Use of Competency-Based Assessment for Personalized Education

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Goals
- Describe how competency based assessments differ from conventional assessments in medical education
- Identify the benefits of using milestones to guide learners and teachers in achieving performance goals
- Demonstrate how to create a safe environment in which learners can define an educational plan

Competency Based Education..
- Emerged in 1970s
- Focuses on what learners will DO, not what they are expected to learn about

Benefits of Competency Based Education & Assessment
- Focus on skills needed to function
- Learning outcomes measured in real life contexts
- Non-compensatory

ACGME Competencies
- Medical Knowledge
- Patient Care
- Interpersonal & Communication Skills
- Practice Based Learning & Improvement
- Professionalism
- Systems Based Practice

Terminology
- Evaluation
- Assessment
- Grade
Meet Jane

- OSU undergraduate
- Psychology major
- Emergency Medicine

Establish role as Coach

- Common goal of student’s success
- Practice
  - Opportunity to practice skills
  - Make it safe
  - Push herself to achieve

Miller’s Triangle

- Do
- Show
- Know
- Know how

RIME Language

Defining development as a clinician

- Educator
- Manager
- Interpreter
- Reporter/data collector


### Reporter skills
- Take history
- Perform PE
- Gather all other clinical data
- Organize and report in
  - Oral presentation
  - Progress notes
  - Admit notes
- Reliable, responsible
- Requires honesty, respect, compassion

### Case example
- Longitudinal practice student is described as able to
  - Obtain a thorough detailed history, has trouble focusing the history
  - Describes physical exam findings well, does not identify all abnormal findings
  - Presents clearly, completely; not concise
  - Progress notes are complete and clearly communicate team’s plan
- Student is a proficient reporter

### Interpreter skills
- Oral presentation more concise, recognize relevant
- ID problems and prioritize
- Differential diagnoses
- Physical diagnoses
- Synthesis into assessment
- Accurately assess any clinical situation, change of clinical status, interpret and incorporate new results, etc.
- Even patient preferences: cultural influences, access to care issues, adherence issues

### Case example
- Early Part 2 student is able to
  - Present more concisely, focus on relevant
  - Identify problems
  - Can identify priorities, if asked
  - Can offer some differential not always correct
  - Has difficulty synthesize complex patient info
- This student is in middle of developing as an interpreter

### Manager skills
- Independent plan for diagnosis and treatment
- Carry out plans
- Adjust plan day-to-day
- React to changes, new information
- End of life, informed consent, complex coordination of care, etc.

### Case example
- Part 3- Advanced Hospital Management student is able to
  - Accurately correct potassium
  - Offer reasonable plan for major issues
  - Enter orders, complete discharge
  - Counsel patients on care
  - Still relies on team in part for correction, clarification, and direction
- This student is advancing as a manager
Educator/Expert
- Teach from textbook, primary literature, etc.
- Specific teaching skills

Contexts
- New problem
- Chronic disease
- Emergency
- Prevention
- Acute hospital
- Simple situations, low stress, low emotion
- Complex situations, high stress, high emotion

Portfolio Coaching Time
- Learning climate
- Communication of Goals
- Evaluation

Praise or Reprimand?
- Self assessment
- Feedback
- Action Plan

For novices… avoid too much criticism

FEEDBACK
<table>
<thead>
<tr>
<th>Observations?</th>
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<td>Take Home Points?</td>
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