



ACGME

Accreditation Council for  
Graduate Medical Education

# ACGME 2022 WORKSHOPS and COURSES

## 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 (GME) is no exception. With the introduction of competency- and outcomes-based education more than 20 years ago in the US, and with the ACGME's revised 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 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 members to embrace developmental thinking in their assessment activities.

The spring 2022 six-day course will be delivered online. Sessions are held Sunday through Friday from 1:00 p.m. to 4:30 or 5:00 p.m. Central, depending on the session.

The fall 2022 six-day course is planned to be held in person at the ACGME office in Chicago, with attendance limited to 40 participants. Sessions will begin on Sunday at 1:00 p.m., and continue through Friday until 12:00 p.m.

The target audience for this course 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.



## SPRING 2022 COURSE DATES

**Sunday, May 15-  
Friday, May 20**  
**Virtual 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 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 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 virtual and live courses. These experienced facilitators provide coaching and assistance throughout the courses. A full list of the facilitation team is provided below.

## COURSE SCHEDULE OVERVIEW

### **Day 1: Introduction to Outcomes-Based Education and Programmatic Assessment**

This first session briefly reviews the history and rationale behind CBME for better outcomes and the basic principles of programmatic assessment. Participants 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 explores key criteria for effective (“good”) assessment using the concept of utility and the Ottawa criteria. Participants also explore key issues and challenges in rater cognition and their implications for faculty assessments.

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

This workshop reviews both “in-vitro” and “in-vivo” assessment strategies for assessing clinical reasoning, a very complex competency. New research is also discussed.

#### **Multisource Feedback**

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

### **Day 4: Assessment of Practiced-Based Learning and Improvement and Systems-Based Practice**

This session explores effective assessment strategies for two of the more difficult Core Competencies in GME and looks at evidence-based and reflective practice, quality improvement, and patient safety.

#### **Feedback**

This session explores effective feedback as a bidirectional process, using key lessons from the literature to introduce useful frameworks for structuring and delivering feedback.

### **Day 5: Direct Observation Training**

This interactive module explores the “why” behind direct observation to ensure learner development and safe, effective, patient-centered care. Practical approaches to direct observation are discussed and participants are introduced to and then apply the techniques of performance dimension training and frame of reference training to improve observation skills. Participants have the opportunity to practice doing direct observation and providing feedback.

### **Day 6: Clinical Competency Committees**

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/Fellow in Difficulty**

This workshop provides 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. Dr. Ekpenyong is the Director, Diversity & Inclusion Faculty Development and Mentorship Program, Associate Professor, Rush University Medical Center, Chicago, IL.

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.

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### ERIC HOLMBOE, MD

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. 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 the Perelman School of Medicine Medical Education Area of Concentration. Former roles include clerkship director for the internal medicine clerkship for 13 years and the 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 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 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 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.

### TEAM OF FACILITATORS

Amal Khidir, Amine Rakab, Amy Miller Juve, Andy Ekpenyong, Anthony Dambro, Areti Tillou, Bhavin Dalal, Deb Virant-Young, Diane Kowalski, James Kwan, Janet Hamstra, Jennifer Kogan, Kate Perkins, Kelli Corning, Kevin McMains, Lawrence Loo, Lisa Skinner, LuAnn Wilkerson, M. Phillip Luber, Mary Ellen Goldhamer, Marygrace Zetkolic, Mitchell Motooka, Nicole Defenbaugh, Pedro Paulo Tanaka, Raghdah Al-Bualy, Robert Cooney, Sally Santen, Sandi Moutsios, Sangeeta Krishna, Sarita Soares, Saroj Misra, Scott Casper, Siham Al-Sinani, Sylvia Botros-Brey, Tatjana P. Calvano, Tricia Krohmer



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## CONTINUING MEDICAL EDUCATION (CME) INFORMATION

CME information is pending approval and will be updated as soon as approval has been granted.