

Competency-based approaches to inform alternative models for core clinical coursework

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Leveraging our **ACCELERATING CHANGE IN MEDICAL EDUCATION** community of innovation HEALTH CARE
SYSTEMS

HEALTH CARE
SYSTEMS **34)** LIFELONG **PATIENT LEARNERS** OIVERSITY . UNDITESTABLE POPULATIONS OUTCOMES PHYSICIAN **Health Systems Science** WORKFORCE **MEDICAL SCHOOL COMPETENCY-BASED** OF THE FUTURE **ASSESSMENT** Health system DIAGNOSIS · DISEASE Patient, Value in health care community **ADVANCED** ublic, and social REIMAGINING **TECHNOLOGY** TEAM-BASED RESIDENCY CARE



Systems-thinking helps provide agility for cohorts of students and for individual students

Phases of response to disruption of clinical experiences

Bridging didactics

- COVID-related pandemics courses
- General clinical topics
- Discipline-specific topics

Patient care roles with physical distancing

- COVID-related hotlines, educational materials, contact tracing, etc
- General clinical remote-compatible clinical electives
- Discipline-specific

Direct physical contact with patients with appropriate safety measures

- Typically avoiding COVID care roles
- General clinical focused on populations with less risk
- Discipline-specific



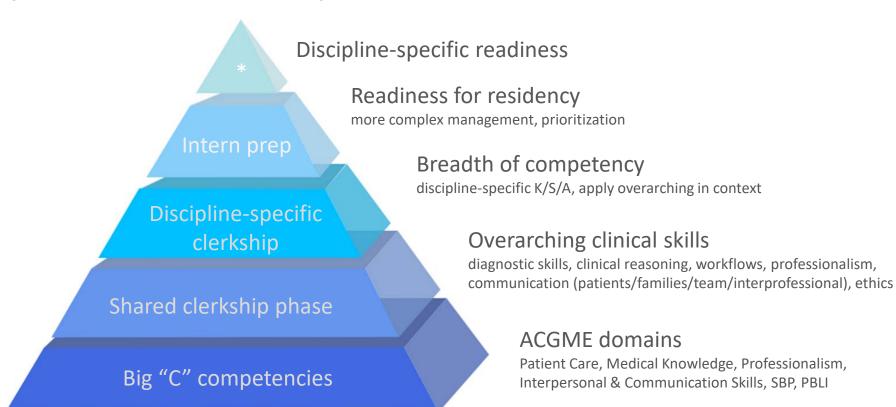
DESIRED LEARNING OUTCOMES (COMPETENCY) **Competency-based** Time-variable TIME **Medical Education**

LEARNING ACTIVITIES

ASSESSMENT

5

Layers of competency developed in clinical education



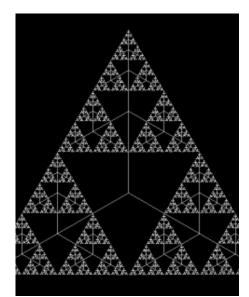


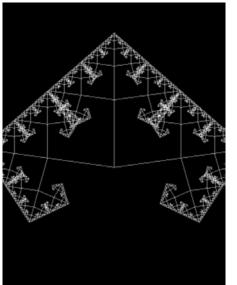
Expected patient encounters

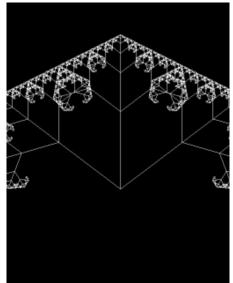


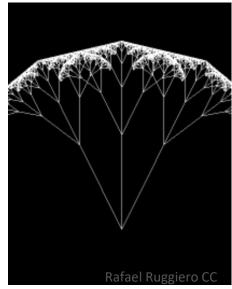
Communicating with students & faculty

- Competency-based approach provides strong rationale for adjustments in curriculum and assessment
- Helpful to address concerns about educational value
- Learners can participate in co-production of alternate experiences
- Clarity of roles informs appropriate safety measures
- Responsive to faculty bandwidth for teaching and assessment
- Assessment remains a powerful driver any changes in requirements and grading processes must be explicitly defined, including plans for clarity in external reporting
- Be mindful of diversity in learners' experience of disruptions









Monitor for gaps

plan for downstream individualized assessment & coaching to support continual development & growth



Open Resources



Clinical Guide: https://www.amaassn.org/system/files/2020-

05/recommendationsrestoring-clinical-rotations.pdf



Webinar Series:

https://innovationmatch.amaassn.org/groups/acecommunity/pages/resources



Protecting underrepresented students and residents during COVID-19

D&I Self-study:

https://www.amaassn.org/system/files/2020-07/curricular-diversityinclusion-self-study.pdf

