Assessment is essential to all of education, and graduate medical education is no exception. With the introduction of competency- and outcomes-based education nearly 20 years ago in the US, and with the ACGME’s revised accreditation system that includes the Milestones, the urgency for high-quality graduate medical education programs to meet the needs of learners, programs, and the public has grown substantially.

Becoming a health professional is an intense developmental process. One of the major challenges for outcomes-based medical education is designing assessment programs that facilitate the longitudinal professional development of residents and fellows. This requires programs and their faculty to embrace developmental thinking in their assessment activities.

This six-day course is held online. Sessions are held Sunday through Friday from 1:00 p.m. till 4:30 or 5:00 p.m. Central depending on the session. The target audience is residency and fellowship program directors, associate program directors, chairs and members of Clinical Competency Committees (CCCs), designated institutional officials (DIOs), and any faculty members with major responsibility for the assessment of residents/fellows. The course is highly interactive, using multiple learning approaches combined with systems thinking to help participants build effective programs of assessment for their residency or fellowship program.

REGISTER FOR THE COURSE
COURSE INFORMATION

Overview
The course begins with a review and exploration of key principles and concepts, and then drills deeper into more specific assessment methods, skills, and approaches throughout the week. Highlights of the curriculum include:

- Goals and core principles of CBME
- Practical and effective application of multiple assessment methods and tools across all Competencies
- Highly experiential with hands-on practice, including direct observation simulation
- How to create effective assessment programs
- How to approach remediation of learners
- How to effectively design and run your CCC
- How to effectively use Milestones and Entrustable Professional Activities for professional development

Course Directors
Eric Holmboe, MD, Chief, Research, Milestones Development and Evaluation Officer, ACGME
William Iobst, MD, Senior Scholar, Milestones Development and Evaluation, ACGME

Core Faculty Members
Andem Ekpenyong, MD, Associate Professor, Rush University Medical Center
Jennifer Kogan, MD, Professor, Division of General Internal Medicine, Perelman School of Medicine, University of Pennsylvania School of Medicine
Sandra A. Moutsios, MD, Assistant Professor, Internal Medicine and Pediatrics; Director, Internal Medicine-Pediatrics Residency Program Vanderbilt University Medical Center

Session Facilitators
Andem Ekpenyong, MD; Jeanne Farnan, MD; Eric Holmboe, MD; William Iobst, MD; Amy Miller Juve, EdD, MEd; Amal Khidir, MBBS, FAAP; Jen Kogan, MD; Mitchell Motooka, MD; Sandi Moutsios, MD; Marygrace Zetkuli, MD

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COURSE SCHEDULE OVERVIEW

Day 1: Introduction to Outcomes-Based Education and Programmatic Assessment
This first session will briefly review the history and rationale behind CBME for better outcomes and the basic principles of programmatic assessment. Participants will engage in small group work to assess their own programs using the core principles of CBME and programmatic assessment.

Day 2: What Constitutes “Good Assessment”?
This session will explore key criteria for effective (“good”) assessment using the concept of utility and the Ottawa criteria. Participants will also explore key issues and challenges in rater cognition and their implications for faculty assessments.

Day 3: Assessing Clinical Reasoning
This workshop will review both “in-vitro” and “in-vivo” assessment strategies for assessing clinical reasoning, a very complex competency. New research will also be discussed.

Multisource Feedback
This session will cover basic concepts and practical applications of multisource feedback. Multisource feedback should be a component of all assessment programs. Participants will also discuss the new ACGME TEAM assessment tool.

Day 4: Assessment of Practiced-Based Learning and Improvement and Systems-Based Practice
This session will explore effective assessment strategies for two of the more difficult Core Competencies in graduate medical education and will look at evidence-based and reflective practice, quality improvement, and patient safety.

Feedback
This session will explore effective behaviors in feedback as a bidirectional process, using key lessons from the literature and several useful frameworks for structuring feedback.

Day 5: Direct Observation Training
This interactive module will explore the “why” behind direct observation to ensure learner development and safe, effective, patient-centered care. Practical approaches to direct observation will be discussed and participants will be introduced to and then apply the techniques of performance dimensions training and frame of reference training to improve observation skills.

Day 6: Clinical Competency Committees (CCC)
Group decision making, when performed effectively, can enhance the quality of judgments and entrustment decisions. This session will cover key concepts regarding effective group process.

Working with the Resident in Difficulty
This workshop will provide a structured and systematic approach to working with learners in difficulty.
ANDEM (ANDY) EKPENYONG, MD, MHPE

Dr. Ekpenyong has been a general internist at Rush University Medical Center in Chicago since 2000. She completed all her medical training at Rush and subsequently joined the faculty there. She was an associate program director for approximately 10 years with a focus on curriculum and assessment.

During that time, she was an active member of various professional organizations, including Society of General Internal Medicine, the Association of Program Directors in Internal Medicine, and was elected to the position of co-chair for the CCC collaborative for the Alliance of Academic Internal Medicine. She has provided faculty development at Rush to assist in implementing a milestones-based curriculum.

Dr. Ekpenyong completed a Master of Health Professions degree in 2016. She currently is conducting research on CCCs with the ACGME and serves as a faculty member for this course.

ERIC HOLMBOE, MD, MACP, FRCP

In addition to his role as Chief Research, Milestones Development, and Evaluation Officer at the ACGME, Dr. Holmboe is a professor adjunct of medicine at Yale University, adjunct professor at the Uniformed Services University of the Health Sciences, and adjunct professor at the Northwestern University Feinberg School of Medicine.

Previously, he served as the associate program director of the Yale Primary Care Internal Medicine Residency Program, and as the director of student clinical assessment at Yale School of Medicine. Before joining Yale in 2000, he served as division chief of general internal medicine at the National Naval Medical Center. He also served as a medical student clerkship director and residency training officer at the Portsmouth Naval Medical Center. Dr. Holmboe retired from the US Naval Reserves in 2005.

Dr. Holmboe’s research interests include interventions to improve quality of care and methods in the evaluation of clinical competence. His professional memberships include the American College of Physicians, where he is a Fellow, the Society of General Internal Medicine, and the Association of Medical Education in Europe. He is an Honorary Fellow of the Royal College of Physicians in London and an Honorary Fellow of the Academy of Medical Educators.

Dr. Holmboe is a graduate of Franklin and Marshall College and the University of Rochester School of Medicine. He completed his residency and chief residency at Yale-New Haven Hospital and was a Robert Wood Johnson Clinical Scholar at Yale University.
WILLIAM F. IOBST, MD, FACP

William F. Iobst, MD is a senior scholar in the ACGME’s Department of Research, Milestones Development, and Evaluation and emeritus professor of medicine, Geisinger Commonwealth School of Medicine. As a senior scholar, Dr. Iobst manages the Accelerating Innovation in Residency Education (AIRE) initiative and supports ACGME faculty development initiatives including the regional hub faculty development program. Most recently, he served as the vice president for academic and clinical affairs and vice dean at the Geisinger Commonwealth School of Medicine.

Dr. Iobst has served as the vice president for academic affairs for the American Board of Internal Medicine and as the designated institutional official and medical director of graduate medical education and network-wide faculty development at Lehigh Valley Health Network in Allentown, Pennsylvania. There, he also served as the program director for the transitional year and internal medicine residencies.

Dr. Iobst is a graduate of Bucknell University and Sidney Kimmel Medical College of Thomas Jefferson University. He completed his residency at Robert Packer Hospital/Guthrie Clinic and his rheumatology fellowship at Dartmouth-Hitchcock Medical Center. He is board certified in internal medicine and rheumatology.

JENNIFER R. KOGAN, MD

Dr. Kogan received her medical degree from the University of Pennsylvania in 1995. She completed her residency in internal medicine at the University of Pennsylvania in 1998 and a clinician educator fellowship in general internal medicine in 2000. Dr. Kogan was promoted to professor of medicine at the Perelman School of Medicine at the University of Pennsylvania in 2016. She is currently the associate dean for student success and professional development at Perelman, as well as the director of the Measey Medical Education Fellowship and of the medical education certificate program. She was the clerkship director for the internal medicine clerkship for 13 years and was previously the assistant dean for faculty development as well. Dr. Kogan is a general internist who sees patients and precepts students in her office.

Dr. Kogan’s research focuses on assessment in medical education, particularly feedback, competency assessment, and developing and assessing the effectiveness of new approaches for faculty development in workplace-based assessment (training faculty members to observe and provide feedback about learners’ clinical skills). She has published in multiple medical education journals and has authored textbook chapters related to assessment in medical education and faculty development. Dr. Kogan was a former recipient of the Clerkship Director in Internal Medicine (CDIM) Research in Medical Education Award and the CDIM Louis Pangaro Educational Innovations Award. Dr. Kogan previously served as president of CDIM and served on the board of directors of the Alliance of Academic Internal Medicine. She currently collaborates with the ACGME researching rater training faculty development and teaches in this course. Dr. Kogan was a recipient of the Lindback Award for Distinguished Teaching in 2017.
SANDRA A. MOUTSIOS, MD

Dr. Moutsios is a Greek American and native of Akron, Ohio. She graduated from Duke University with a bachelor’s degree in biomedical engineering in 1989, and then graduated from the University of Florida College of Medicine in 1993. She trained at Vanderbilt University Medical Center in Nashville, Tennessee in a combined internal medicine-pediatrics residency, and then served as a pediatric chief resident for one year. She has been in program leadership of the internal medicine-pediatrics residency program at Vanderbilt since 1998.

Dr. Moutsios practices primary care internal medicine-pediatrics clinically and teaches in resident continuity clinic. She has been involved in faculty development with the ACGME since 2015, when she developed the first ACGME regional faculty development course at Vanderbilt entitled “Developing Faculty Competencies in Assessment” as a way to scale Dr. Holmboe’s original ACGME course in Chicago to reach more people. Dr. Moutsios finds great joy in teaching the direct observation and feedback workshops and helping with facilitator training for many of the developing ACGME regional courses.
CONTINUING MEDICAL EDUCATION (CME) INFORMATION

The Accreditation Council for Graduate Medical Education (ACGME) is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

The ACGME designates this live activity for a maximum of 22.5 AMA PRA Category 1 Credits™. Physicians should claim only the credits commensurate with the extent of their participation in the activity.

Disclosure of Relevant Financial Relationships

The Accreditation Council of Graduate Education (ACGME) adheres to all ACCME Accreditation Criteria and Policies. It is ACGME’s policy that those who have influenced the content of a CME activity (e.g., planners, faculty, authors, reviewers, and others) disclose all relevant financial relationships with Ineligible companies so that ACGME may identify and mitigate any conflicts of interest prior to the activity. These disclosures will be provided in the activity materials. Additionally, faculty participating in continuing medical education activities sponsored by the ACGME are expected to disclose to the activity audience any relevant financial relationships with ineligible companies, the nature of the relationship, and a statement that all relevant financial relationships have been mitigated.

Mary Ellen Goldhamer – Facilitator - has received co-ownership from Illumina and Co-Diagnostics, Neurocrine Bioscience.

All relevant financial relationships have been mitigated. All other planners and speakers have not disclosed relevant financial relationships.

Successful completion of this CME activity, which includes participation in the evaluation component, enables the participant to earn up to 22.5 MOC Practice Assessment and Patient Safety points in the American Board of Internal Medicine’s (ABIM) Maintenance of Certification (MOC) program. Participants will earn MOC points equivalent to the amount of CME credits claimed for the activity. It is the CME activity provider’s responsibility to submit participant completion information to ACCME for the purpose of granting ABIM MOC credit.

Successful completion of this CME activity, which includes participation in the activity, with individual assessments of the participant and feedback to the participant, enables the participant to earn 22.5 MOC points in the American Board of Pediatrics (ABP) Maintenance of Certification (MOC) program. It is the CME activity provider’s responsibility to submit participant completion information to ACCME for the purpose of granting ABP MOC credit.

How to Claim CME Credit

Attendees will need to successfully complete the entire six-day course and an online evaluation after the last day of the course in order to receive CME credit.