What is Competency-Based Medical Education?

The goal for competency based medical education (CBME):
Given its stated objectives and expected competencies, CBME documents the levels of achievement required of students to graduate from MCW.

CBME focuses on:

☐ Outcomes which define and measure the abilities/performances expected of graduates
☐ What the learner can “do” with their knowledge as visualized in Miller’s Pyramid →
☐ Then we work “back” from the outcomes to identify the markers/milestones which will indicate progression to graduation.

Process:

We monitor progress—the “milestone markers” — for students:

☐ In the design of the Discovery Curriculum and the associated assessments (e.g., question bank categories, OSCEs, multiple-choice tests), they use a common coding scheme or “ontology” (e.g., a Dewey Decimal-like system).
☐ We can then aggregate all items with “like codes” to monitor what has been taught and what students have learned to date (e.g., where therapeutics been taught or tested).
☐ Students and faculty will then be able to see progress to date in each of MCW’s competency domains with opportunity to “drill down” two levels.

Eight Competency Domains: MCW Global Competencies

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<tbody>
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<td>2. Knowledge for Practice</td>
<td>5. Professionalism</td>
<td>8. Personal and Professional Development</td>
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<td>3. Practice-based Learning and Improvement</td>
<td>6. Systems-based Practice</td>
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Details to plan for:

☐ The course/unit director will code all instruction and assessment to our competencies using session objectives.
☐ ExamSoft can report by competencies and USMLE content code what was tested to monitor our mile marker progress.

References:


For more information on how to incorporate this strategy into your class, contact acad_oei@mcw.edu.