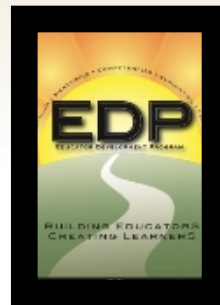


Creating a Culture of Feedback: Definitions of Competency-Based Assessments and Feedback



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Conflict of Interest

Charlene Dewey and Julie Damp have...

....**NO financial relationships** to disclose.



Goal

The purpose of this module is to provide a background on concepts and terminology used in competency-based assessments and feedback.

Objective

As a result of completing this module, participants will be able to define common terms related to competency-based assessments and feedback.

Agenda

1. Self-assessments
2. Introduction
3. Competency-Based Assessments: Terminology and Definitions
4. Test Your Knowledge
5. Summary
6. References and Resources

Tips

- Take notes using the structured note sheet provided.
- Use reflection
- Complete all activities



SELF-ASSESSMENT

Self-Assessment

How many of the following can you complete correctly?

1. List the six ACGME competencies.
2. Compare and contrast competencies and milestones.
3. Accurately define an entrustable professional activity.
4. Accurately distinguish the difference between formative and summative feedback?

INTRODUCTION

Levels of Learners

Level	Performance
Unconsciously Incompetent	When you don't know, what you don't know. The novice or early learner (novice/early learners)
Consciously Incompetent	When you understand much more but aren't competent yet. (advanced beginner)
Consciously Competent	When your knowledge and skill level has improved to a level of competence but not mastery. (Competent)
Unconsciously Competent	When you have mastered the content in knowledge, skill, and attitude, and perform well above a minimal competency level. (Proficient/expert/master)

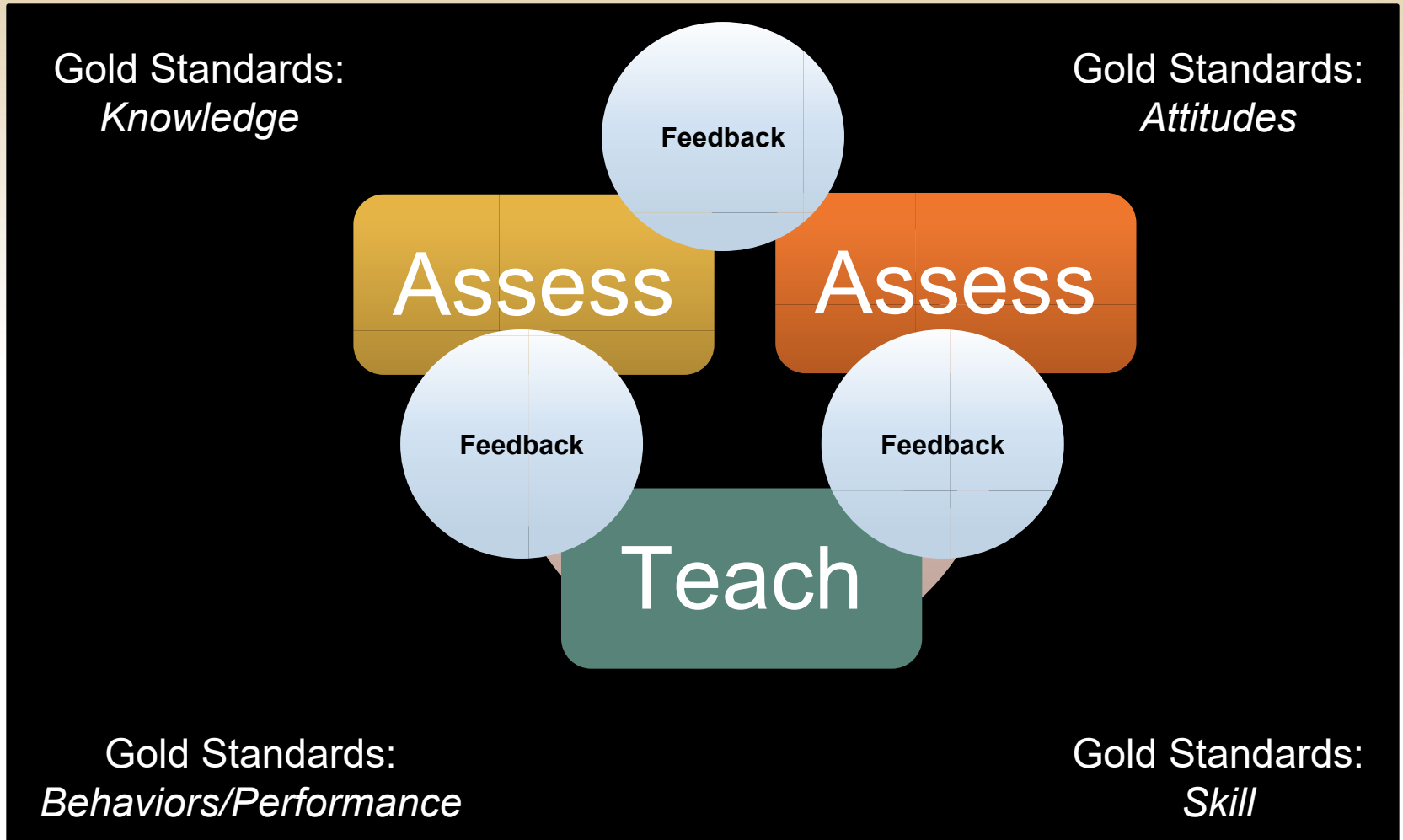
Learning Domains

Areas of learning that influence our behaviors

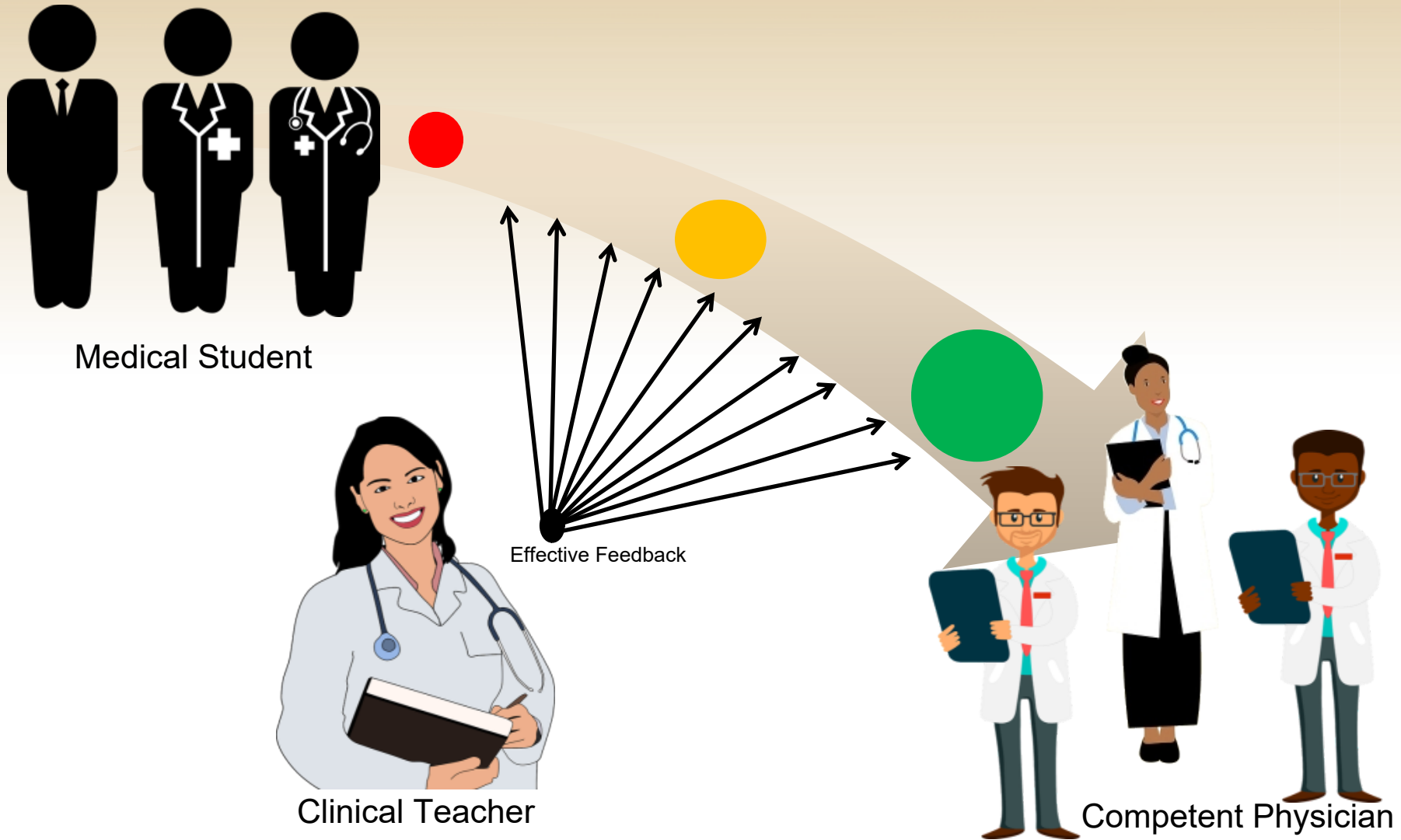
Domain	Behavior Type
1. Cognitive	Knowledge
2. Affective	Attitudes
3. Psychomotor	Skill/competency Behavior/performance

Assessment and feedback can occur in all domains.

Knowing the standards that define success for our learners is crucial for us to assess and teach effectively



The role of your feedback



COMPETENCY-BASED ASSESSMENTS: TERMINOLOGY AND DEFINITIONS

Common Terminology

**Learner
Objectives**

Assessment

**Assessment
Models**

Competence

Milestones

Entrustment

**Reflection
and
Improvement**

Feedback

Evaluation

Next we will review the definitions of these terms

Definitions

Learner Objectives: *The learner objective is provided in the curriculum document for each rotation and is the measureable behavior of what a learner should be able to do as a result of training.*

**Learner
Objectives**

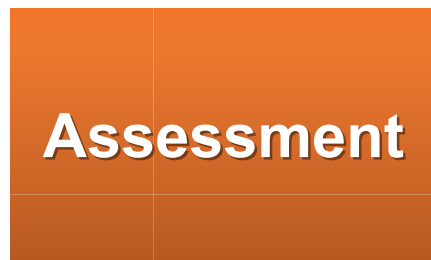
Definitions

Assessment: *The ongoing process of gathering and interpreting information on a learner's knowledge, attitudes, skills and behaviors in comparison to the "gold standard" expectations as defined by learning objectives, milestones or competencies.*

Assessment

Definitions

The Assessment Gold Standard: *The measure of success to which you will compare a learner; using direct observation or other assessment tools to measure performance.*



Definitions

Assessment Tools: *The actual **tools** used to conduct the assessment or comparison. Validated tools are best but you may need to develop and validate your own tools.*

- Example: Rating scales, multiply choice questions (MCQ) tests, patient surveys, video reviews, simulation, etc.

Assessment



Definitions

Assessment Models: Several models to assess learners exist. These models help provide standards that are uniformly assessed across students, departments/rotations, and institutions. You can learn more about assessment models in the Assessment Model Module.

**Assessment
Models**

Definitions

Competencies: *Specific knowledge, skills, behaviors and attitudes and the appropriate educational experiences required of learners to complete training programs (medical school, residency, etc.).*

Competence

Definitions

Competencies: Competency levels are the **measures** used to determine if the learner achieved a minimum level of success; the standards used to assess a performance are **benchmarks or milestones**.

- Example: To be competent in a skill or knowledge means you have reached the minimum benchmark or standard of performance.

Competence

Definitions

ACGME six core competencies:

1. Patient Care
2. Medical Knowledge
3. Practice-Based Learning and Improvement
4. Interpersonal and Communication Skills
5. Professionalism
6. Systems-Based Practice

ACGME Outcome Project

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Content of Competencies

At its February 1999 meeting, the ACGME endorsed general competencies for residents in the areas of:

- ▶ patient care,
- ▶ medical knowledge,
- ▶ practice-based learning and improvement,
- ▶ interpersonal and communication skills,
- ▶ professionalism,
- ▶ systems-based practice.

Identification of general competencies is the first step in a long-term effort designed to emphasize educational outcome assessment in residency programs and in the accreditation process. During the next several years, the ACGME's Residency Review and Institutional Review Committees will incorporate the general competencies into their Requirements. The following statements will be used as a basis for future Requirements language. If you have any questions, comments and other requests for assistance, please address them to outcome@acgme.org.

ACGME GENERAL COMPETENCIES Ver. 1.3
(9/24/99)

The residency program must require its residents to develop the competencies in the 8 areas below to the level expected of a new practitioner. Toward this end, programs must define the specific knowledge, skills, and attitudes required and provide educational experiences as needed in order for their residents to demonstrate the competencies.

PATIENT CARE

Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Residents are expected to:

- communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families
- gather essential and accurate information about their patients
- make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, undertake scientific evidence, and sound judgment
- develop and carry out patient management plans
- counsel and educate patients and their families
- use information technology to support patient care decisions and patient education
- perform competently all medical and invasive procedures considered essential for the area of practice
- provide health care services aimed at preventing health problems or maintaining health
- work with health care professionals, including those from other disciplines, to provide patient-focused care

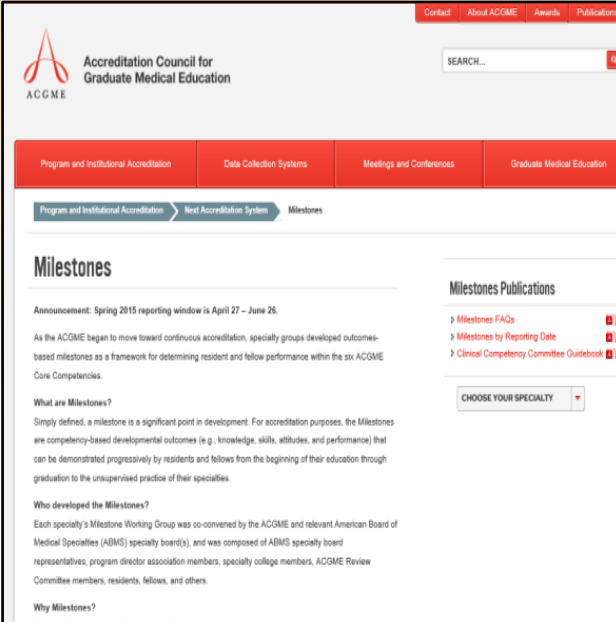
MEDICAL KNOWLEDGE

<http://www.acgme.org/outcome/competencies.asp> © 1999-2007 ACGME

Competence

Definitions

Milestones: *A milestone is a significant point in development. According to the ACGME, milestones are “competency-based developmental outcomes (e.g., knowledge, skills, attitudes, and performance)…”*

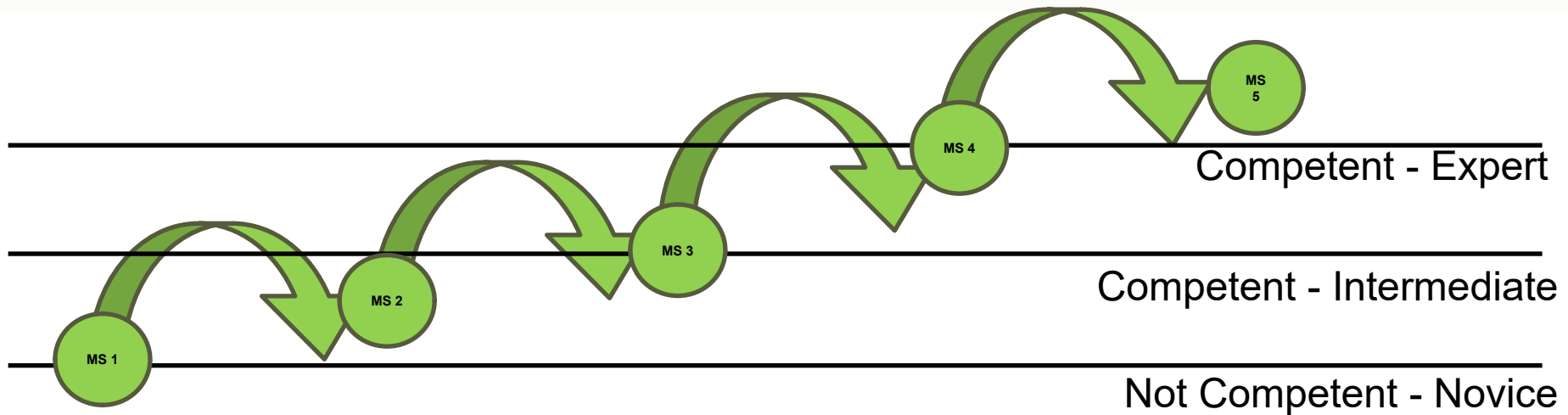


The screenshot shows the ACGME website's 'Milestones' page. The header includes the ACGME logo and navigation links for 'Contact', 'About ACGME', 'Awards', and 'Publications'. A search bar is located in the top right. The main navigation bar has four tabs: 'Program and Institutional Accreditation', 'Data Collection Systems', 'Meetings and Conferences', and 'Graduate Medical Education'. Below this, a secondary navigation bar highlights 'Program and Institutional Accreditation', 'Next Accreditation System', and 'Milestones'. The main content area is titled 'Milestones' and contains an announcement for the Spring 2015 reporting window (April 27 - June 26). It explains that as the ACGME moved toward continuous accreditation, specialty groups developed outcome-based milestones as a framework for determining resident and fellow performance within the six ACGME Core Competencies. The page also includes sections for 'What are Milestones?', 'Who developed the Milestones?', and 'Why Milestones?'. On the right side, there is a 'Milestones Publications' section with links to 'Milestones FAQs', 'Milestones by Reporting Date', and 'Clinical Competency Committee Guidebook', along with a 'CHOOSE YOUR SPECIALTY' dropdown menu.

Milestones

Definitions

Milestones: Within each **competency** there are several milestones. Milestones are steps along the path that progresses to and beyond competence. Milestones provide a pathway to success.



Definitions

Milestones are:

- Specialty specific
- Detailed descriptions
- Steps that lead to competence
- Not complete/comprehensive



Milestones

Definitions

Entrustable Professional Activity (EPA): *The EPA concept allows faculty to make competency-based decisions on the level of supervision required by trainees. Competency-based education targets **standardized levels of proficiency** to guarantee that all learners have a sufficient level of proficiency at the completion of training.”* ~Ten Cate, 2013.

Entrustment

Definitions

Entrustable Professional Activities (EPA) – *“are those professional activities that together constitute the mass critical elements that operationally define a profession.”* ~Ten Cate, 2007

Entrustment

Definitions

Reflection and Improvement: *The process of considering the feedback from others and undertaking a process of self-assessment and self-improvement.*

- Example: Once hearing the feedback from a supervising attending the students takes learning into their own hands and investigates more information on a certain topic.

**Reflection
and
Improvement**

Definitions

Feedback: A process whereby the observer provides an assessment of a learner's performance which is based on a direct observation of the learner's performance in comparison to a standard/expectation.

- Verbal and non-verbal
- Formative and summative



Feedback

Residents as Teachers and Leaders (RATL™)

Created by Culberson, Dewey, Ismail, Friedland, Tejada-Simon, & Turner. NIH Funded Relationship-Centered Transformation of Curricula, Baylor College of Medicine, 2006.

Developed by Charlene M. Dewey, M.D., M.Ed., FACP and Julie A. Damp, M.D. Educator Development Program - Vanderbilt University Medical Center, © 2018.

Definitions

Another definition of **Feedback**:

“Specific information about the comparison between a trainee’s observed performance and a standard, given with the intent to improve the trainee’s performance”

~ van de Ridder et al. 2008

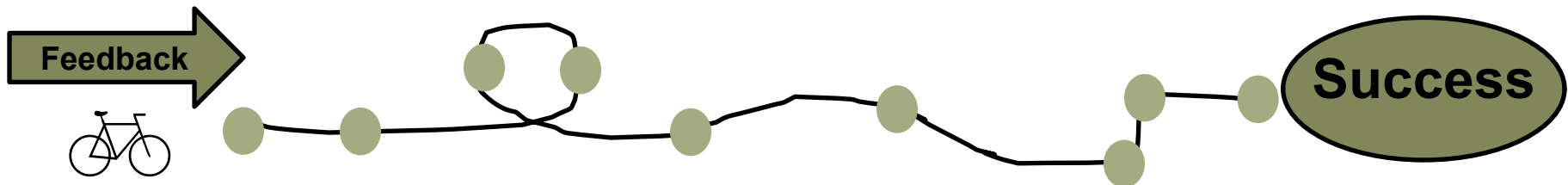


Feedback

Definitions

Verbal Feedback: Feedback is always given in an attempt to improve behavior. It is the pathway to success. Verbal feedback provides both direction to a path for improvement and supportive reinforcement of what was done well.

- Example: When you verbally describe the learner's current performance and guide them toward improvement from one milestone to the next.



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Definitions

Non-Verbal Feedback: *Information that reinforces behavior but is not given verbally.*

- *Example:* A learner sees that the faculty has attested their history and physical with 'I have reviewed and agree with below'. This reinforces the manner in which the H&P was written. The feedback is incomplete in that it lacks direction for improvement.

Feedback

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Definition

- **Formative Feedback:** Feedback given during or immediately following a single performance.
 - Example: Giving a student feedback to improve a presentation on an inpatient rotation.

- **Summative Feedback:** Feedback given at the end of a formal training period.
 - Example: Providing feedback to a student completing a clinical rotation.

Feedback

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Definitions

Evaluation: *The process of making qualitative judgments or value statements about a person's work or performance in comparison to a standard or expectation and recording it in permanent records. (written format)*

Evaluations

Definitions

Evaluation: Evaluations can be **formative** (during training) or **summative** (at the end of training).

– Example:

1. You document an **interim report** on a student who is at the benchmark for competence in knowledge of a particular topic for a given rotation. The student has time to correct and improve further prior to graduation. (formative)
2. When you deem a student a “4 = acts independently” after their formal medical school training, you are making a **final judgment** on their ability (knowledge, attitudes, skills and behaviors) as having exceeded the standard. (summative)

Evaluations

TEST YOUR KNOWLEDGE

Test Your Knowledge 1

What are the competency-based decisions on the level of supervision required by a trainee to perform a specific responsibility?

- a) Competency
- b) Feedback
- c) Milestones
- d) EPAs
- e) Unsure

Answer

Answer

D is correct.

EPAs (Entrustable Professional Activities): The competency-based decisions on the level of supervision required by a trainee to perform a specific responsibility

Test Your Knowledge 2

Competency-based developmental outcomes are know as which of the following?

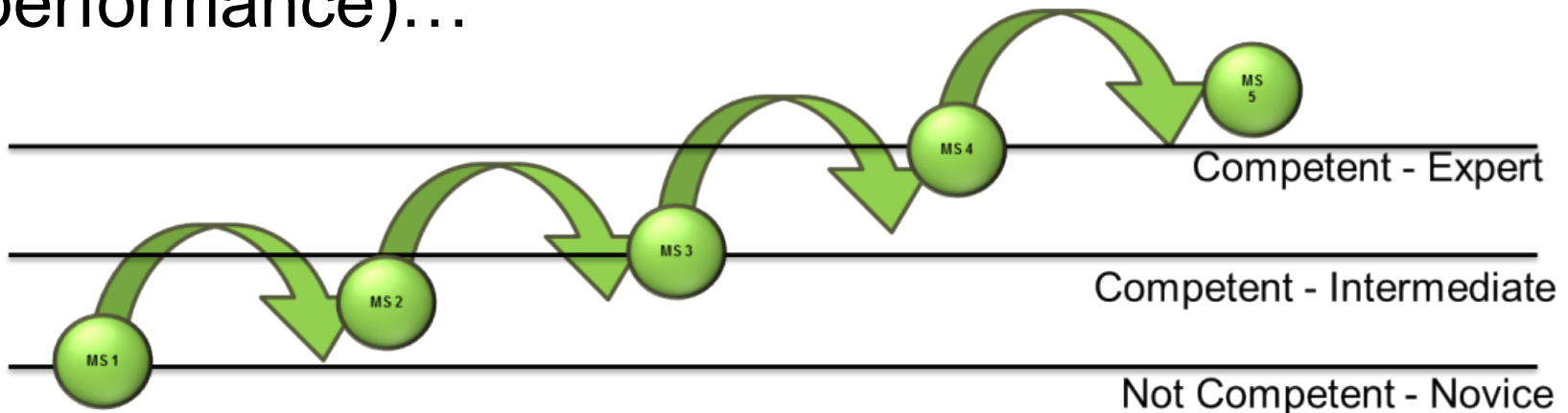
- a) EPAs
- b) Milestones
- c) Competencies
- d) Evaluations
- e) Unsure

Answer

Answer

B is correct.

Milestones: A significant point in development. According to the ACGME, milestones are “competency-based developmental outcomes (e.g., knowledge, skills, attitudes, and performance)...”



Test Your Knowledge 3

When you are making a final judgment on a learners ability what are you doing?

- a) Providing an assessment
- b) Giving formative feedback
- c) Writing a summative evaluation
- d) Determining competence
- e) Unsure

Answer

Answer

C is correct.

Summative Evaluation: You are giving a summative evaluation when you are making a **final judgment** on a learner's ability (knowledge, attitudes, skills and behaviors).

Test Your Knowledge 4

Comparing learner to a standard/expectation and helping them improve is which of the following?

- a) Feedback
- b) Teaching
- c) Assessment
- d) Evaluation
- e) Unsure

Answer

Answer

A is correct.

- **Feedback:** Comparison between a trainee's observed performance and a standard, given with the intent to improve the trainee's performance. Effective feedback reinforces positive behaviors and provides a path to improvement for behaviors that need to change.

Test Your Knowledge 5

Define assessment, evaluation, and feedback.



Click for answer to appear

Answer

Assessment, evaluation, and feedback can be defined as:

- Assessment: comparison to the gold standard
- Feedback: verbal instruction on performance and how to improve
- Evaluation: written judgment on performance, either interim or final

SUMMARY

Summary

- You have completed Module 1: Definitions of Competency-Based Assessments and Feedback.
- You should now be able to define common terms related to competency-based assessments and feedback, such as assessment, competencies, milestones, entrustment, feedback, evaluation.
- Proceed to Module 2: Effective Feedback.

ACKNOWLEDGEMENTS, RESOURCES AND REFERENCES

Acknowledgements, Resources and References

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