Competencies and Competency Based Education: An Introduction

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AAMC

Association of American Medical Colleges
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.

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

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<td>Process Focused - “What” &amp; “How” of Education</td>
<td>Outcomes Focused - “Results” of Education</td>
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<td>Time in “Seats”</td>
<td>Application Based or Experiential</td>
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<td>Emphasis on Knowledge</td>
<td>Emphasis on Application or Demonstration of that Knowledge</td>
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<td>Written Tests of Recall</td>
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<td>Teacher Centered</td>
<td>Learner Centered &amp; Patient Focused</td>
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How Did We Get to CBE in Health Professions Training?
Competency Domains

- Interpersonal and Communication Skills
- Medical Knowledge
- Practice-based Learning and Improvement
- Systems-based Practices
- Professionalism
- Patient Care

The Provider

Accreditation Council for Graduate Medical Education

American Board of Medical Specialties

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