



Tomorrow's Doctors, Tomorrow's Cures®

Competencies and Competency Based Education: An Introduction

Learn

Serve

Lead

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AAMC



Association of
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Changes in Health Professions Education

Common Developments

- Experiential learning & performance based assessment
- Increase use of technology
 - Online learning
 - Simulation and experiential learning techniques
- Learning with and from other health professionals

Common Developments

- Greater balance between training in acute and ambulatory care settings
- Increased emphasis on chronic disease prevention
- Greater balance between longitudinal and immersive educational experiences
- Outcomes focused

What Is Competency Based Education?

Competency

An observable ability of a health professional related to a specific activity that integrates knowledge, skills, values and attitudes.

Frank, JR., Snell, L., ten Cate, O., Holmboe, ES., Carraccio, C., Swing, SR., et al. (2010). Competency-based medical education: theory to practice. *Medical Teacher*; 32(8):638-645.

Competency Based Education

An outcomes-based approach to the design, implementation, assessment and evaluation of an educational program, using an organizing framework of competencies.

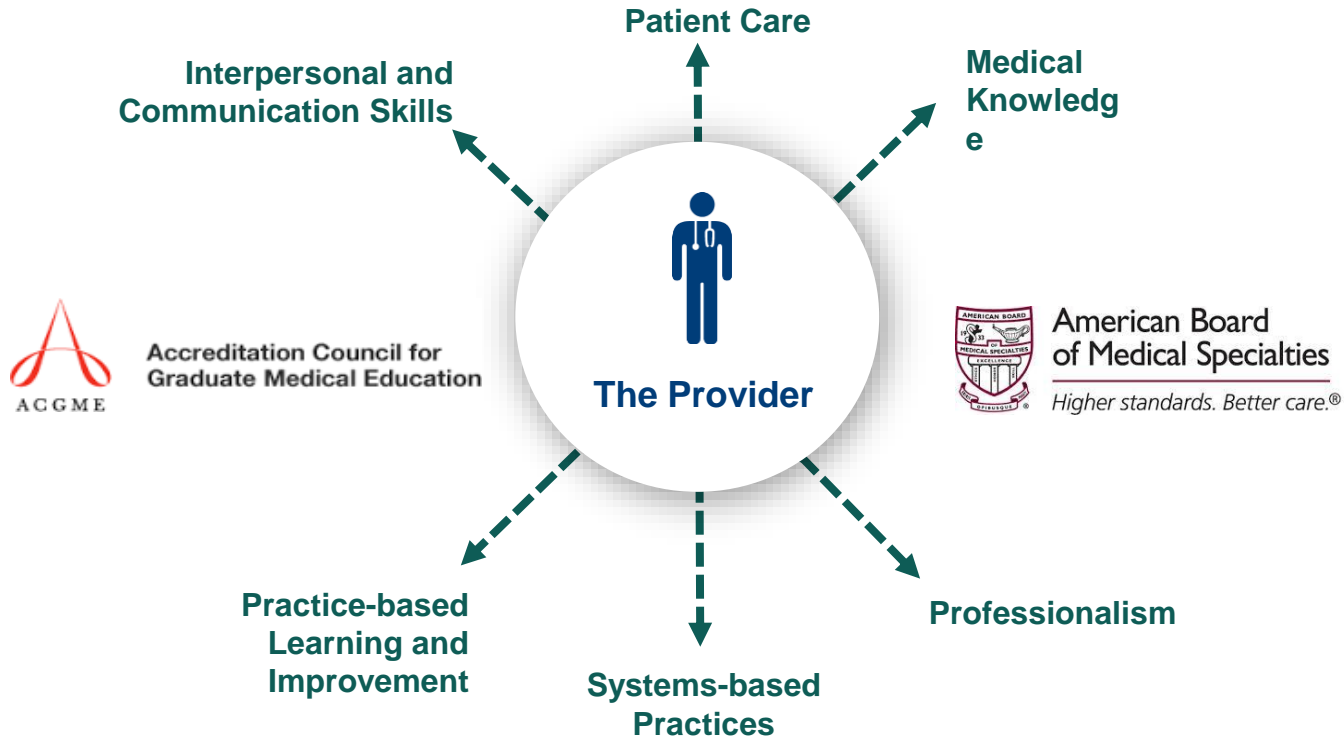
- A mental model or way of thinking about education
- No single meaning or model of CBE, but many common characteristics

Frank, JR., Snell, L., ten Cate, O., Holmboe, ES., Carraccio, C., Swing, SR., et al. (2010). Competency-based medical education: theory to practice. *Medical Teacher*; 32(8):638-645.

Then	Now
Process Focused - “What” & “How” of Education	Outcomes Focused - “Results” of Education
Time in “Seats”	Application Based or Experiential
Emphasis on Knowledge	Emphasis on Application or Demonstration of that Knowledge
Written Tests of Recall	Performance Based Assessments
Teacher Centered	Learner Centered & Patient Focused

How Did We Get to CBE in Health Professions Training?

Competency Domains



How are Competencies Developed?

***What does a competent professional do,
know, value in relation to Obesity Care?***

Development of Competencies

- Step 1: Define Terms, Scope, Application
- Step 2: Identify and Engage Diverse Stakeholders
- Step 3: Collect Data
- Step 4: Draft Competencies, SME Review, Reactor Panel/Survey
- Step 5: Apply the Competencies (Curricular Design, Process Improvement, Program Evaluation)
- Step 6: Periodic Review and Updates

How Will the OCCs Be Used?

The Obesity Care Competencies Will...

- Reinforce **existing educational practices**
- Provide **greater specificity or areas of focus** for expanding existing competency based education programs
- Increase attention and provide a common language for **clinical experiences**

The Obesity Care Competencies Will...

- Support the development and refinement of **curricular materials and evaluation tools** for the teaching and assessment of Obesity Care
- Support the development and refinement of **faculty development programs** for the teaching and assessment of Obesity Care

OCC6: Use patient-centered communication when working with individuals with obesity and others

- 6.1 Discuss obesity in a non-judgmental manner using person-first language in all communications
- 6.2 Incorporate the environmental, social, emotional and cultural context of obesity into conversations with people with obesity
- 6.3 Use person- and family-centered communications...

Example 1: An obesity educational intervention for medical students addressing weight bias and communication skills using standardized patients

Northwestern University Feinberg School of Medicine

OCC9: Utilize evidence based care/services for people with obesity or at risk for obesity

- 9.1 Identify credible information to support obesity care
- 9.2 Evaluate BMI and other anthropometric measures routinely
- 9.3 Identify physical and psychosocial comorbidities of obesity and their potential impact on the health of the patient....

Example 2: *Obesity counseling experience for third year medical students*

Brody School of Medicine at East Carolina University

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<https://www.mededportal.org/>



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