

Osaamisperusteinen oppiminen ja arviointi erikoislääkärikoulutuksessa

Mika Martikainen
SLL Lääkärifoorumi
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Goal of Patient Care and Training



**Safe, effective
patient-centered
care**



**Accreditation Council for
Graduate Medical Education**

Competency Based Medical Education

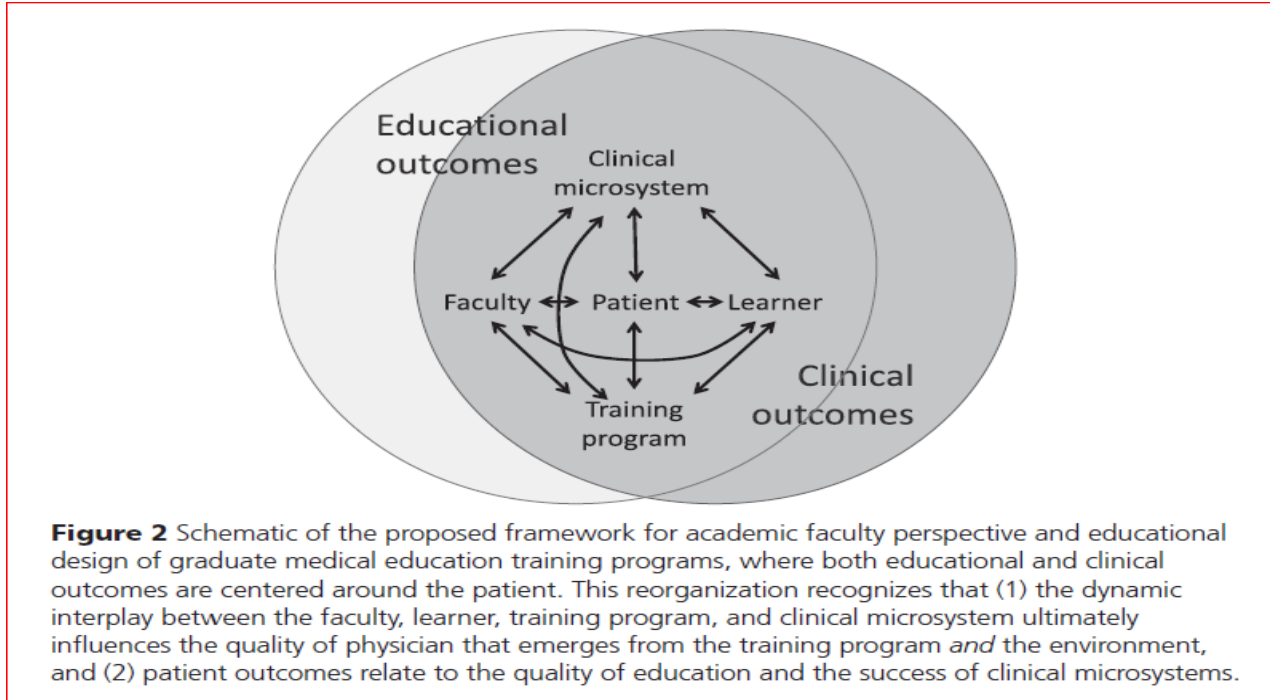


Structure
Process
Time



Outcome
(Competency)

Needed Perspective Moving Forward

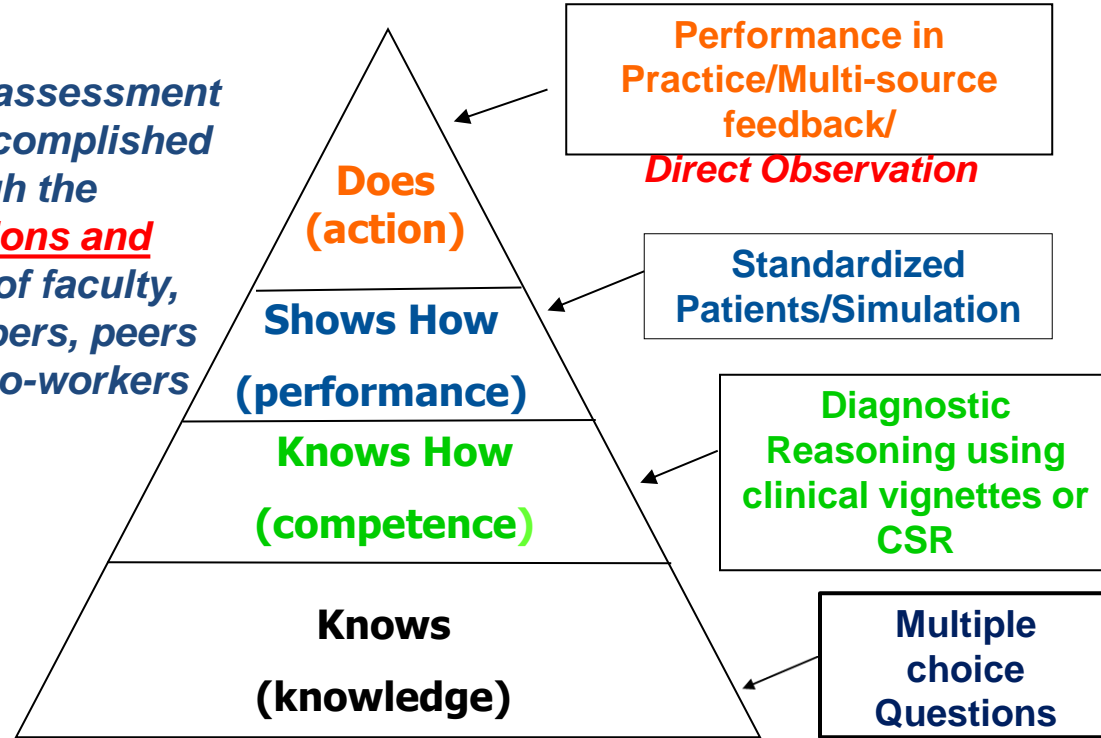


Transform Culture

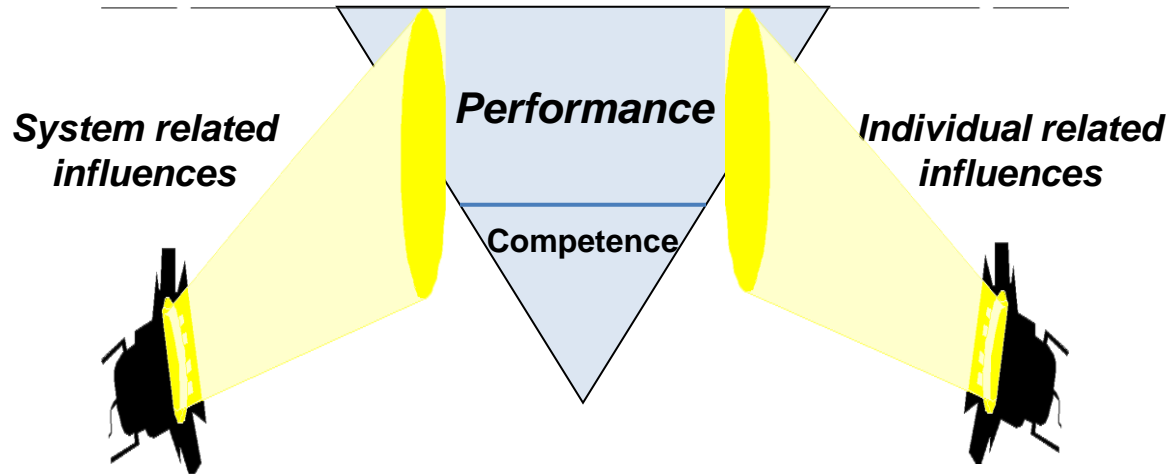


Assessing for the Desired Outcome

Work-based assessment is mostly accomplished through the observations and questions of faculty, team members, peers and other co-workers

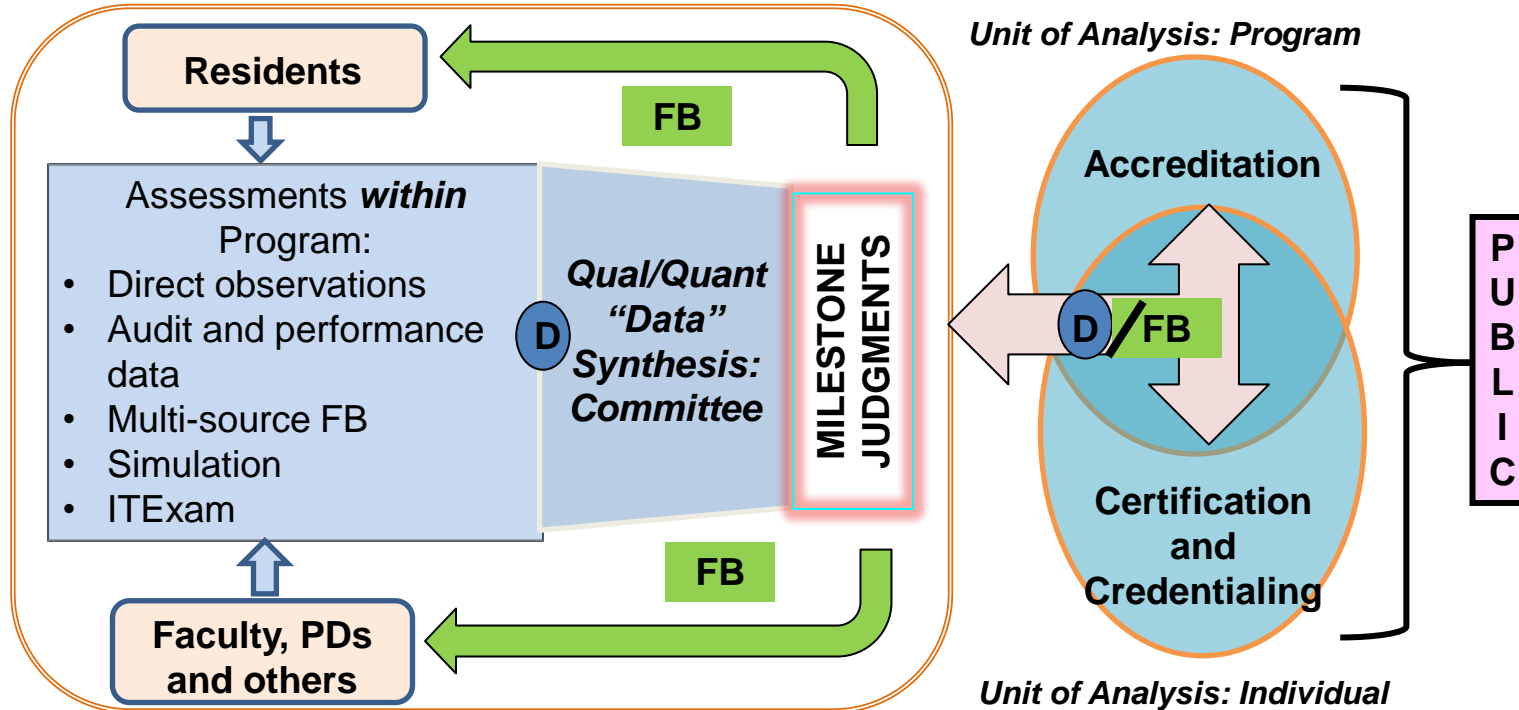


Cambridge Model: “Righting” the Pyramid



***Work-based assessment has to
be the primary focus of our
assessment systems***

The GME Assessment "System"



Decide on Standard

Compared to	Frame of reference
What I do	Self
What resident at similar PGY level does	Normative
What does the patient need for high quality, safe, effective, patient centered care	Criterion referenced



Readiness for independent practice



Key Assessment Components

- Minimum methods should include:
 - Foundational evaluations (e.g. faculty evaluations; in-training examinations)
 - Direct observation
 - Practice data (quality measures, etc.)
 - Multisource feedback
 - Self-assessment and reflection

Importance of direct observations

- Ensure patients get the care they need
- Make defensible entrustment decisions
- Foster feedback for mastery learning



Creating Assessment Programs

- Competence is specific, not generic. Sample across contexts, assessors, time
- Use multiple assessment methods
- Quantitative not necessarily better than qualitative
- Move assessment back to workplace
- Use credible standards
- Validity resides in instrument user

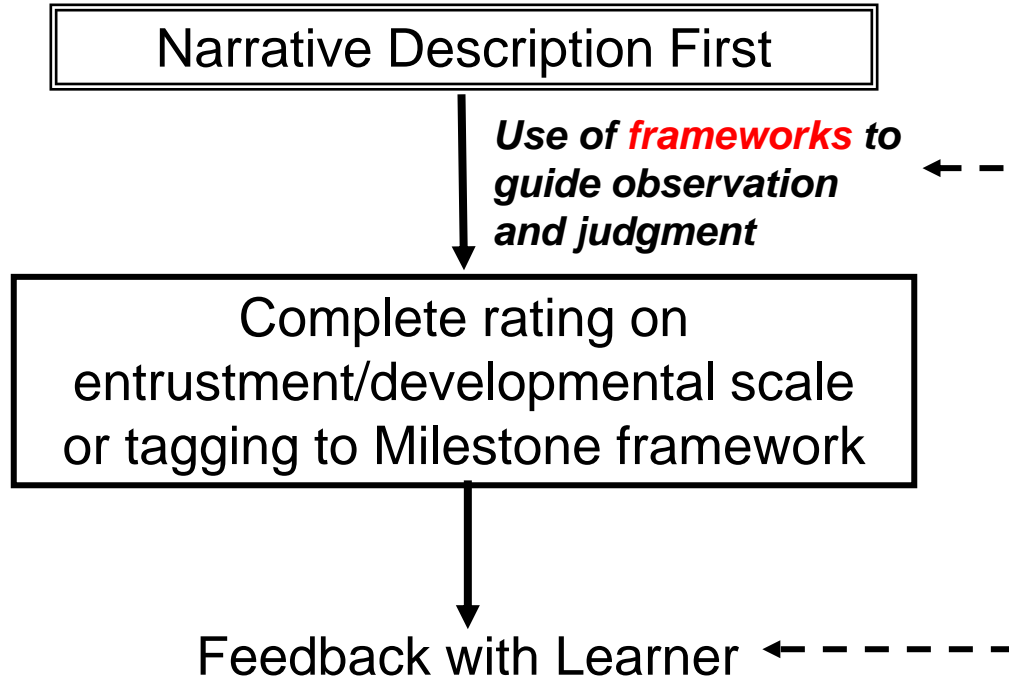
Van der vleuten CPM et al Med Educ 39:309–17.
Van der vleuten CPM et al. Best Practice & Research Clinical
Obstetrics and Gynaecology. 2010(24):703–19

Assessors' Task

- Identify desired and undesired behaviors
- Determine trainee's true level of performance.



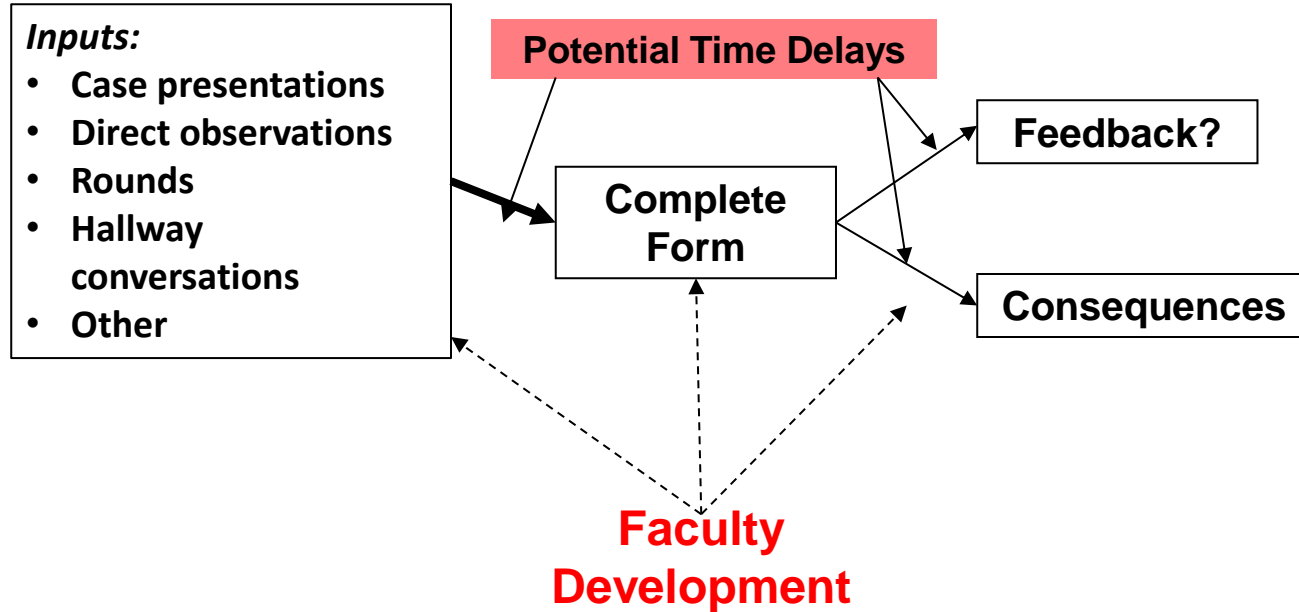
Re-Thinking the Assessment Process



Faculty Development

- Methods of assessment are largely based on ***observation***
 - Faculty are the measurement instrument and they need training
 - Shared mental models essential
- Faculty development approaches need to use both “bolus” (e.g. workshop) and the “drip” (e.g. short aliquots of deliberate practice)

Evaluation Form Processes



Assessment Program Success Factors

- Effective leadership and **role modeling**
- Clear **communication of goals**
 - Both trainees *and* faculty
 - Milestones and EPAs can assist
- Evaluation of competencies is multi-faceted
- Meaningful data and transparency
- **Involvement of trainees**
 - Self-directed assessment and reflection by trainees
 - Trainees must engage their assessment data

Can't I Just Give Faculty the Framework?

Spoon Feeding



Don't Do It, let em search first.