



# ACGME 2018

## WORKSHOPS and COURSES

### DEVELOPING FACULTY COMPETENCIES IN ASSESSMENT

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

An outline of the course agenda is below. All workshops will involve substantial interactive work, including individual reflection time, small-group mini-projects, and large-group debriefs. The course is designed to enable participants to build, refine, and improve their programs of assessment using systems thinking.

#### COURSE AGENDA

##### **Sunday** (*Eric Holmboe*)

1:00 – 5:00 p.m.

- (1) Introduction to goals of course
- (2) TRIZ Exercise
- (3) Competency-based medical education (CBME): What is it and why now?
  - a. Implementing CBME: The role of Competency frameworks, Milestones, EPAs
  - b. Role of frameworks/frame of reference for assessment
- (4) Program needs assessment and planning for week

##### **Monday** (*Eric Holmboe*)

Morning: 8:00 a.m. – 12:00 p.m. (*Breakfast at 7:30 a.m.*)

- (1) Introduction to a systems and programmatic approach to assessment
- (2) “Good Assessment” – what does this look like and how do you know your assessment methods are working?
  - a. Concept of utility in assessment
  - b. Importance of purpose

c. Mapping Competencies and milestones to your assessment methods and tools

(3) General issues in rater (i.e., faculty and groups) cognition and implications for CBME and the Milestones

*LUNCH: 12:00 – 1:00 p.m.*

Afternoon: 1:00 – 5:00 p.m.

(4) Program planning groups: Begin work on assessment “blueprint” for program

(5) Faculty evaluation forms and tools

a. How to get the most out of them

b. Aligning forms with CBME goals

(6) Multi-source feedback (MSF/360)

a. Importance of assessing:

i. The competencies of professionalism/teamwork/interprofessionalism

ii. Patient-centered care (How can you assess patient-centeredness if you do not ask the patient about his/her experience?)

## **Tuesday**

Morning: 8:00 a.m. – 12:00 p.m. (*Breakfast at 7:30 a.m.*)

(1) Assessing clinical reasoning (*Bill Iobst*)

a. Working with a competency “we know”

b. Session will cover use of in-training examinations (ITEs), work-based assessment approaches, chart-stimulated recall (CSR)

(2) Principles of effective feedback (*Jen Kogan*)

*LUNCH: 12:00 – 1:00 p.m.*

Afternoon: 1:00 – 5:00 p.m. (*Jen Kogan*)

(3) Direct Observation – Part I

a. Session will cover the essential elements of direct observation and why it is so critical to CBME and professional development

b. Session will cover helpful training techniques to improve direct observation

i. Performance dimension training

ii. Frame of reference training

### Wednesday

*(Northwestern University Feinberg School of Medicine Clinical Education Center)*

Morning: 7:30 a.m. – 12:00 p.m. *(All faculty)*

7:30 – Light breakfast

7:45 – Review Session Goals

8:00 – Direct observation – Part II

- a. Live standardized resident/patient practice (SIM lab)
- b. This highly interactive simulation experience gives participants an opportunity to practice the skills of direct observation and feedback

*LUNCH: 12:15 – 1:15 p.m.*

Afternoon: 1:15 p.m. – 2:45 p.m.

- (1) Debrief of direct observation simulation experience (Kogan)
- (2) Work on Action Plan Blueprint – discipline interest group conversations

Remainder of afternoon free (mental decompression break!)

**Wednesday afternoon is a good time to reflect on what you have learned so far and how it can help your assessments back home. It is also a great time to see some of the sights of Chicago!**

### Thursday *(Holmboe)*

Morning: 8:00 a.m. – 12:00 p.m. *(Breakfast at 7:30 a.m.)*

- (1) How to work effectively with residents in difficulty
- (2) Program planning: refine assessment blueprint and assessment system changes

*LUNCH 12:00 – 1:00 p.m.*

Afternoon: 1:00 – 4:00 p.m.

- (3) Approaches to “audit” of clinical practice
  - a. Essential assessment method for practice-based learning and improvement (both for individual and clinical setting) and for systems-based practice
  - b. Medical record audit (MRA) and feedback using clinical performance measures
  - c. Clinical vignettes for assessing individual clinical performance
  - d. Quality and patient safety measures – what and how to use effectively
  - e. Patient reported outcome measures (PROMs)

**Friday** (*Holmboe and Ekpenyong*)

8:00 a.m. – 12:00 p.m. (*Breakfast at 7:30 a.m.*)

Pulling it all together...

- (1) How to create data systems for multiple assessments: Portfolios, assessment data, the Milestones
- (2) CCCs
  - a. Designing and implementing effective committees
  - b. Creating effective feedback loops
- (3) Action plans – final program planning
  - a. Commitment to change
  - b. Action plans for own program