Building Effective Faculty Development Initiatives for Successful Transition to Competency-Based Assessment

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OMS-3 Clerkship
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Research Problem Statement

The typical 3\textsuperscript{rd}- and 4\textsuperscript{th}-year preceptor clerkship evaluations of students are not meaningful (valid) for assessing student competency development.

- Students are rated too high for stage of development
- Not capturing meaningful feedback
Solution

1. A redesign of the LUCOM clerkship evaluation rubric to better align with the AAMC EPAs that is appropriate for the expected stages of student development.

2. Create faculty development / training for preceptors in how to provide meaningful clerkship feedback and evaluation of OMS-III and OMS-IV students using an EPA-based rubric which can be adopted and applied throughout the entire continuum of UME: OMS-I through OMS-IV.
LUCOM Collaborations

A successful assessment initiative hinges upon capacity building in people, namely LUCOM faculty, clinical adjunct faculty, and other health care professionals, who perform critical functions as evaluators of student performance. Target skills that the committee considered to be priority areas of training were identified and organized by curriculum phase to build and sustain educator capacity at LUCOM.
LUCOM Collaborations

Students WITH Clinical Course Directors

Clinical Course Directors WITH Preceptors

Students WITH Preceptors

Preceptors WITH Students

Faculty Development WITH Preceptors

LUCOM Clinical Course Directors WITH Preceptors
LUUCOM Assessment Plan

The LUUCOM assessment plan includes the following three factors:

a. Adoption of overall residency readiness goals such as the entrustable professional activities
b. Robust educator development (on site and core sites)
c. Design, implementation, and ongoing support of a dashboard and portfolio system for performance tracking (Phase 2)
Research Study Design

INTERVENTION: Independent Variable
Training / Faculty Development

Faculty Perception

Trained

Untrained
Research Study Design

OUTCOMES
(Dependent Variable)
EPA Scores

Higher: less meaningful; not really valid for assessment

Lower: more appropriate / valid for expected level of competency
Hypothesis

Faculty/training for preceptors in providing effective evaluations and feedback using an EPA-based model of evaluation will enhance the validity of student clerkship evaluations.
Collaborative Transition Plan for EPA Implementation and Assessment into the OMS-I through OMS-IV Curriculum

1. Developmental targets for each competency were determined for each phase of the curriculum that lead to the achievement and documentation of the knowledge, skills, behaviors, and attitudes expected of our graduates as they complete the DO degree.

Reference Appendix 1; Goal 1
Collaborative Transition Plan for EPA Implementation and Assessment into the OMS-I through OMS-IV Curriculum

2. Performance within an EPA determined what level of competency a student was performing.

Reference Appendix 2; Goal 2 and Goal 3
Collaborative Transition Plan for EPA Implementation and Assessment into the OMS-I through OMS-IV Curriculum


Reference Appendix 3
Assessment Framework OMS-1 Through OMS-4
Developmental Targets Defined Within the Curriculum

PHASE 1
2017-2018
- PCM/OMM Labs
- Standardized Patient Encounters / Simulations
- Capstone
- Clerkship Rotations

PHASE 2
2018-2019
- PCM / OMM Labs BOOTCAMP
- Standardized Patient Encounters / Simulations
- Capstone
- Clerkship Rotations

PHASE 3
2019-2020
- Clerkship Rotations
- COMLEX Level II PE

PHASE 4
2020-2021
- DATA ANALYSIS OMS-I TO OMS-IV
Educator Skills for Assessment of Learning

Observation Real Time Tasks

Simulations: OSCE
Workplace Procedures, Patient Presentations, Interprofessional Teamwork, Patient Communication, Professional Communication
Educator Skills Development Needed for Assessment of Learning

- Identification of observable critical behaviors
- Constructive feedback – oral and written
- Coaching
- Development and use of scoring rubrics
- Growth mindset versus fixed mindset
Implementation Strategies

• Deliver large group, interactive workshops
• Deliver training using active learning strategies
• Provide access to online training materials
• Select a cadre of faculty and build time into their schedule for educator development activities
Implementation Strategy - Future

• Develop short (20-minute) faculty/instructor development sessions that can be conducted during standing department/division meetings
Results

• The mean (+/- SEM) likert scores for each of the five measured EPAs were compared between the trained versus untrained preceptor cohorts.

• The best statistical comparison, assuming equal variance of data within the comparison groups, would be a t-test comparing two sample means (e.g., five different t-test comparisons, one for each of the five different EPA scores).
• For each of the five different EPAs scored and analyzed, the trained preceptors scored their students significantly lower (p<0.05).

• These findings support the hypothesis that faculty development (training) for preceptors results in lower EPA scores compared to the scores assigned by untrained preceptors.

• These lower EPA scores would be viewed as representing more meaningful feedback and evaluation information toward a goal of identifying areas for needed student competency and professional development and tracking meaningful growth and readiness over time.
Average Score Assigned by Preceptor for Various Entrustable Professional Activities

- Data Gathering: History/Interviewing Skills
  - Trained: 2.82
  - Not Trained: 3.40
- Data Gathering: Physical Examination Skills
  - Trained: 2.78
  - Not Trained: 3.37
- Clinical Reasoning: Prioritize a Differential Diagnosis
  - Trained: 2.74
  - Not Trained: 3.34
- Clinical Reasoning: Recommend and Interpret Common Diagnostic and Screening Tests
  - Trained: 2.71
  - Not Trained: 3.21
- Clinical Skills: Oral Presentations
  - Trained: 2.99
  - Not Trained: 3.52
- Clinical Skills: Documentation of Clinical Encounter
  - Trained: 2.85
  - Not Trained: 3.46
The Data Supported Our Hypothesis...

- The impact of training showed these effects on student evaluations for all five of the EPAs assessed, which suggests that the faculty development intervention is robust and effective in shaping preceptor feedback efficacy.
Thank you
“Not everything that counts can be counted, and not everything that can be counted counts.”

“We cannot solve our problems with the same thinking we used when we created them.”

– Albert Einstein