Teaching Health Center Planning and Development (THCPD) Annual Meeting

August 30 – 31, 2022
Chicago, Illinois

A partnership between

Disclosures

THCGME.org

Curricular Resources for THCGME:
Define, Design, Develop Curriculum

Introduction: Ernie Yoder, MD

THCGME.org

Objectives

- Attendees will be able to discuss:

- Definition of curriculum

- Phases of program design, development, and implementation

- Concepts of assessment and evaluation

- THC and RRPD resources

Curriculum

- The plans, goals, objectives, resources, instruction, media-methods, assessments/evaluation, required for the successful implementation and maintenance of an educational experience.

- Includes the plan and resources for ongoing program/ curriculum maintenance and enhancement

- Complex concept, well beyond the scope of this one hour session: a session of appetizers rather than the whole meal!

THC **GME**.org

Phases of Curriculum Implementation

- **CREATE CONTINUOUS EDUCATIONAL IMPROVEMENT** - iterative

- Needs Assessment or Program Evaluation (APE)

- Measurable Objectives: Competencies, EPAs, Milestones

- Assessments and Program Evaluation Plan (feedback plan)

- Design and Develop Instruction (Program Structure) – Plan for mapping of objectives, instruction, assessment

- Identify and Acquire Resources for Program (Faculty, Clinical Sites, Instructional Materials, Methods/Media, Faculty Development)

- Pilot Program (Formative Evaluation) or Expert Review

- Implement and Evaluate Program

Curriculum Design, Development, Implementation

- Sources: Specialty Board(s), Specialty Associations, ACGME, AAMC, AOA, AACOM, local medical school, experts/consultants

- ACGME Common, Sponsoring Institution, Specialty Requirements

- Instructional/Curriculum Design Expertise

- Engagement of Faculty, including faculty curriculum champion

- THCGME/RRPD Toolboxes: Community Engagement, Institutional Sponsorship, Program Accreditation, Program Design and Development, Program Implementation

THCGME.org

Table 2. Van Melle Framework for Competency-Based Medical Education[1]

Component	Description
An Outcomes-Based Competency Framework	• Desired outcomes of training are identified based on societal needs • Outcomes are paramount so that the graduate functions as an effective health professional
Progressive Sequencing of Competencies	• In CBME, competencies and their developmental markers must be explicitly sequenced to support learner progression from novice to master clinician • Sequencing must consider that some competencies form building blocks for the development of further competence • Progression is not always a smooth, predictable curve
Learning Experiences Tailored to Competencies in CBME	• Time is a resource, not a driver or criterion • Learning experiences should be sequenced in a way that supports the progression of competence • There must be flexibility to accommodate variation in individual learner progression • Learning experiences should resemble the practice environment • Learning experiences should be carefully selected to enable acquisition of one or many abilities • Most learning experiences should be tied to an essential graduate ability
Teaching Tailored to Competencies	• Clinical teaching emphasizes learning through experience and application, not just knowledge acquisition • Teachers use coaching techniques to diagnose a learner in clinical situations and give actionable feedback • Teaching is responsive to individual learner needs • Learners are actively engaged in determining their learning needs • Teachers and learners co-produce learning
Programmatic Assessment (i.e., Program of Assessment)	• There are multiple points and methods for data collection • Methods for data collection match the quality of the competency being assessed • Emphasis is on workplace-based assessment • Emphasis is on providing personalized, timely, meaningful feedback • Progression is based on entrustment • There is a robust system for decision-making • Good assessment requires attention to issues of implicit and explicit bias that can adversely affect the assessment process.

THCGME.org

Mapping

EPAs	COMPETENCIES	SUB-COMPs	MILESTONES	CURRICULUM	ASSESSMENT
	Comp	Subcomp 1 Subcomp 2	M1 M2 M3		
EPA	Comp	Subcomp 1 Subcomp 2	M4 M5		
	Comp	Subcomp 1 Subcomp2	M1 M4 M6		

THCGME.org

Minimal Required Assessments

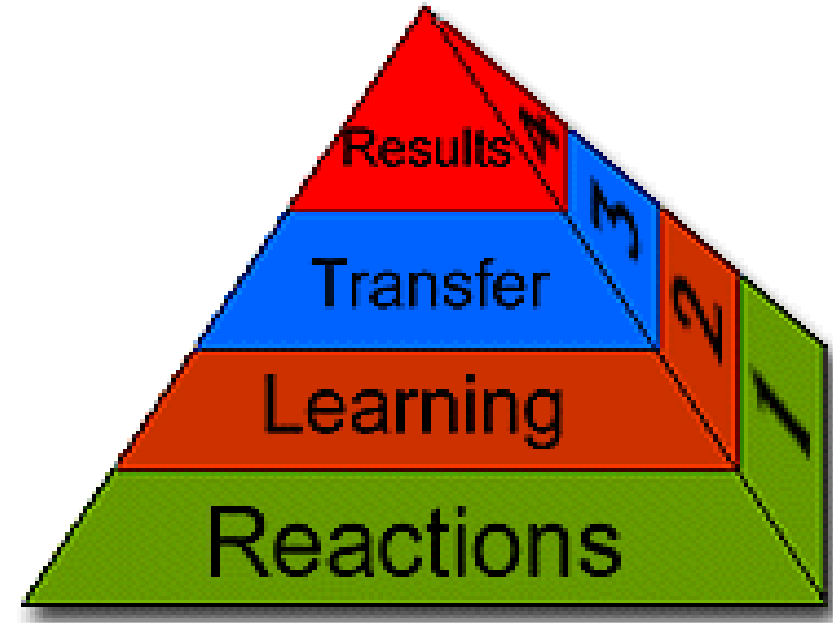| Competency	Assessment Options
Medical Knowledge for practice	In-training exams, Oral questioning, Direct observation, Assessment of Reasoning tool, Case/patient record reviews
Patient Care	Direct observation during care delivery, Multiple faculty and peer assessment, rating scales Standardized assessments/OSCE/simulation, Audit of clinical practice/quality; Case logs;
Professionalism	Informed self-assessment, Assessment from multiple faculty and peers, Multi-source feedback, such as a 360-degree evaluation (including staff, nurses, patients, families. et al.)
Interpersonal and Communication Skills	Multiple faculty and peer assessments, Direct observation/rating scales, Multisource feedback, such as a 360-degree assessment (including staff, nurses, patients, families. et al.) especially regarding interprofessional care
Practice-Based Learning and Improvement	Assessment of knowledge, skills, and attitudes from CQI/patient safety work, Audit of clinical practice, Rating scales, Reflective practice rubrics
Systems-Based Practice	Multiple faculty/peer assessment regarding ability to practice in a complex health care System, Rating scales, Multi-source feedback, such as a 360-degree evaluation, especially regarding interprofessional care

Assessment Methods

- Global rating scales
- Direct observation/video recordings, video camera
- Oral questioning/discussions during patient care
- Informed self-assessments
- In-training examinations
- Simulation/OSCE
- Procedure and patient logs
- Multi Source (360) assessments – includes self and peer
- Practice-based quality/safety audits
- CQI/Patient safety projects
- Evidence-based medicine projects
- Case/chart reviews

Kirkpatrick's
Four Levels of Outcomes

1. Satisfaction/Reaction

2. Advance in knowledge, skills and attitudes

3. Skills used/applied in everyday environment of the learner

4. Outcomes/Impact

   a. Effect on participants' "learners"

   b. Effect on participants' career

   c. Institutional improvements

QUESTIONS

Contact