Every major academic medical organization is reassessing how we educate and assess the competency of doctors in training.
Four of the 11 AMA Award winners for Accelerating Change in Medical Education

- Vanderbilt University
- East Carolina University Brody School of Medicine
- Oregon Health & Sciences University
- University of California at San Francisco
Where else did I go?
Think learner-centric, not teacher-centric

NOT
Less of this...
…and more of this!
Curriculum designers begin with the learner in mind – not the teacher
Is cornhole different in California?
“Paradoxically, the goal of competency-based medical education is not necessarily ‘competence’ per se but rather, the continual pursuit [of excellence] on a trajectory toward expertise or mastery” *

*Carracio and Englander; Academic Medicine. 2013; Vol. 88, No. 8

*Used with permission, Dr. Kim Lomis, Vanderbilt
**Medical Knowledge (cont.)**

**MK7: Approach to learning:** “Collect, analyze, interpret and prioritize new information to enhance one’s knowledge in the various disciplines related to medicine.”

<table>
<thead>
<tr>
<th>0 Unacceptable</th>
<th>1 Entry</th>
<th>Aspirational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis</strong></td>
<td>Unacceptable</td>
<td>Entry</td>
</tr>
<tr>
<td>Does not demonstrate desire to expand knowledge base.</td>
<td>Frequently confuse association and cause.</td>
<td>Identifies and challenges one’s own assumptions; looks beyond basic information provided.</td>
</tr>
<tr>
<td>Satisfied with information that helps task at hand.</td>
<td>Sorts information to align with underlying principles.</td>
<td>Broadly inclusive analysis; challenges accepted hypotheses.</td>
</tr>
<tr>
<td>Student does not engage in discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May be overly deferential. Avoidant, or distracted.</td>
<td></td>
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**MK7b Inquiry**

<table>
<thead>
<tr>
<th>0 Unacceptable</th>
<th>1 Entry</th>
<th>Aspirational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry</strong></td>
<td>Unacceptable</td>
<td>Entry</td>
</tr>
<tr>
<td>Student does not engage.</td>
<td>Focuses on information needed to complete requirements.</td>
<td>Has a systematic approach to track and pursue emerging questions.</td>
</tr>
<tr>
<td>May be overly deferential. Avoidant, or distracted.</td>
<td>Formulates questions with some difficulty and/or seldom asks questions.</td>
<td>Exhibits capability to help others articulate gaps in understanding and formulate questions.</td>
</tr>
</tbody>
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**MK7c Use of information resources**

<table>
<thead>
<tr>
<th>0 Unacceptable</th>
<th>1 Entry</th>
<th>Aspirational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of information resources</strong></td>
<td>Unacceptable</td>
<td>Entry</td>
</tr>
<tr>
<td>Does not demonstrate desire to expand knowledge base.</td>
<td>Draws solely upon existing personal knowledge base.</td>
<td>If cites literature, relies upon a single source or article for supporting evidence, often a review article.</td>
</tr>
<tr>
<td></td>
<td>Analysis is based upon lay information resources only.</td>
<td>Incorporates multiple sources for supporting evidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Able to teach critical appraisal of topics to others.</td>
</tr>
</tbody>
</table>
...provides feedback that students and their coaches need

Photo Source: http://www.newyorker.com/magazine/2011/10/03/personal-best
Competency-based graduation is real

Source: www.ohsu.edu/xd/education/schools/school-of-medicine
Think of a ‘system of learning’ rather than a series of courses…

Used with permission, Dr. Kim Lomis, Vanderbilt School of Medicine
…with the goal of a personalized learning plan for each student

**My Portfolio**

- Medical Knowledge
  - Competencies
  - Milestones/Goals
  - Evidence
- Patient Care
- Communication Skills
- Professionalism
- Practice-Based Learning & Improvement
- Systems-Based Practice
- Leadership
- Scholarship

**STUDENT REFLECTIVE SUMMARY**
- Informed self-assessment
- Personal career goals

**JOINT REVIEW**
Reconciliation of any differences in interpretation of evidence

**Personalized Learning Plan**

**FACULTY REVIEW**
Portfolio Coach

Used with permission, Dr. Kim Lomis, Vanderbilt School of Medicine
LCME now demands better teachers

“A medical school and/or its sponsoring institution provides opportunities for professional development to each faculty member in the areas of discipline content, curricular design, program evaluation, student assessment methods, instructional methodology, and or research to enhance his or her skills and leadership in these areas.”

LCME new standard 4.5, Data Collection Instrument for Survey Year 2015-16
Our faculty are asking for help in teaching

- Engaging Students in Active Learning: 56%
- Promoting Understanding and Retention of Material: 49%
- Effectively Teaching on Rounds or in Ambulatory Settings: 45%
- Designing Teaching Sessions/Developing Curricula: 41%

UofL School of Medicine Faculty Needs Assessment Survey, June 2015
Better teachers have a learner-centric focus
A tiered faculty development program in education
Sending faculty out to learn from others is vital
Thank you

David Irby, Ph.D.
UCSF
What should we aspire to?

CREATING THE MEDICAL SCHOOL OF THE FUTURE
“Education is at the heart of patient care”

The Carl J. Shapiro Institute offers innovative methodology, curricula, and programs for training the next generation of physicians. Learn more about how we support the academic mission of Harvard Medical School.