

Competency-Based Residency Education

1. Educational Goals and Objectives

- a. Are there goals and objectives for all rotations?
- b. Are they level specific?
- c. How are they distributed? (paper, electronic)
- d. If not electronic or web-based, when are they distributed to residents?
- e. If not electronic or web-based, when are they distributed to faculty?
- f. If electronic or web-based, do you send out reminders to access them?
- g. If yes, when do you send reminders?
- h. Have the competencies been incorporated into the goals and objectives?
- i. For each set of goals and objectives, is there a method of assessment and evaluation?
- j. Written goals and objectives for each subspecialty rotation must incorporate the language of the competencies and be available for review by the site visitor. Are evaluations for each rotation based on the rotation's goals and objectives?

2. Practice-Based Learning and Improvement

- a. Self-Assessment and Life-Long Learning
 1. By whom are residents mentored?
 2. How are these mentors selected?
 3. Outline the faculty development activities that are provided for acquainting the faculty with mentoring skills.
 4. What is the process for mentoring the residents?
 5. What guidelines are provided for topics to be addressed during meetings between mentors and mentees?

6. Identify specific ways in which the program fosters self-reflection, self-assessment and practice improvement for residents.
7. Is it required that each resident have an individualized learning plan?
8. Who provides guidance to the resident in completing this plan?
9. How often are these plans developed or updated?

b. Quality Improvement

1. List the activities in which residents actively participate to learn and apply the principles of quality improvement, and identify those who oversee these activities.
2. Give an example of a quality improvement activity/project that residents have been involved with during the past year or are currently. Describe its development, goal, implementation, evaluation of success.
3. How does the program ensure that residents provide and document continuity of care?

c. Teaching Skills

1. Describe how residents learn teaching skills.
2. What opportunities are available for resident teaching?

3. How are residents' teaching skills assessed?
4. Is there a specific tool to evaluate teaching skills?

3. Interpersonal and Communication Skills

a. Oral Communication

1. Identify the specific methods the program uses to ensure that residents achieve competence in communicating with patients, families, and other colleagues within the medical profession.
2. How and by whom are interpersonal and communication skills evaluated?

b. Written Communication

1. Describe how the resident's written communication is reviewed.
2. How is feedback given to the resident regarding quality of written communication?
3. How is the timely completion of medical records tracked?
4. How and by whom is feedback given to residents regarding timely completion of medical records?

4. Professionalism

- a. Identify specific methods the program uses to teach the elements of professional competence.
- b. Explain how patients contribute to the evaluation of professionalism.
- c. Explain how patients' families contribute to the evaluation of professionalism.
- d. Explain how members of the health care team contribute to the evaluation of professionalism.
- e. Attach a copy of the assessment tool that patients/families and members of the healthcare team use to evaluate professionalism (if different tools are used attach a copy of each).

- f. Explain how critical incidents, or other mechanisms, are used to foster reflection.
- g. If critical incidents are not used, describe what method(s) is used to give immediate feedback that fosters reflection (answer this question **only if critical incidents are not used**).
- h. How does the program address remediation with the intent of practice improvement for breaches of professionalism?

5. Systems-Based Practice

- a. Address how the elements of this competency are taught by describing content and methods of teaching.
- b. Describe the resident activity that fulfills the requirement for experimental learning to address the system-causes of errors.
- c. Who guides/supervises the residents in this activity?

6. Didactic Components

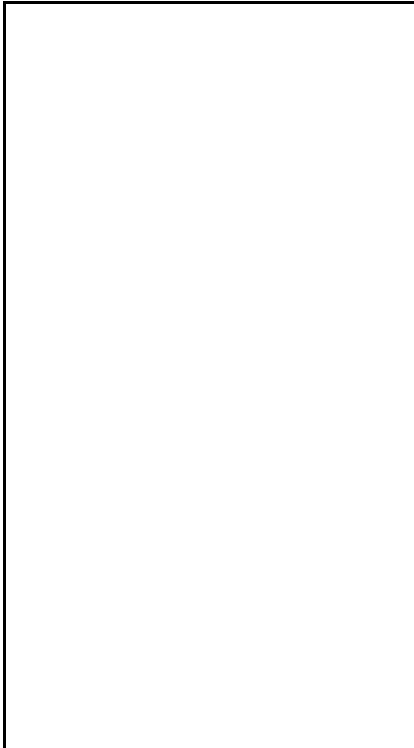
<p>In addition to structured didactic conferences, what other methods of learning does your program use to foster continuous professional development of residents (e.g., self-directed learning modules, small group sessions, workshops etc). Please check all that apply and identify the content of these learning activities. Learning Venue</p>	<p>Place an "X" in this column if used</p>	<p>Content Addressed</p>
Self-directed learning modules		
Small group discussions		
Workshops		
Simulation		
Other learning activities (identify):		

7. Evaluation

- a. Resident – using the table below, provide the methods of evaluation In addition to structured didactic conferences, what other methods of learning does your program use to foster continuous professional development of residents (e.g., self-directed learning modules, small group sessions, workshops etc). Please check all that apply and identify the content of these learning activities.

Competency	Methods of Evaluation	Evaluator(s)
Patient Care		
Medical Knowledge		
Practice-based learning & improvement		
Interpersonal & communication skills		
Professionalism		
Systems-based practice		

1. How does the program make residents aware of the performance criteria on which they will be evaluated?



3. By what mechanism, how frequently, and by whom is formal feedback provided to the residents?

4. A final evaluation for each resident must include a review of the resident's performance during the final period of education, and should verify that the resident has demonstrated sufficient professional ability to practice competently and independently. The site visitor will verify that such final evaluations are a part of residents' training files.

b. Faculty

1. How are the teaching faculty evaluated and how do residents participate formally and regularly in the process?
2. Outline departmental and institutional faculty development activities (in which your faculty participated) that focused on understanding the six competencies and how they should be used in resident evaluation (document only those that took place during the prior

academic or calendar year)

c. Program

1. Identify the types and sources of feedback received, and the process whereby the program reviews its goals and objectives, and the effectiveness with which they are achieved, the adequacy of its resources, etc., and describe how it is used in evaluating and improving the educational program.
2. Is there a regular meeting to discuss program goals and the effectiveness in achieving them?
3. How frequently does the above meeting occur?
4. How many faculty participate?
5. How many residents participate?
6. Are the minutes of these meetings documented?