’ clinical skills and reasoning?
- Are these issues unique to UGME or do they overlap with GME?
Question 2

- What modalities/techniques are you using to assess clinical competencies (skills, reasoning, professionalism, etc.)?

- **Small Group Task:**
  - Identify at least 3 competencies (sub-competencies) and how each institution is assessing these competencies. (No MK!!)
  - Each group chooses 2 assessment methods to highlight from their list
Question 3

- What are the potential avenues for collaboration between UGME and GME to promote a consistent measurement of competency?
- What faculty development strategies are being used to overcome these challenges across the continuum?