Assessment is essential to all of education, and graduate medical education (GME) is no exception. With the introduction of competency- and outcomes-based education over 20 years ago in the US, and with the ACGME’s current accreditation model that includes the Milestones, the urgency for high-quality GME 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 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 members to embrace developmental thinking in their assessment activities.

This in-person, six-day course will be held October 8-13, 2023 at the ACGME office in Chicago, with attendance limited to 40 participants. Sessions will begin on Sunday at 1:00 p.m. and conclude on Friday at 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.

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

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

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

Session Facilitators
Multiple educators will help facilitate the live course. These experienced facilitators provide coaching and assistance throughout the courses.
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. 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. It will also explore key issues and challenges in faculty members’ 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
This interactive session 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 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 the 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.
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. Dr. Ekpenyong is the Director for Faculty Development & Career Advancement, Associate Professor, Rush University Medical Center, Chicago, Illinois.

She has been an active member of various professional organizations, including the Society of General Internal Medicine and the Association of Program Directors in Internal Medicine, and was elected 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 is currently 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.
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 the Perelman School of Medicine Medical Education Area of Concentration. Former roles include clerkship director for the internal medicine clerkship for 13 years and assistant dean for Faculty Development. 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. She has published in multiple medical education journals and has authored textbook chapters related to assessment in medical education and faculty development. Dr. Kogan is 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 teaching in this course. Dr. Kogan received 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 ACGME Regional Hub courses.

TEAM OF FACILITATORS

Andem Ekpenyong, Kelli Corning, Anthony Dambro, Amy Miller Juve, Jennifer Kogan, Patricia Krohmer, Sandi Moutsios, Pedro P. Tanaka, and Marygrace Zetkulic
COVID-19 Policies

Vaccination
Participants are strongly encouraged, but not required, to be vaccinated and boosted for COVID-19 to attend the conference.

Testing Policy
Registrants are asked not to attend the conference if they test positive for COVID-19 prior to their scheduled departure. Should an attendee test positive for COVID-19 during the conference, the attendee must not attend any further in-person courses or events and notify ACGME.

Masking
Depending on the state of the pandemic in Chicago at the time of the course, masking may be required. ACGME will have KN95 masks available if they are needed.

Cancelation and Refund Policy

The ACGME will offer a partial refund minus $400 processing, until 45 days before the course. After that, no refunds will be given.

The ACGME reserves the right to cancel an event due to low enrollment, inclement weather, or other circumstances that would make the event non-viable. If the ACGME cancels an event, registrants will be offered a full refund. Should circumstances arise that result in the postponement of an event, registrants will have the option to receive a full refund or transfer registration to the same event at the new, future date. The ACGME is not responsible for any loss or damage, including but not limited to airfare and hotel costs, as a result of a substitution, alteration, postponement, or cancelation of an event.

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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 33.75 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.

None of the planners, faculty, authors, reviewers, and others for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

Successful completion of this CME activity, which includes participation in the evaluation component, enables the participant to earn up to 33.75 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 33.75 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.

Claiming CME Credit

Attendees must attend all six-days of the course and complete the evaluation that will be given on the last day of the course.