HỘI NGHỊ
GIÁO DỤC Y HỌC TOÀN QUỐC LẦN THỨ 7
LƯỢNG GIÁ TRONG GIÁO DỤC Y HỌC DỰA TRÊN NĂNG LỰC: THÁCH THỨC - GIẢI PHÁP

PHIÊN TIỀN HỘI NGHỊ

Multisource Feedback for Competency-based Assessment

Prof. Jason Frank
Centre for Innovation in Medical Education University of Ottawa Faculty of Medicine

DISCLOSURE

Tôi không có các lợi ích liên quan đến bài báo cáo.
I have nothing to disclosure.

Multisource Feedback for Competency-based Assessment

Jason R Frank MD MA(Ed) FRCPC

Director, cIMED: Centre for Innovation in Medical Education | @drjfrank

Thank-you for letting a Canadian visit!

My city: Ottawa

Who I Am

- Emergency Physician
- Educator for 30 years
- Work on competency-based medical education
- Father of 4 boys
- Play ice hockey

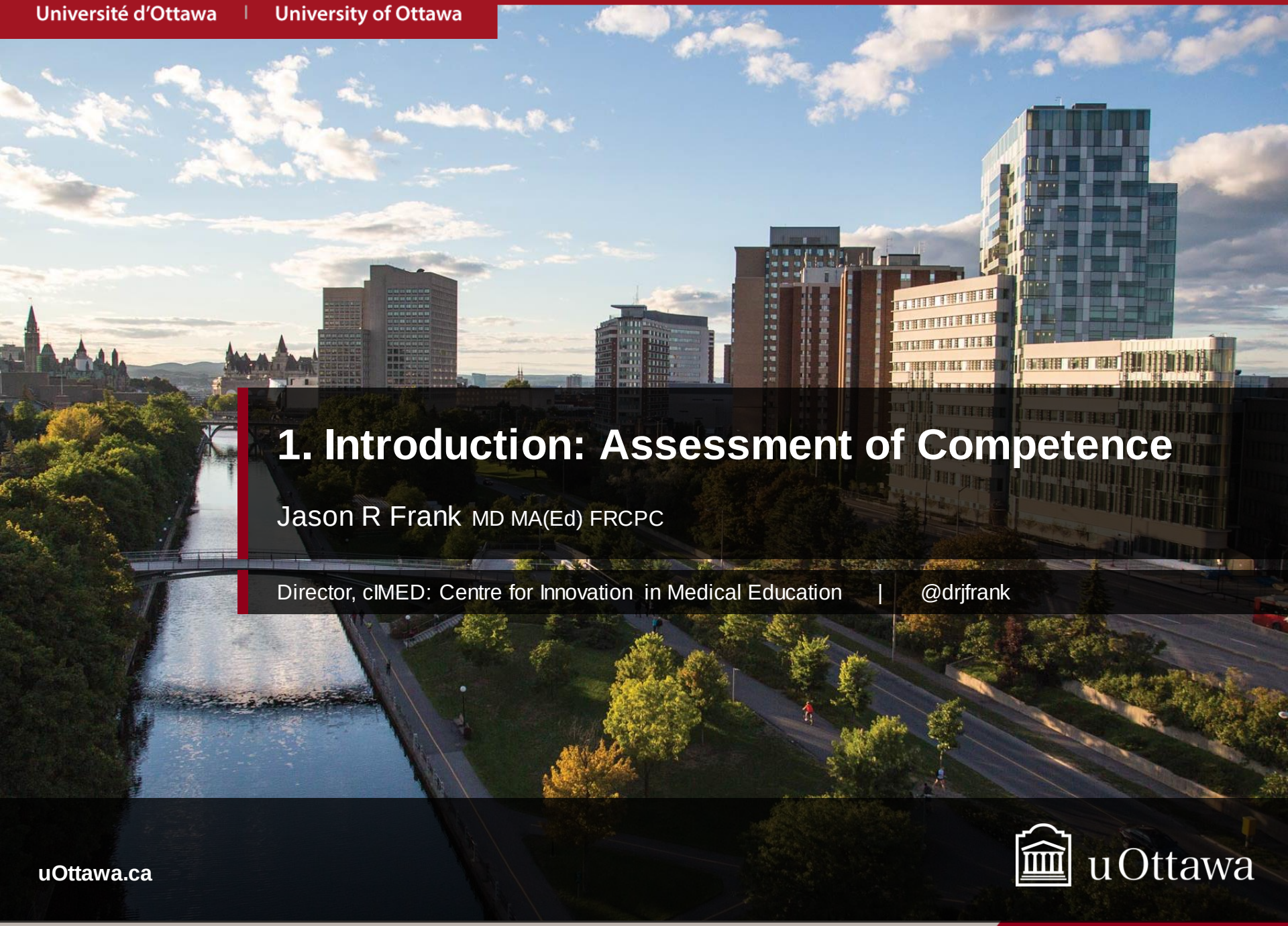
Who Are You?
Why Did You Choose This Session?

Today…

1. What is assessment?

2. What is competency-based assessment?

3. What is multi-source feedback?



1. Introduction: Assessment of Competence

Jason R Frank MD MA(Ed) FRCPC

Director, cIMED: Centre for Innovation in Medical Education | @drjfrank

What Does “Assessment” Mean to You?

- **Assessment** = a systematic judgment about an individual

- **Evaluation** = a systematic judgment about a program

How Do We Know Someone is Competent?

“Competence”…

Consistently able to demonstrate the abilities for the next stage of career

What Assessment Methods Are You Using Now?

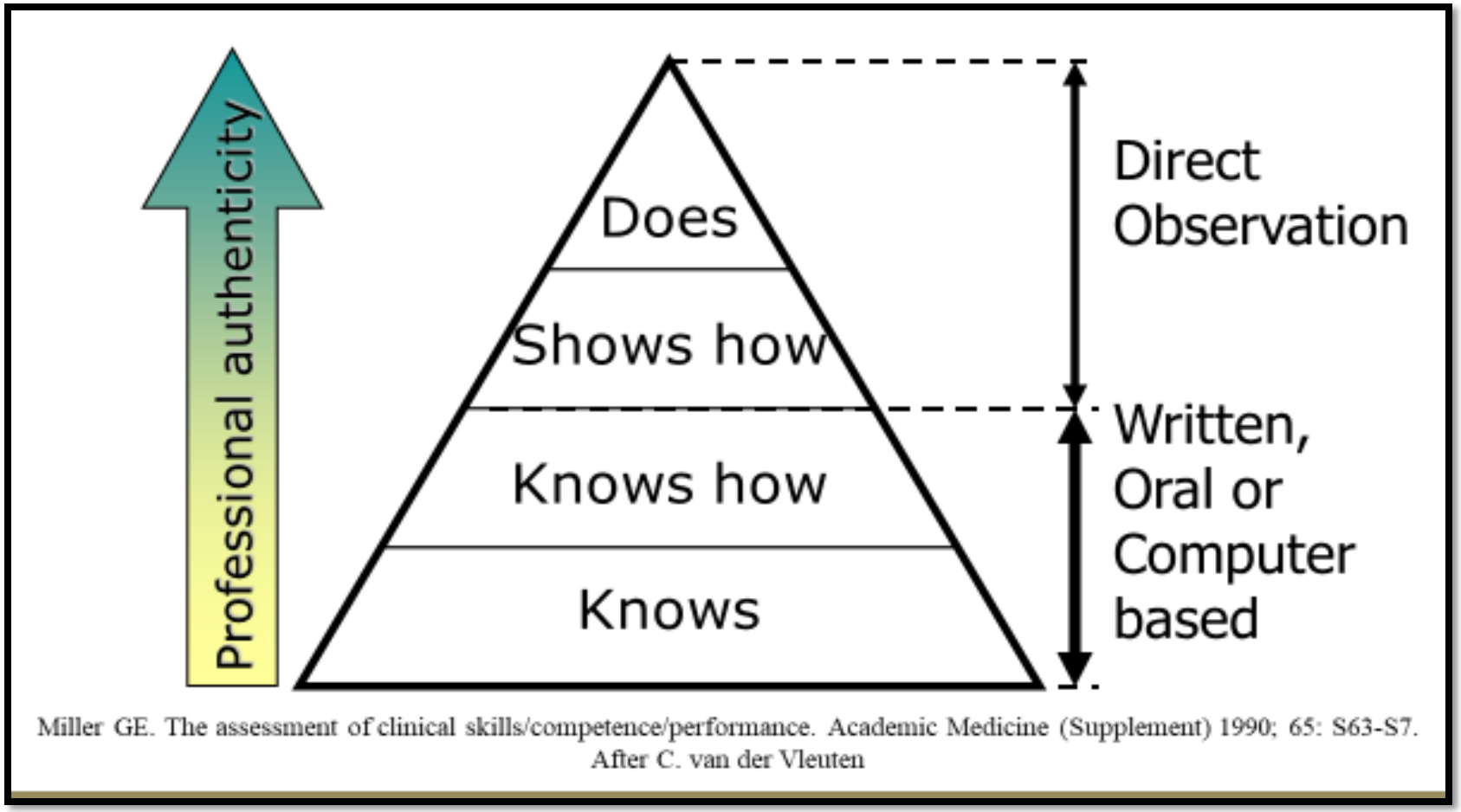
2 Approaches to Assessments…

Observe

Or

Ask a Question

Levels of Assessment

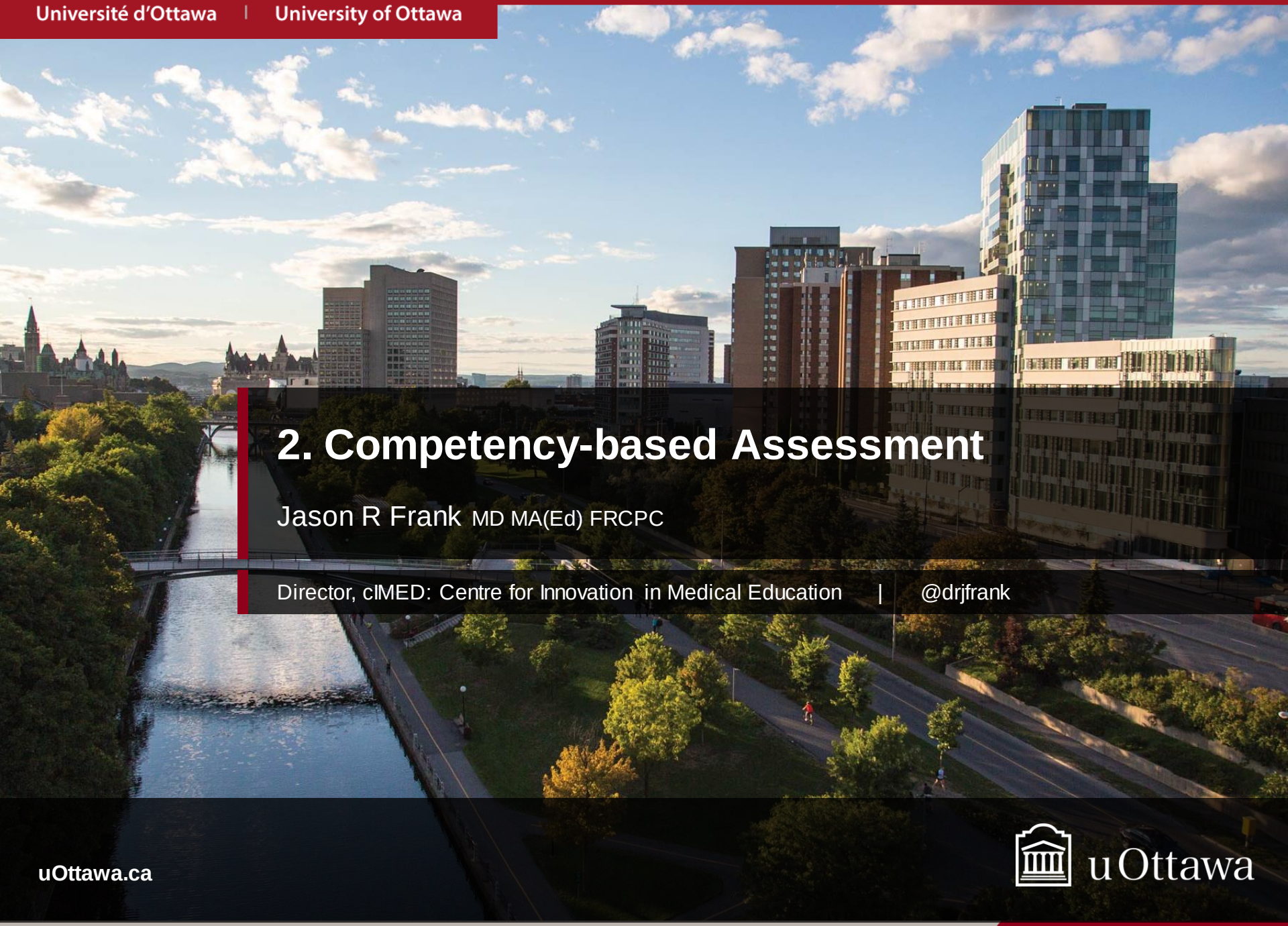


Miller GE. The assessment of clinical skills/competence/performance. Academic Medicine (Supplement) 1990; 65: S63-S7.
After C. van der Vleuten

Good Practices in Assessment…

- Multiple assessments
- Multiple methods
- Direct Observation
- Documented
- Mapped to a “blueprint” for the whole program

What Are Some Changes to Your Assessments You Would Like to Make?



2. Competency-based Assessment

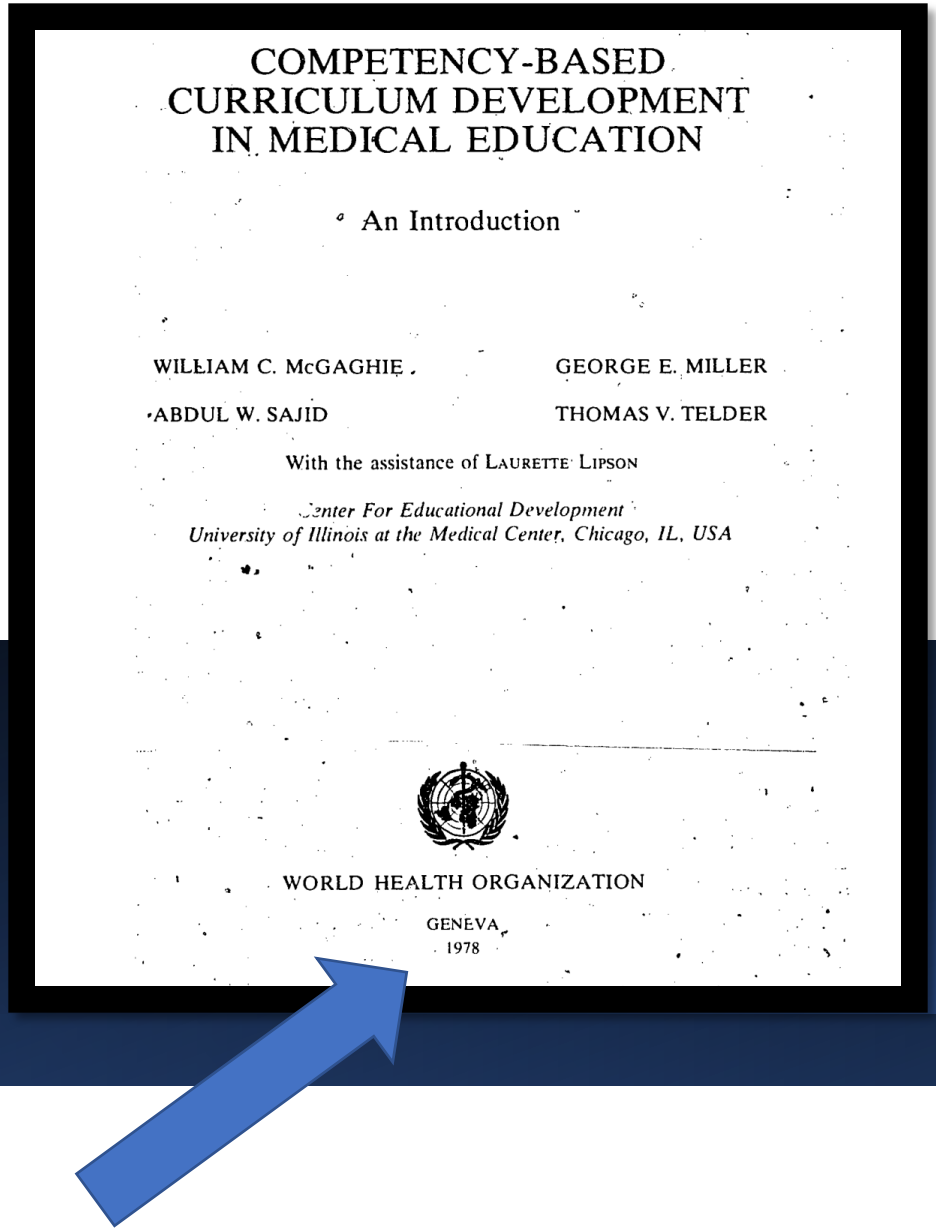
Jason R Frank MD MA(Ed) FRCPC

Director, cIMED: Centre for Innovation in Medical Education | @drjfrank

What is “Competency Based Medical Education” (CBME)?

…an outcomes-based approach to the design, implementation, assessment and evaluation of an education program using an organizing framework of competencies

Calls for Competency-Based Education (1978)



COMPETENCY-BASED CURRICULUM DEVELOPMENT IN MEDICAL EDUCATION

An Introduction

WILLIAM C. McGAGHIE
GEORGE E. MILLER
ABDUL W. SAJID
THOMAS V. TELDER

With the assistance of LAURETTE LIPSON

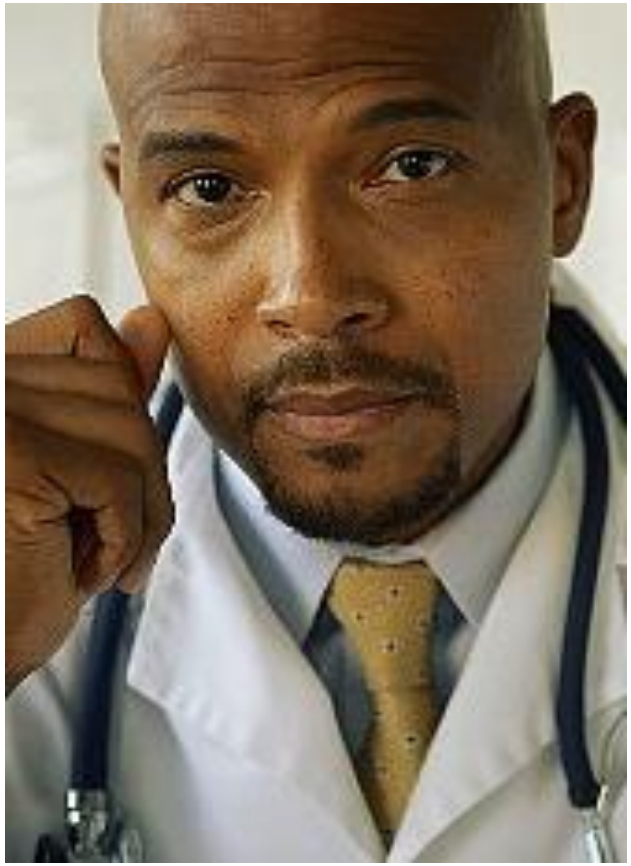
Center For Educational Development
University of Illinois at the Medical Center, Chicago, IL, USA

WORLD HEALTH ORGANIZATION

GENEVA
1978

Competency-based Education:

1. **“What are the abilities needed of graduates?”**
2. **“How can we sequence from novice to expert?”**
3. **“How can we enhance teacher-trainee interaction?”**
4. **“What learning activities are really needed?”**
5. **“How can we use best practices in assessment?”**



ICBME Core Components of CBME

1. Defined outcome competencies for graduates
2. Designed sequence of progression
3. Tailored learning experiences
4. Teaching focused on competencies
5. Programmatic assessment

-Van Melle 2019 Acad Med

How Have You Used CBME Principles?

“Programmatic Assessment”

- Blueprint for all assessments
- Many assessments over time
- Many assessors
- More direct observation
- Feedback in the moment
- Assessments collated
- Decisions on learner by a committee

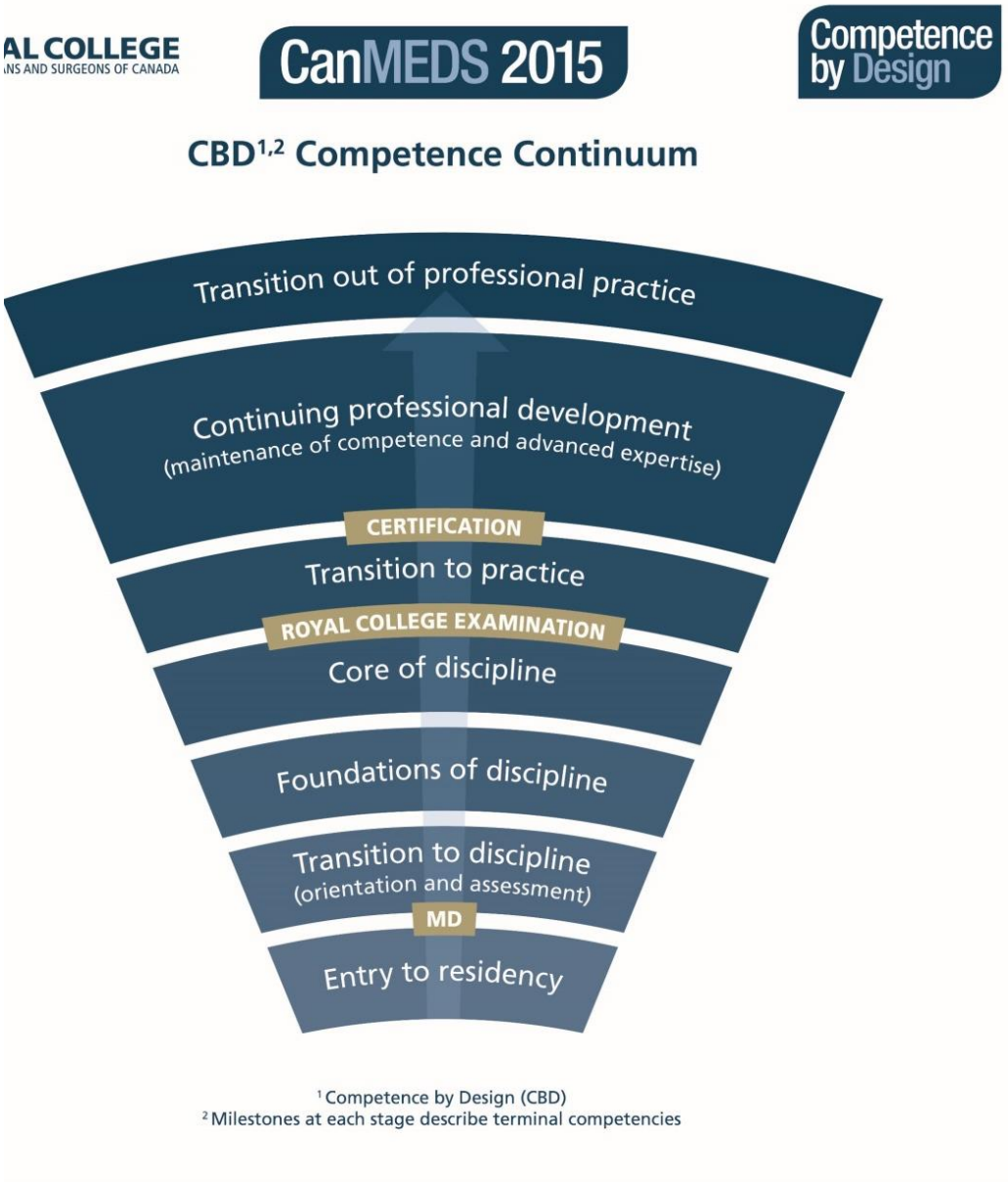
Implementing CBME in Canadian Training

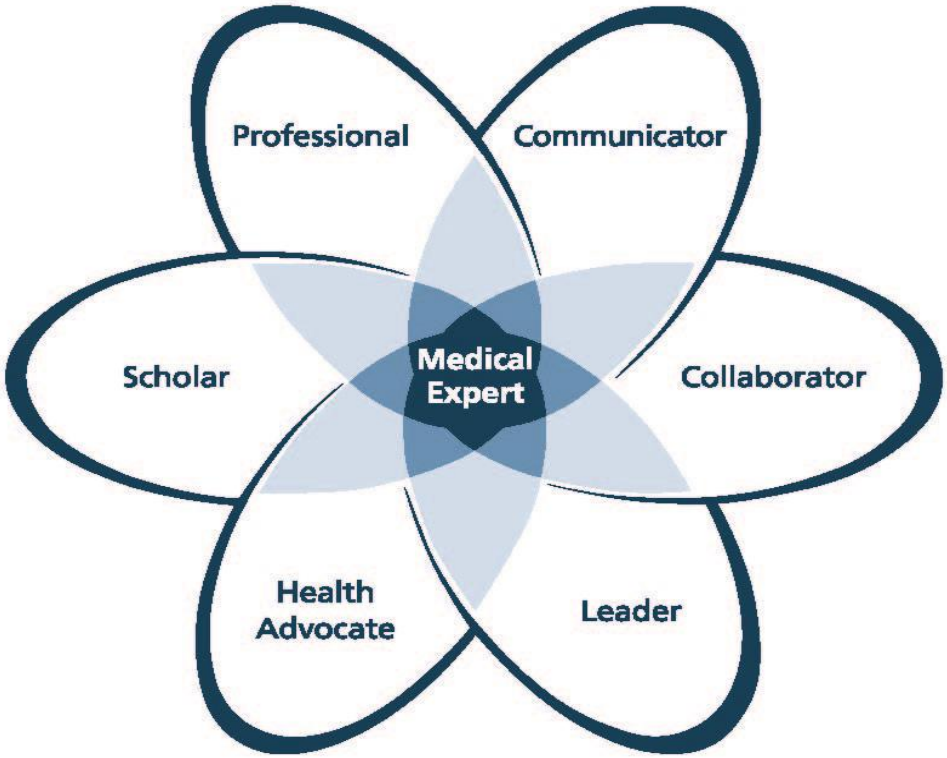
Jason R Frank MD MA(Ed) FRCPC

Director, cIMED: Centre for Innovation in Medical Education | @drjfrank

A Shift to Outcomes

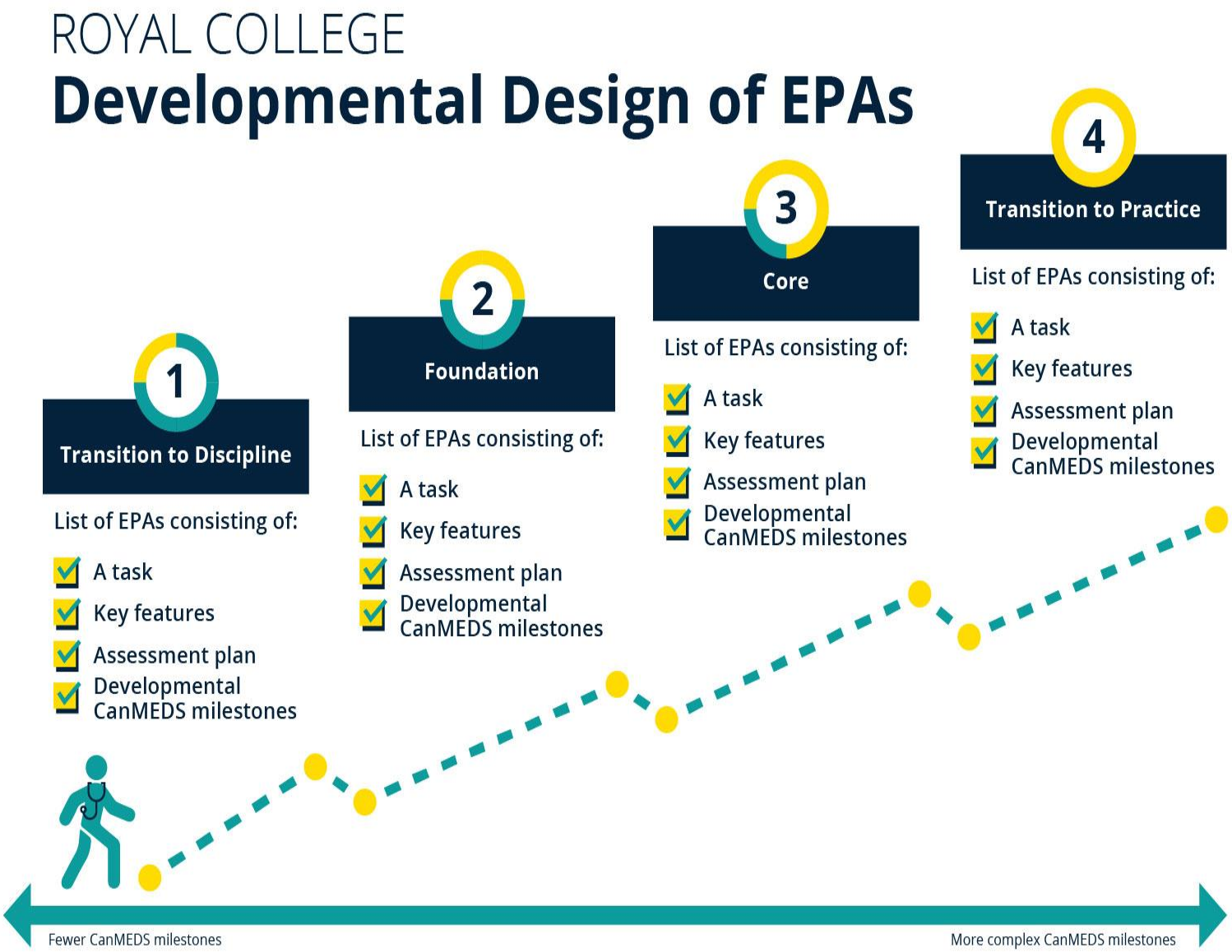
- New CanMEDS Competencies
- Stages of Development
- Programmatic Assessment
- EPAs & Milestones
- Exam Timing
- Growth Mindset
- Time-variable
- New Accreditation



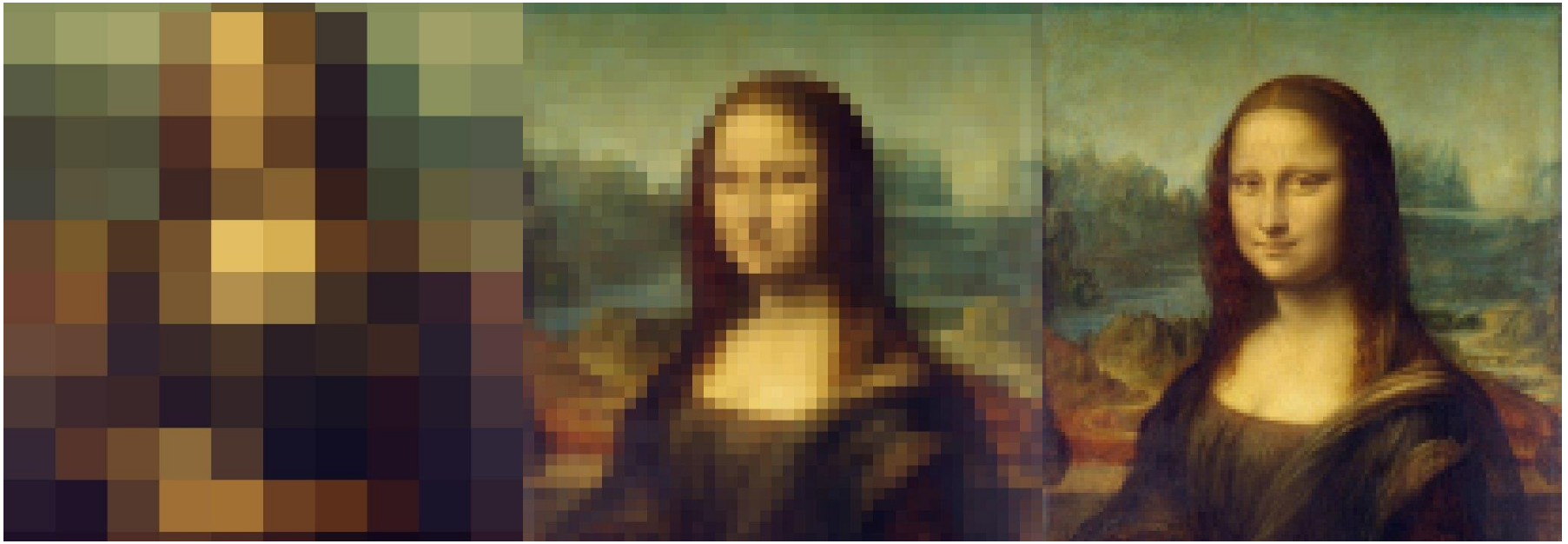


CanMEDS

Competency Framework



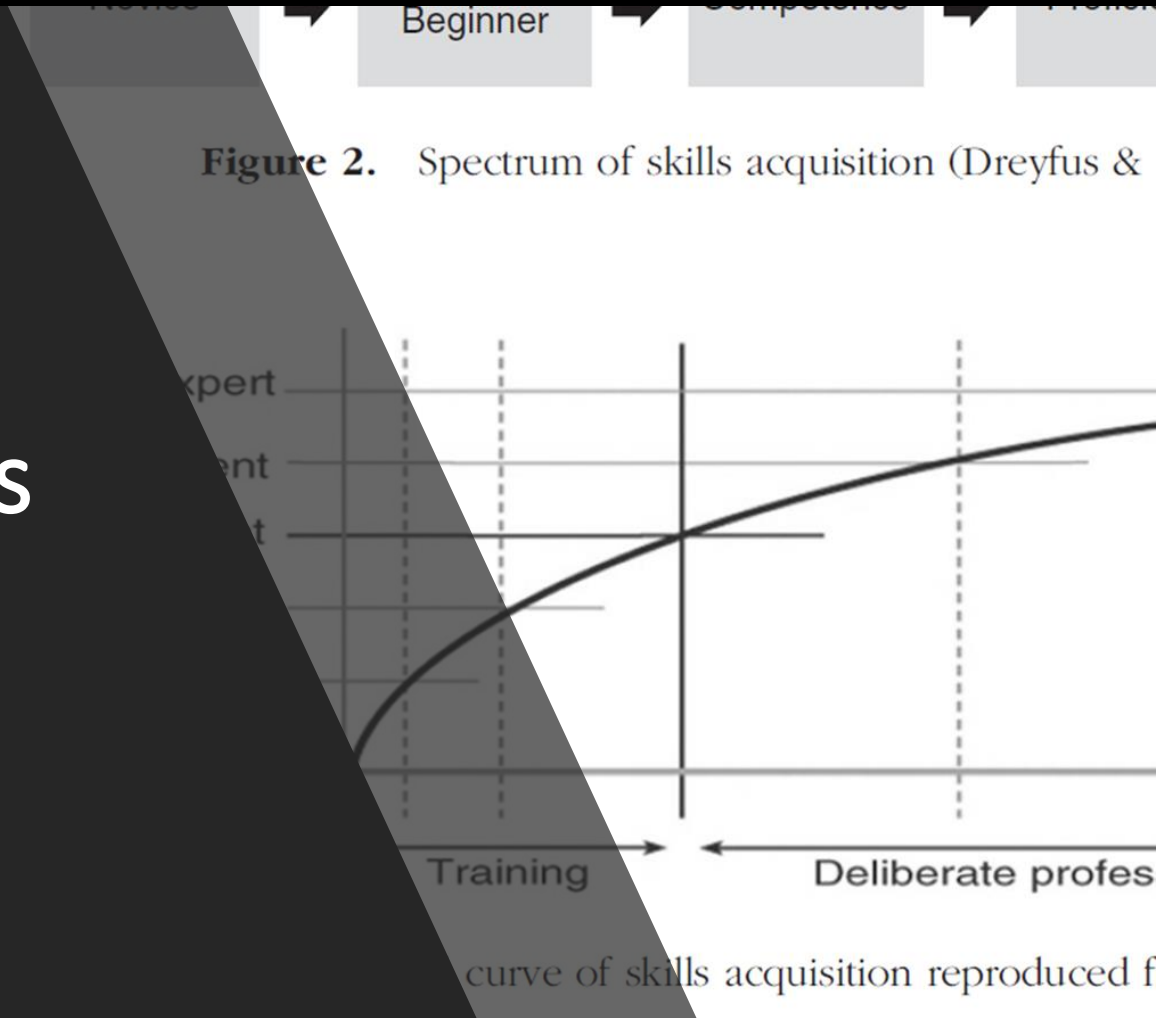
Using the Key Tasks (EPAs) to organize training



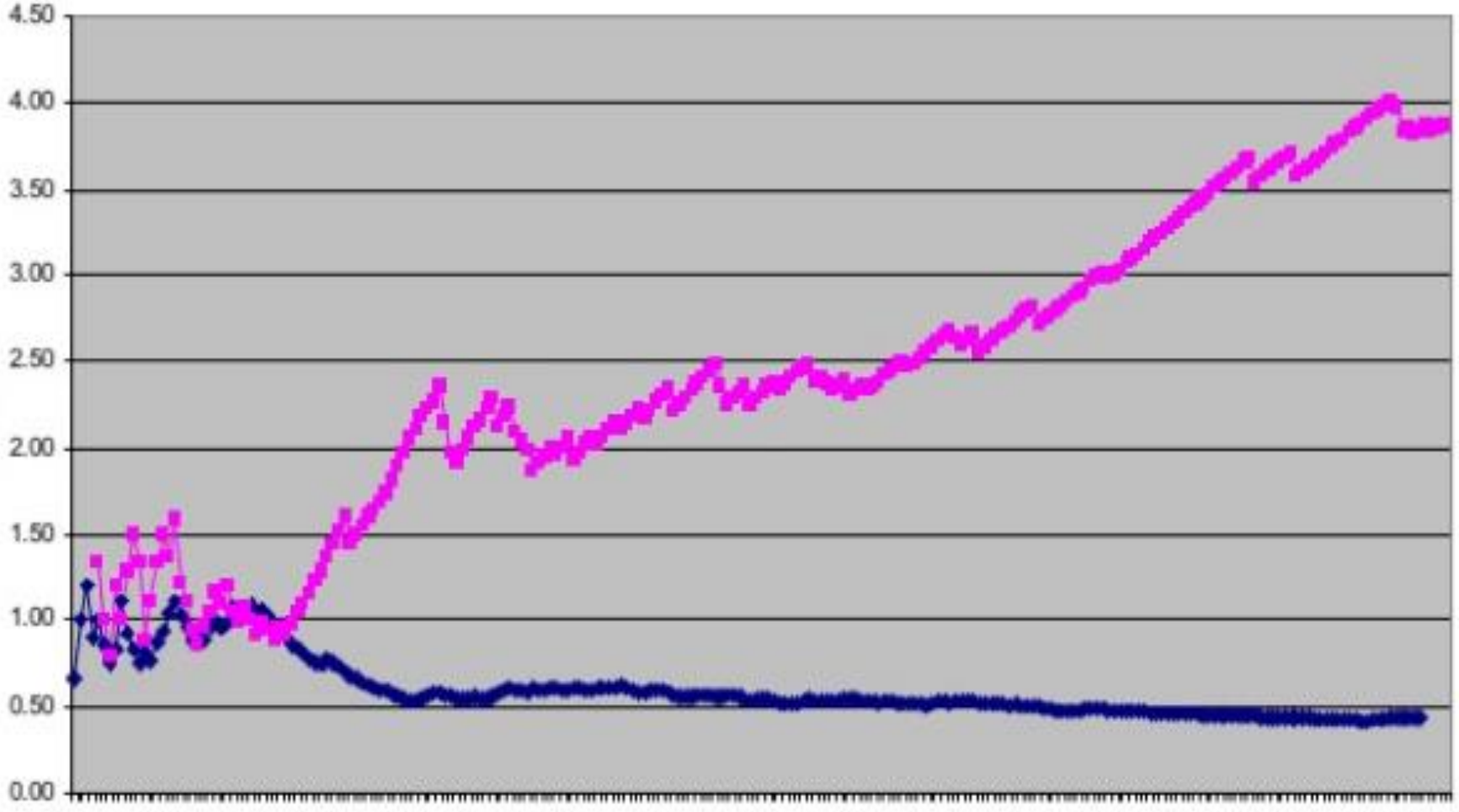
More observations the better

The role of a Competence Committee

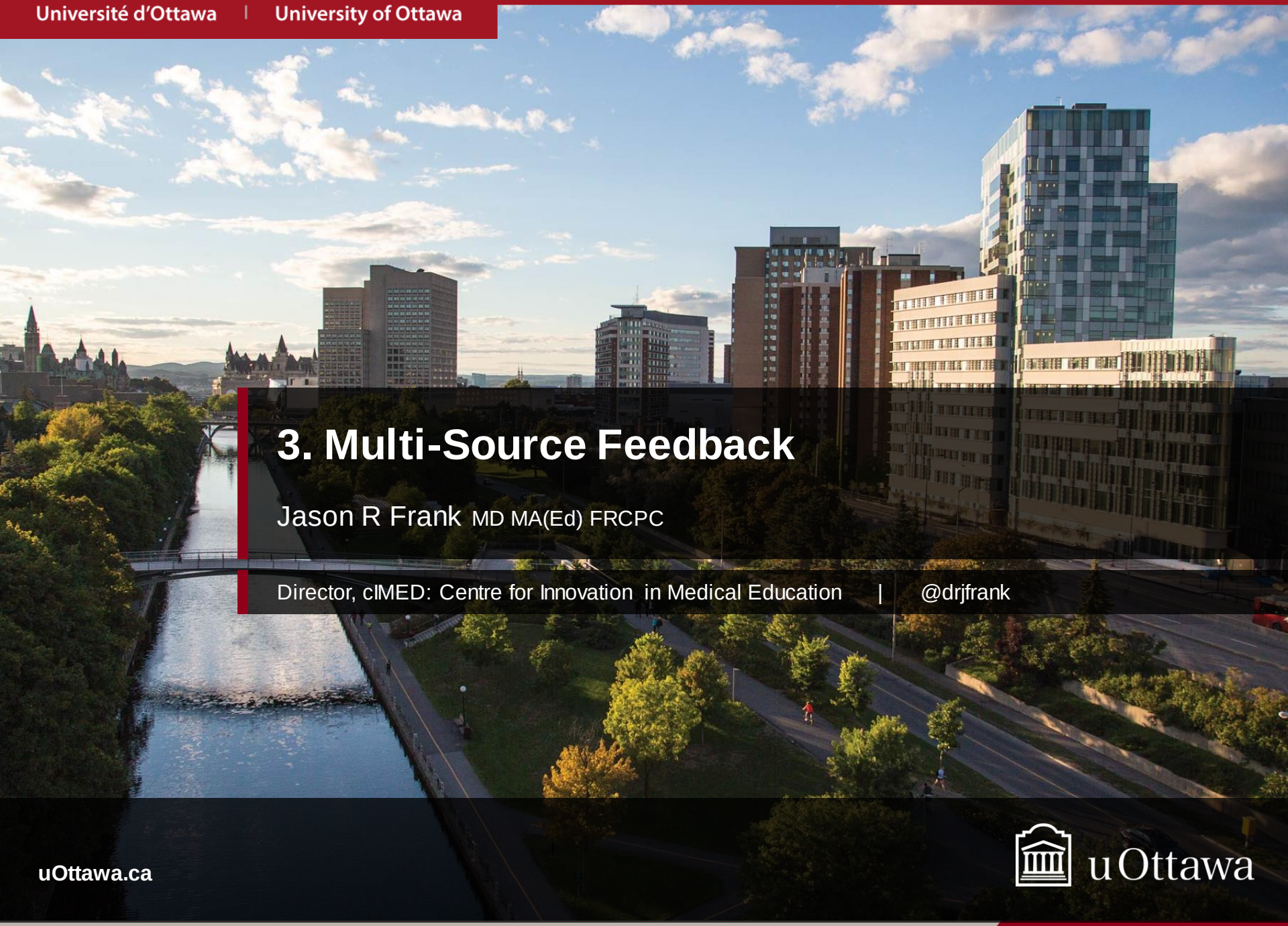
Data…Analytics



Learning Curves
(Martin Pusic)



Which of These Elements Could You Use?



3. Multi-Source Feedback

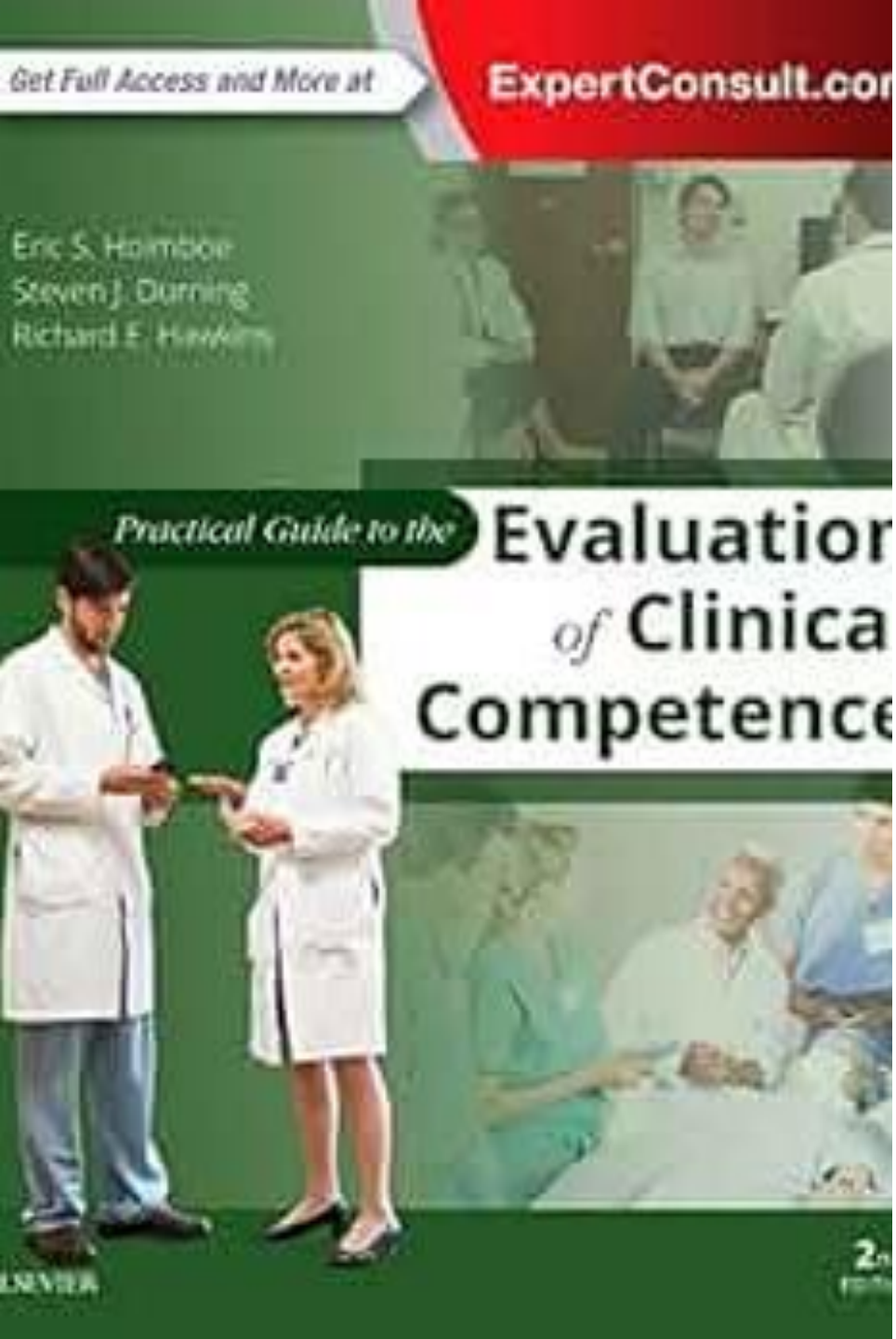
Jason R Frank MD MA(Ed) FRCPC

Director, cIMED: Centre for Innovation in Medical Education | @drjfrank

Who Has Used Multi-Source Feedback (MSF)?

Multi-Source Feedback Defined

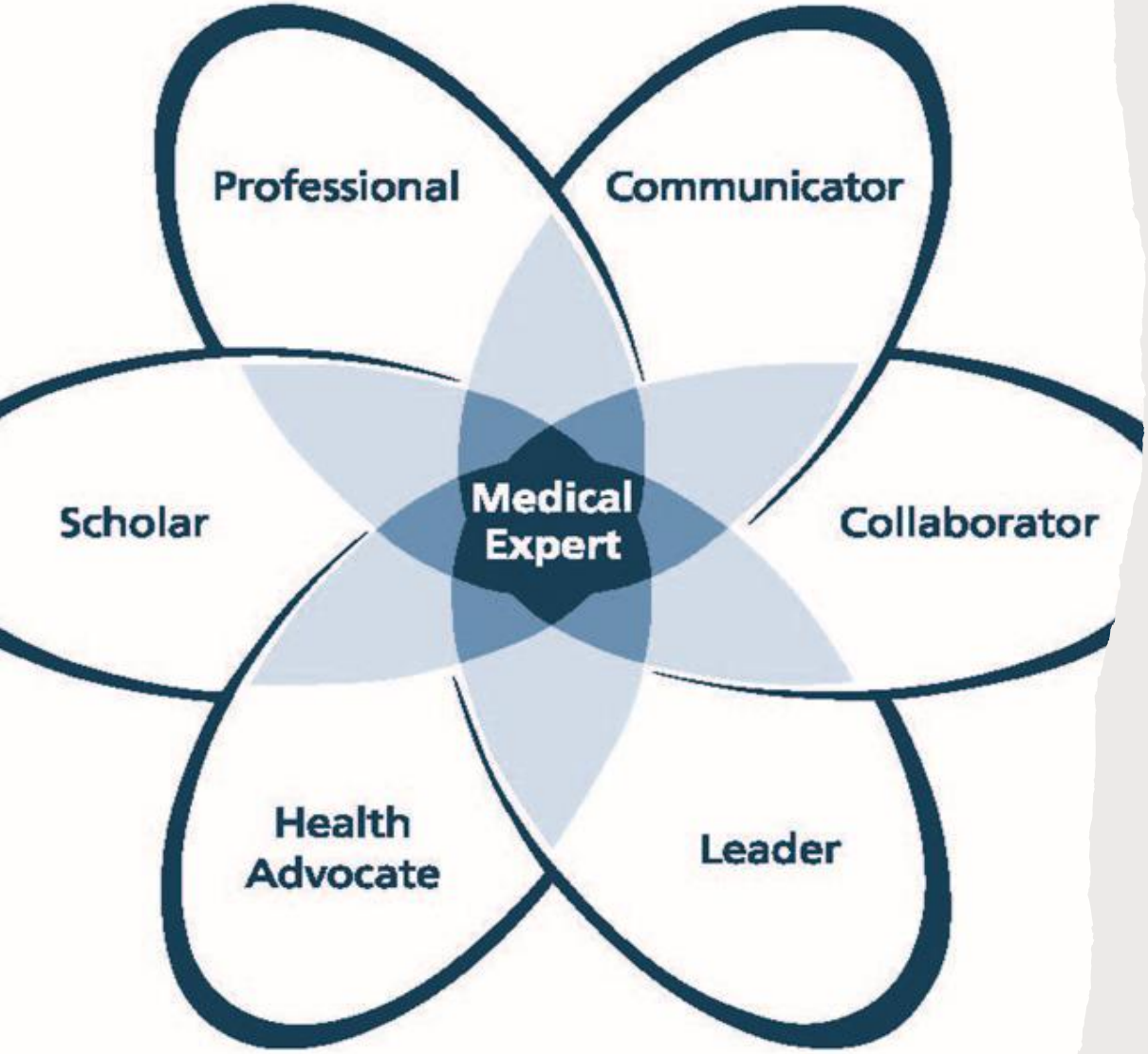
A special 4-step assessment and teaching process with input from multiple colleagues



Multi-Source Feedback: 4 Steps

Goal: collect information on the observable workplace behaviour of an individual from multiple perspectives.

1. Collect data using questionnaires
2. Data aggregated anonymously and with confidentiality
3. Report returned to the individual
4. Debriefing and coaching



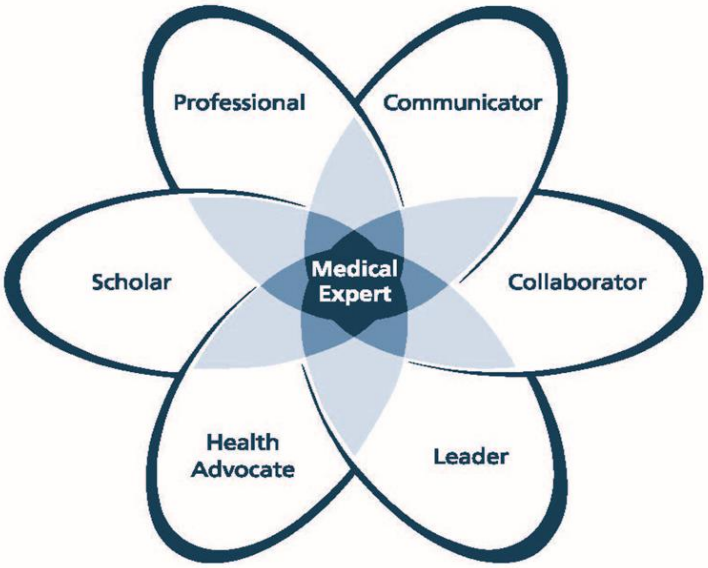
CanMEDS

What Domains of Competence is MSF Good For?

Multi-Source Feedback…

Can be used for any domain

Especially useful for professionalism and collaboration



Who Are the Observers?

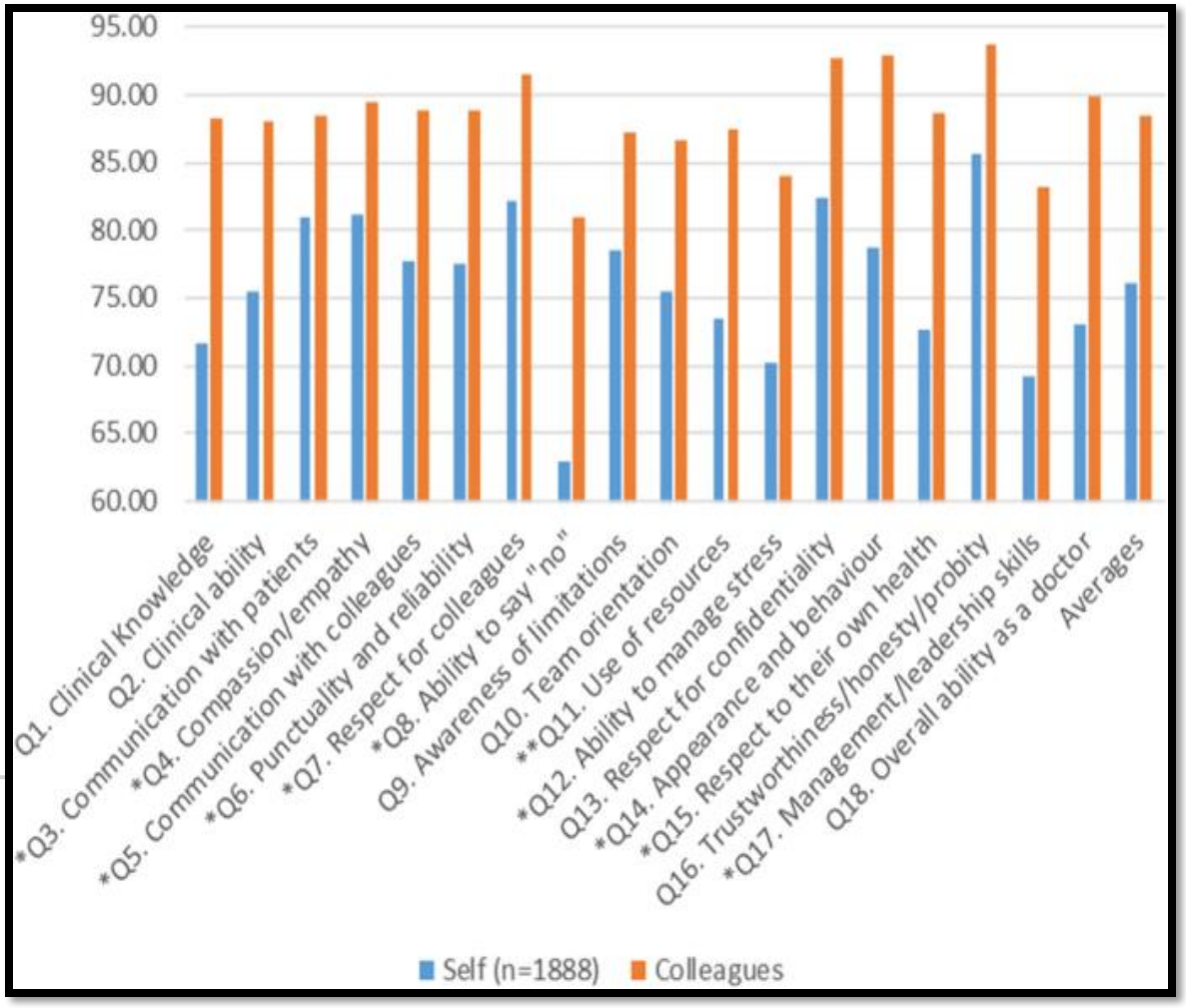
- Depends on setting
- Usually: peers + any other health professionals they interact with
- Patients?
- Self-assessment?

MSF Instruments

- Items related to domains of interest
- Rating scales
- Paper or digital

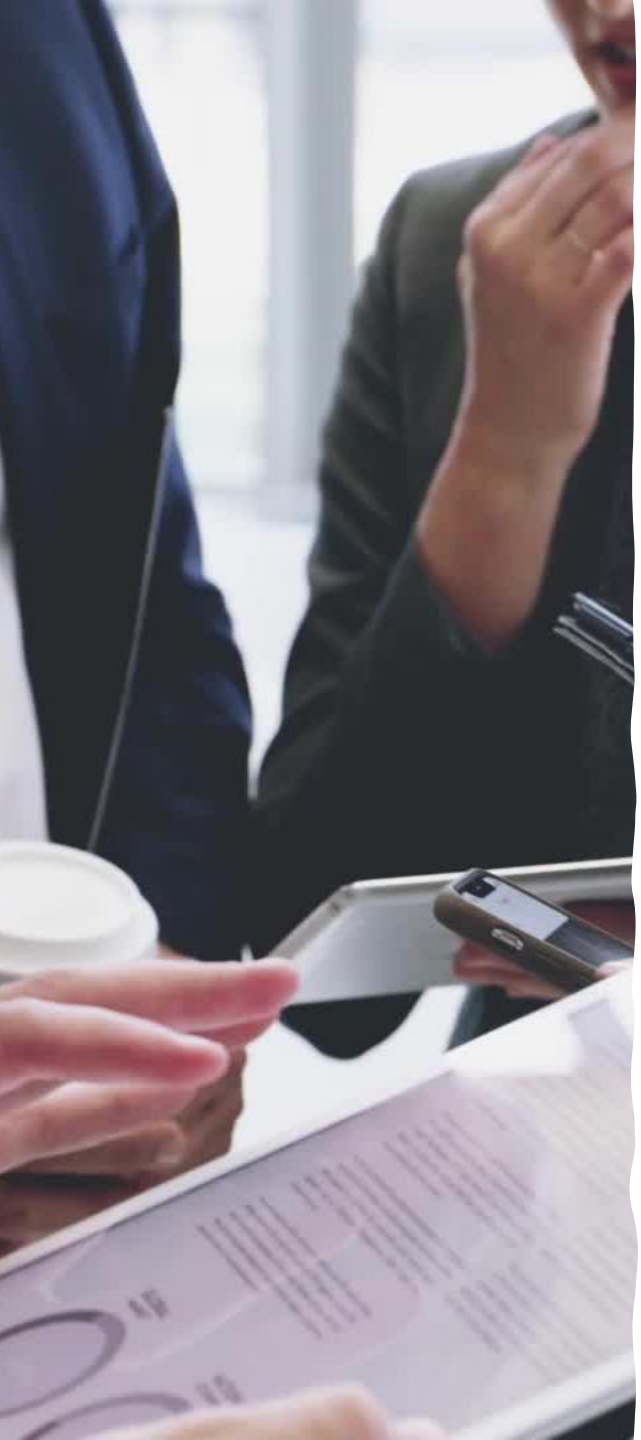
Compared with Physicians I Know, This One	1 = Among the Worst	3 = Average	5 = Among the Best	UA
Communicates effectively with patients.	○	○	○	○
Is available for consultation about mutual patients.	○	○	○	○
Writes hospital orders clearly.	○	○	○	○
Is courteous to coworkers.	○	○	○	○

Data is Aggregated and Prepared



Debriefing and Coaching

Assessment vs Learning



MSF Risks

- High stakes = 20-50 observers needed for high reliability
- Interpersonal conflict
- Non-expert input
- High effort
- Harm from poor debrief and coaching

1. Who would you want to use MSF for?
2. What domains of competence?
3. Which observers?
4. How will you collect the questionnaires?
5. What is the minimum number to be useful?
6. How will you create reports?
7. Who will debrief and coach?
8. How will the data be used for assessment?

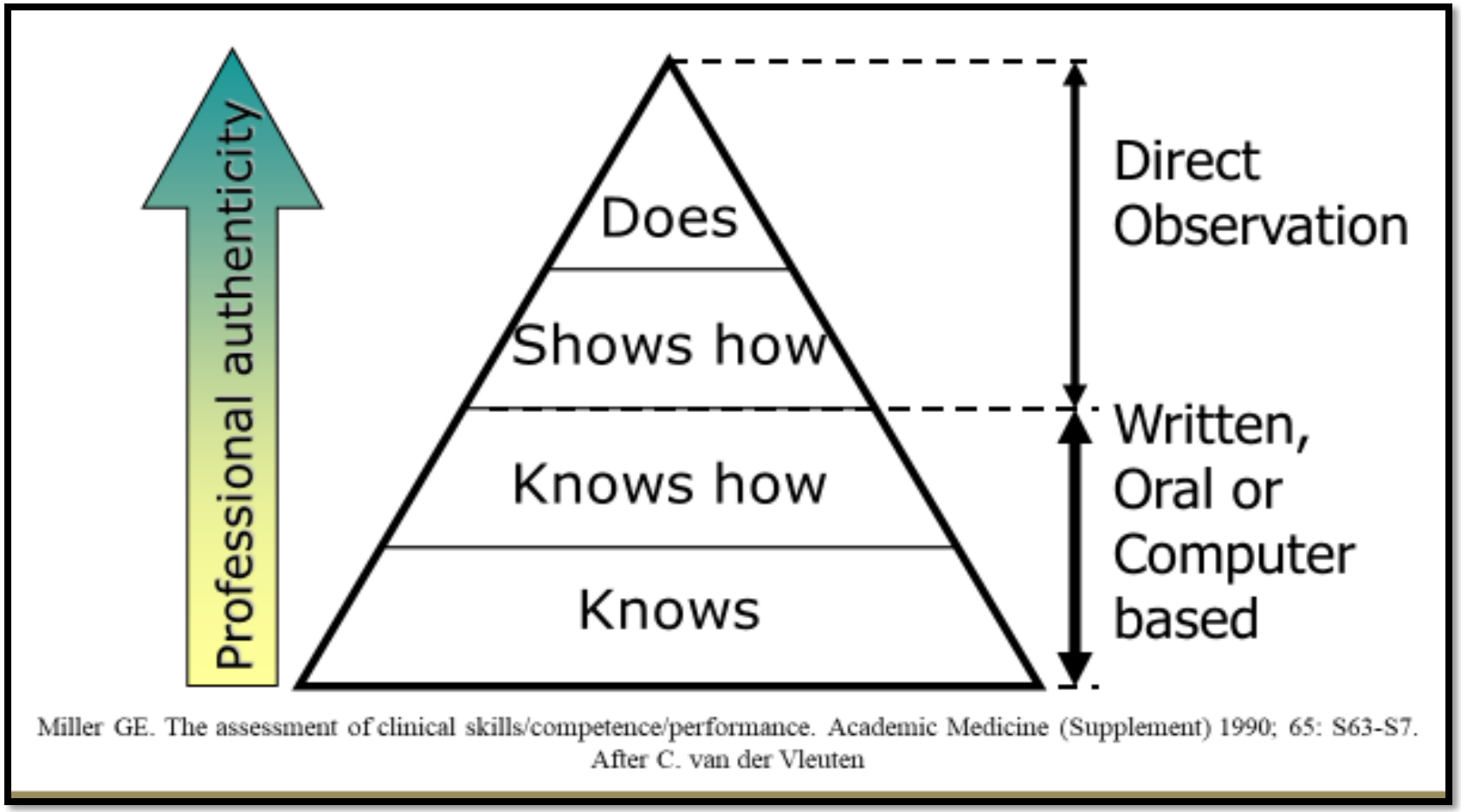
Today…

1. What is assessment?

2. What is competency-based assessment?

3. What is multi-source feedback?

Levels of Assessment



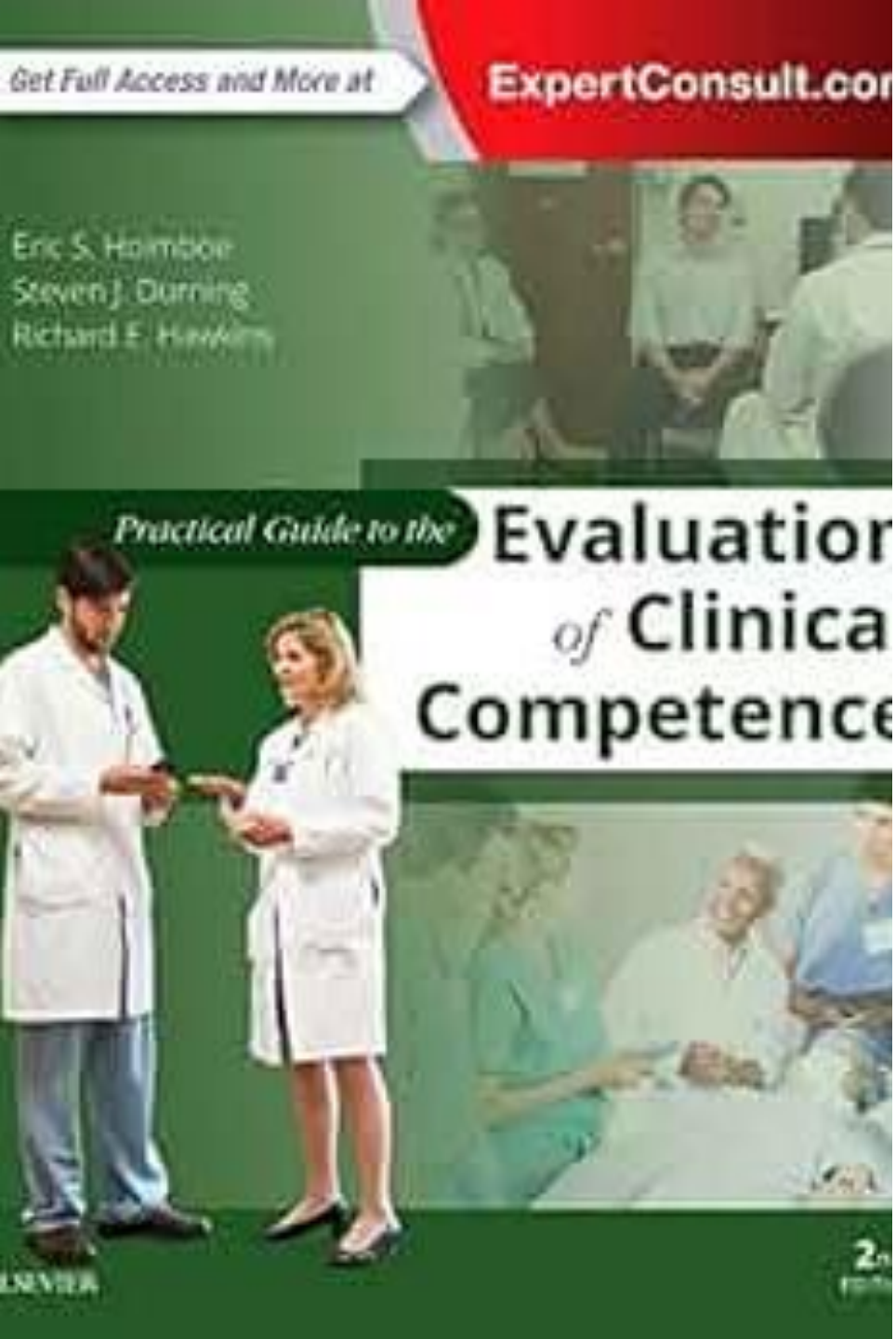
Miller GE. The assessment of clinical skills/competence/performance. Academic Medicine (Supplement) 1990; 65: S63-S7.
After C. van der Vleuten

Good Practices in Assessment…

- Multiple assessments
- Multiple methods
- Direct Observation
- Documented
- Mapped to a “blueprint” for the whole program

“Programmatic Assessment”

- Blueprint for all assessments
- Many assessments over time
- Many assessors
- More direct observation
- Feedback in the moment
- Assessments collated
- Decisions on learner by a committee



Multi-Source Feedback: 4 Steps

Goal: collect information on the observable workplace behaviour of an individual from multiple perspectives.

1. Collect data using questionnaires
2. Data aggregated anonymously and with confidentiality
3. Report returned to the individual
4. Debriefing and coaching

Multisource Feedback for Competency-based Assessment

Jason R Frank MD MA(Ed) FRCPC

Director, cIMED: Centre for Innovation in Medical Education | @drjfrank