

Articulating and Measuring Competencies Across the Continuum
Of Osteopathic Medical Education
Assessment Table

Assessment tool	Core Competencies						
	1. OPP/OMM	2. Medical Knowledge	3. Patient Care	4. Interpersonal & Communication Skills	5. Professionalism	6. Practice-Based Learning & Improvement	7. Systems-Based Practice
a. Written exam							
b. Oral exam							
c. Practical Lab Exam							
d. Computerized Interactive Exam							
e. OSCE							
f. Simulated Patient Exam							
g. Problem Sets							
h. Paper/ Report							
i. Discussion Participation							
j. Patient Presentation							
k. Case Presentation							
l. Preceptor/Rotation Evaluation							
m. Activity/ Procedure Logs							
n. Checklist							
o. Self-assessment							
p. Patient Survey							
q. 360° Global Rating							
r. Record Reviews							
s. Portfolio							

CODES: * Year 1-2 ① PGY 1
 ■ Year 3-4 ② PGY 2-3-4

Assessment Documentation

Competency/Tool _____

Level of Training: Yr 1 – 2 – 3 – 4 / PGY 1 – 2 – 3 – 4

What ... is being measured/ documented?	
Who ... is responsible for the measurement/ documentation?	
How ... is this being measured/ documented?	
Why ... is this tool being used to measure/ document?	
When ... is this being measured/ documented?	
Where ... is the measurement/ documentation?	

Articulating and Measuring Competencies Across the Continuum
Of Osteopathic Medical Education

Assessment Table – EXAMPLE

Assessment tool	Core Competencies						
	1. OPP/OMM	2. Medical Knowledge	3. Patient Care	4. Interpersonal & Communication Skills	5. Professionalism	6. Practice-Based Learning & Improvement	7. Systems-Based Practice
a. Written exam	*	*	*		*	*	*
b. Oral exam							
c. Practical Lab Exam	*	*	*	*	*		
d. Computerized Interactive Exam		*					
e. OSCE							
f. Simulated Patient Exam	*	*	*	*	*		
g. Problem Sets	*	*			*		
h. Paper/ Report		*			*	*	*
i. Discussion Participation	*	*	*	*	*	*	
j. Patient Presentation	*	*	*	*	*		
k. Case Presentation	*	*	*	*	*		
l. Preceptor/Rotation Evaluation	*	*	*	*			
m. Activity/ Procedure Logs							
n. Checklist							
o. Self-assessment	*	*	*	*			
p. Patient Survey							
q. 360° Global Rating							
r. Record Reviews							
s. Portfolio							

CODES: * Year 1-2 ① PGY 1
 ■ Year 3-4 ② PGY 2-3-4

Assessment Documentation

Competency/Tool 3-i (*Patient Care – Discussion Participation*)

Level of Training: Yr 1 – **2** – 3 – 4 / PGY 1 – 2 – 3 – 4

<p>What ... is being measured/ documented?</p>	<p>Competency in:</p> <ul style="list-style-type: none"> ▪ gathering, assessing and interpreting information gained from patient interviews, physical examinations, and diagnostic lab testing; ▪ using information technology to support diagnostic and treatment decisions with current scientific evidence
<p>Who ... is responsible for the measurement/ documentation?</p>	<p>Case-based discussion group facilitators</p>
<p>How ... is this being measured/ documented?</p>	<p>Facilitators complete individual student's assessments using checklist (attached)</p>
<p>Why ... is this tool being used to measure/ document?</p>	<p>Discussion groups promote explicit demonstration of skill in</p> <ul style="list-style-type: none"> • gathering, organizing, and interpreting patient data; • diagnostic and treatment decision making.
<p>When ... is this being measured/ documented?</p>	<p>At midpoint and end of each academic quarter (6 times/year)</p>
<p>Where ... is the measurement/ documentation?</p>	<p>Evaluation Office (Angela Degnan, 228 Grosvenor)</p>

Assessment Documentation

Competency/Tool 6-g (Practice-Based Learning & Improvement – Problem Sets)

Level of Training: Yr **1** – 2 – 3 – 4 / PGY 1 – 2 – 3 – 4

<p>What ... is being measured/ documented?</p>	<p>Competency in:</p> <ul style="list-style-type: none"> ▪ locating, evaluating, and applying scientifically valid information related to delivery of health care ▪ applying knowledge of study design & statistical methods in appraisal of clinical studies to support diagnostic and/or treatment decision ▪ using information technology to manage information, access on-line medical information, and support own education
<p>Who ... is responsible for the measurement/ documentation?</p>	<p>Class instructor</p>
<p>How ... is this being measured/ documented?</p>	<p>Using case scenario clinical problems, the instructor assesses the student's ability to find evidence in scientific literature that supports or refutes a specific clinical decision.</p>
<p>Why ... is this tool being used to measure/ document?</p>	<p>Problem sets challenge students to apply skills of information retrieval and analysis to a realistic clinical problem.</p>
<p>When ... is this being measured/ documented?</p>	<p>Assignment (completed problem set) is turned in at the time of class, evaluated by instructor and a grade is assigned.</p>
<p>Where ... is the measurement/ documentation?</p>	<p>Class instructor files</p>