

The ACGME Outcomes Project

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What is the Outcome Project?

- A fundamental shift in the approach to accreditation
- Accreditation previously focused on the structure and the process of the fellowship program- Is the curriculum in place to ensure adequate training?
- Accreditation now focuses on **EDUCATIONAL OUTCOMES**- How does the fellowship prove that fellows demonstrate competency?

What is Competency-based Education?

- Competency-based education focuses on the learner performance (**learning outcomes**) in reaching specific objectives (**goals and objectives of the curriculum**)

The Six Competencies

- Medical Knowledge (MK)
- Patient Care (PC)
- Practice-Based Learning and Improvement (PBLI)
- Interpersonal and Communication Skills (ICS)
- Professionalism (P)
- Systems-Based Practice (SBP)

Goals of the Outcome Project



Derstine, 2006

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Medical Knowledge

- about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care

- Acquisition
- Analysis
- Application

Patient Care

- ...that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- Gathering information
- Synthesis
- Partnering with patients/families

Practice-Based Learning and Improvement

- that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care

- Life-long learning
- Evidence based medicine
- Quality Improvement
- Teaching Skills

Interpersonal and Communication Skills

...that result in effective information exchange and teaming with patients, their families, and other health professionals

- Communication with patients and families
- Communicating with team members
- Scholarly Communication

Professionalism

...as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population

- Professional Behavior
- Ethical Principles
- Cultural Competence

Systems-Based Practice

■ must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value

- Health care delivery system
- Cost effective practice
- Patient safety and advocacy

Evaluation of Fellows

- The fellowship program must demonstrate that it has an effective plan for assessing fellow performance throughout the program and for utilizing assessment results to improve fellowship performance

Methods of Evaluation

- Global evaluations -rotation specific
- Clinical Exercises (CEX)
 - Procedure related exercises
 - Obtaining informed consent
 - Ambulatory and inpatient consults
 - Supervising inpatient rounds
 - Interaction with interdisciplinary team
- Chart Recall/Review

Methods of Evaluation

- Portfolios (journal club, clinical conferences, grand rounds, research conferences, abstracts/publications, committees)
- Simulators
- In-service Examinations
- "360 degree" evaluation
 - Self, peer, ancillary, nursing, patient

Methods of Evaluation

- Self directed learning through case based modules/OSCEs
- Quality Improvement Projects
 - Sterile Precautions for ICU line placement
 - Autopsy Rate in an ICU setting
 - Lipid Analysis outpatient setting

Core Competency Assessment Methods

Core Comp.	Assessment Methods (Individual and Program)									
PC	Faculty Meeting	Global Eval.	Patient Survey	Proc. Logs	Chart Recall	360 Eval.	Clinical Comp. Meeting	Simulat. Center	Alumni Survey	Quality Improv. Project
MK	ABIM scores	Fac. Mtgs.	Global Eval.	360 Eval.	Inservice exam	Clinical Comp. Meeting	Alumni Survey			
P	Fac. Mtgs.	Patient Survey	360 Eval.	Clin. Comp.	Global Eval.					
ICS	Fac. Mtgs.	Patient Survey	Global Eval.			Clin. Comp.	Alumni Survey	OSCE		
PBL	Fac. Mtgs.	Client Res.	Global Eval.	Reason. Scenarios	Manul. M.	Clin. Comp.	Alumni Survey	Clinical Exercises		
SBP	Global Eval.	Fac. Mtgs.	SBP Module		Safety Module	Clinical Comp.	Chart Recall			

Tracking Assessment

Competency	Learning Objectives	Skills	Teaching Method	Evaluation Method	Timeline	Program Improvem
PC	Bronch / Procedure	Technical	Simulator Center	Sim.Score (compare w/Faculty)	Jul/Aug Year 1	Tailor Bronch Month Rotat.

Medical Knowledge

- Global evaluations
- clinical exercises (procedures, consult/clinic CEX)
- research conference and grand rounds presentation
- 360 evaluations
- In-service examinations
- Board scores

Patient Care

- Global evaluations
- Clinical exercises (procedures, consult/clinic CEX)
- 360 evaluations
- Simulations

Practice-Based Learning and Improvement

- Global evaluations
- Clinical exercises (procedures, consult/clinic CEX)
- Clinical conference
- M and M
- Journal club
- Simulator workshops
- Chart stimulated recall

Interpersonal and Communication Skills

- Global evaluations
- 360 evaluations
- OSCE

Professionalism

- Global evaluations
- Clinical exercises (procedures, consult/clinic CEX)
- 360 evaluations
- Regional and national society involvement, local committees (housestaff committee liaison , GMEC liaison)

Systems-Based Practice

- Global evaluations
- Systems based approach to M and M
- On line modules (systems based practice and housestaff patient management module)
- Interaction on Interdisciplinary Teams

Timeline

- Phase 2: 7/2002-7/2006
 - Provide learning opportunities in all six competency domains
 - Improve evaluation processes as needed
 - Provide aggregate fellow performance data

Timeline

- Phase 3: 7/06- 6/11
 - Use fellow performance data as basis for improvement
 - Begin to use external measures (patient surveys, clinical quality measures) to verify fellow and program performance

What Can Faculty Do?

- Identify examples of educational content in your rotation for each of the competencies when you evaluate your fellow
- Identify specific settings to teach each of the competencies
- Identify an educational improvement plan that is easily measurable
