

## DEVELOPING FACULTY COMPETENCIES IN ASSESSMENT

### **A Course to Help Achieve the Goals of Competency-Based Medical Education (CBME)**

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 now 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 at the ACGME offices in Chicago, with attendance limited to 40 participants. Sessions begin on Sunday at 1:00 p.m., and continue through Friday until 12:00 p.m. 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.

## 2020 SPRING COURSE DATES

**Sunday,  
March 29 through  
Friday,  
April 3, 2020**

## 2020 FALL COURSE DATES

**Sunday,  
October 18 through  
Friday,  
October 23, 2020  
and  
Sunday,  
November 8 through  
Friday,  
November 13, 2020**

## LOCATION

### **Wednesday Morning:**

On the Wednesday morning of each session, the program will take place at the Clinical Education Center of the Northwestern University Feinberg School of Medicine 240 East Huron Street, a short walk from the ACGME.

## 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 practice in simulation center
- 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 (EPAs) for professional development

### **Course Director**

**Eric Holmboe, MD**, *Chief, Research, Milestones Development and Evaluation Officer, ACGME*

### **Core Faculty**

**Andem Ekpenyong, MD**, *Associate Professor, Rush University Medical Center*

**William Iobst, MD**, *Senior Scholar, Milestones Development and Evaluation, ACGME*

**Jennifer Kogan, MD**, *Professor, Division of General Internal Medicine, Perelman School of Medicine, University of Pennsylvania School of Medicine*

**Andrew Olson, MD**, *Associate Professor of Medicine & Pediatrics, University of Minnesota Medical School*

### **Simulation Facilitators**

**Alex Auseon, DO; Mobola Campbell-Yesufu, MD; Kelly Caverzagie, MD; Andem Ekpenyong, MD; Jeanne Farnan, MD; Eric Holmboe, MD; William Iobst, MD; Jen Kogan, MD; Shannon Martin, MD; John McPherson, MD; Sandi Moutsios, MD; Shalini Reddy, MD; John Young, MD, PhD; Marygrace Zetkulich, MD**

## COURSE SCHEDULE OVERVIEW

### **Day 1: Introduction to outcomes-based education using competency frameworks**

This first session will briefly review the history and rationale behind CBME for better outcomes. The participants will engage in small group work to assess their own programs against the core CBME principles.

### **Day 2: Introduction to a systems and programmatic approach to assessment**

This session will introduce the basics of systems thinking and its implications for creating effective programs of assessment.

#### **What constitutes “Good Assessment”?**

This session will explore the key criteria for effective (“good”) assessment using the concept of utility and the Ottawa criteria for good assessment. This session will also explore key issues and challenges in faculty assessments of learners.

#### **Multi-source feedback (MSF)**

This session will cover basic concepts and practical applications of MSF. MSF should be a component of all assessment programs.

### **Day 3: Assessing Clinical Reasoning**

This session will review essential strategies for assessing clinical reasoning, a very important yet complex competency. Work-based assessment approaches will be highlighted and include an introduction to resources available from the Society to Improve Diagnosis in Medicine.

#### **Feedback**

This session will explore effective behaviors and approaches for feedback as a bi-directional process, using key lessons from the literature and several useful frameworks for structuring feedback.

#### **Direct observation (DO)**

This interactive session will explore the “why” behind direct observation to ensure learner development and safe, effective, patient-centered care. Practical approaches to DO will be discussed and participants will be introduced and then apply the techniques of performance dimension and frame of reference training.

### **Day 4: Direct observation practice at Simulation Center (afternoon free)**

### **Day 5: Assessment of clinical practice, quality and patient safety**

The assessment of clinical practice through quality and safety measures, and evidence-based practice is essential to GME. This session will focus on approaches for using different types of practice data for assessment.

#### **Getting the Most from Milestones**

This session will provide an overview of lessons learned to date about the Milestones nationally. Key lessons from both quantitative and qualitative research will be shared and discussed.

#### **Working with the Resident in difficulty**

This workshop will provide a structured and systematic approach to working with learners in difficulty.

### **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 the key concepts regarding effective group process.

#### **Portfolios, Co-production and Learner Activation**

This final session will cover integrative strategies to maximize assessment system effectiveness, including portfolios and co-production as approach and philosophy for learning and assessment.

## 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 educational activity for a maximum of **34 AMA PRA Category 1 Credits**<sup>™</sup>. Physicians should claim only the credits commensurate with the extent of their participation in the activity.

### Disclosure of Significant Relationships with Relevant Commercial Companies and Organizations

The ACGME endorses the Standards of the Accreditation Council for Continuing Medical Education and the Guidelines for Commercial Support. Every effort has been made to encourage faculty to disclose any commercial relationships or personal benefit with commercial companies whose products are discussed in the educational presentation. Disclosure of a relationship is not intended to suggest or condone bias in any presentations, but is made to provide participants with information that might be of potential importance to their evaluation of a presentation. All faculty participating in continuing medical education activities sponsored by the ACGME are expected to disclose to the activity audience any real or apparent conflict(s) of interest related to the content of their presentation(s).

Conflict of interest statements were reviewed for all conference planners, and for presenters of certified sessions. The following speaker(s) have declared financial interest(s) and/or affiliations:

Eric Holmboe, MD, MACP, FRCP  
Type: Textbook Royalties  
Company: Elsevier

Alex Auseon, DO  
Type: Consultant  
Company: Metronic

### American Academy of Family Physicians (AAFP) Prescribed Credit Information

This Live activity, Developing Faculty Competencies in Assessment, from 03/29/2020 - 11/13/2020, has been reviewed and is acceptable for up to 32.75 Prescribed credit(s) by the American Academy of Family Physicians. Physicians should claim only the credit commensurate with the extent of their participation in the activity.



Successful completion of this CME activity, which includes participation in the evaluation component, enables the participant to earn up to 34 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 34 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.



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 34 MOCA 2.0® points in the American Board of Anesthesiology's (ABA) 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 ABA MOC credit.

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