

A NEW DESIGN FOR PRACTICAL EXAMS — A COMPETENCY-BASED APPROACH TO ASSESSING CLINICAL SKILLS

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DEVELOPMENT

COMPETENCY
 COMPETENCE
 ORGANIZATION
 SITUATION
 MUST
 ABLE
 ASSESSED
 BEHAVIORS
 POSSIBLE
 HANDLING
 OCCUPATIONAL
 INDIVIDUAL
 COMPETENT
 MANAGEMENT
 MUST
 SITUATION
 WELL
 CALCULATIVE
 TERMS
 SET
 APPLY
 REGARDLESS
 WRITING
 TERMS
 SET
 APPLY
 REGARDLESS
 WRITING

LIMITED
 LOOK
 INCLUDE
 ARTICLE
 TESTING
 IDENTIFY
 CENTRAL
 TODAY
 NEW
 TIME
 REQUIRES
 PERFORM
 CRAIG
 CURRENTLY
 DANGERS
 RELEVANT
 INSTANCE
 LEVEL
 WAYS
 SCHOLARS

DIFFERENT
 TITLED
 THOUGHT
 SEMINAL
 CONTEXT
 PURPOSE
 COLLEAGUE
 WAY WITHIN
 FUTURE
 STATE
 ACTIONS
 REFLECT
 PRIMARY
 USED
 STRONGLY
 ENABLING
 LOOKING
 THINKING
 TRACTION
 JOBS
 EXPERT
 LIFELONG
 UNIVERSITY
 STUDENT
 GROUP
 SOCRADES
 MIGHT
 EXECUTIVE
 HANDLING
 SPECIFIC
 COMMUNITIES
 EMPowerMENT
 USUALLY
 EXPERIENCE
 NECESSARY
 PREFERRED
 UNDERSTANDING
 PROFESSIONAL
 CAREERS
 PRACTITIONER
 SUCCEED
 ORGANIZATION
 IDENTIFICATION
 PROGRAM
 CONTINUES
 MEANINGS
 MAKE
 FIRST
 TASKS
 COMPETENCIES
 SYSTEMS
 RULE-BASED
 LIMITS
 RATIONALITY
 ABILITY
 ASPECTS
 ABLE
 ASSESSED
 BEHAVIORS
 SPECIAL
 MUST
 NOVICES
 SEE
 SITUATION
 COMBINATION
 TRAINED
 HUMAN
 OCCUPATIONAL
 SELF-ORGANIZING
 USING
 COMPETENT
 MANAGEMENT
 COMPLETE

COMMUNITY
 PERSON
 SKILLS
 REASONING
 CONVICTION
 PROCESS
 JOB
 LUNDBERG
 SINCE
 INFLEXIBLE
 LEARNING
 LEVELS
 GENERAL
 DEFINED
 PEOPLE
 RICHARD
 ENVIRONMENT
 EMERGENCIES
 ACCORDANCE
 PAPER
 BOYATZIS
 ACT
 MISUNDERSTANDING
 INTELLIGENCE
 ORGANIZATIONS
 EARN
 KNOWLEDGE
 POST
 SOLUTIONS
 THEORY
 CREATE
 BEHAVIOUR
 STAKEHOLDERS
 ADVANCED
 ONE-TIME
 TERM
 WIDELY
 MEANING
 MCCLELLAND
 EARN
 KNOWLEDGE
 POST
 SOLUTIONS
 THEORY
 CREATE
 BEHAVIOUR
 STAKEHOLDERS
 ADVANCED
 ONE-TIME
 TERM
 WIDELY
 MEANING



COMPONENTS

Assessment:

- Integrated and cumulative
- Cover professional formation
- Cover formal knowledge and clinical performance
- Include formative feedback
- Include guidance
- Mentoring and summative affirmation of competency at various levels of development



Questo la
Deze z
Dise
Este la

USE SMALLER CLIP
Innovative Blood Pressure
ADULT



ASSESSMENT STYLE

Discrete skills → Integrative understanding

Checks lists → Concepts

Specific answers → Demonstration of critical thinking

Isolated performance → Clinical situation

paradigm shift

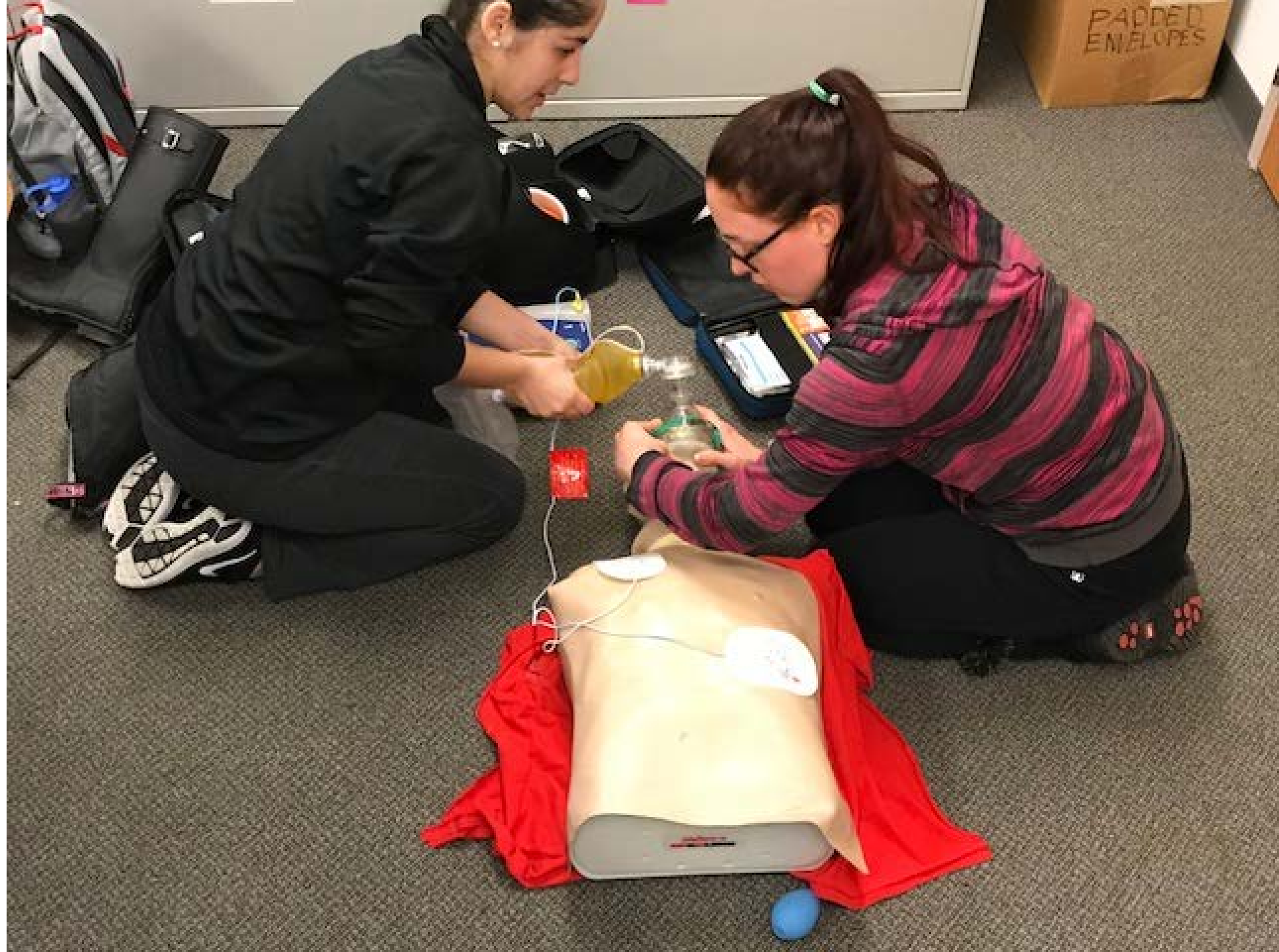
A close-up photograph of a fountain pen nib writing the words "paradigm shift" in a cursive script on a light blue surface. The pen is dark blue and is positioned in the upper right corner, with the nib pointing towards the text. The background is a soft, out-of-focus light blue.

Oxygen Administration

	Yes	No
Explains why oxygen is being administered to the patient (<i>pulse ox is low, will help to provide more oxygen to the patient's body.</i>) Assessor: ok to ask student why.	1	0
Is familiar with regulator and gauges	1	0
Properly attaches tubing to tank and delivery device	1	0
Chooses correct means for delivery (rescue mask or non-rebreather)	1	0
Opens tank	1	0
Sets oxygen to 10-15 L/min (if non-rebreather or rescue mask)	1	0
Fills reservoir bag prior to applying mask (if non-rebreather mask)	1	0
Applies mask correctly	1	0
<i>Assessor explains the pulse ox has now reached 100% and patient is feeling better.</i>		
Turns off oxygen and bleeds regulator correctly.	1	0
Performed skills with confidence and efficiency (under 2 minutes)	1	0
TASK TOTAL	/10	

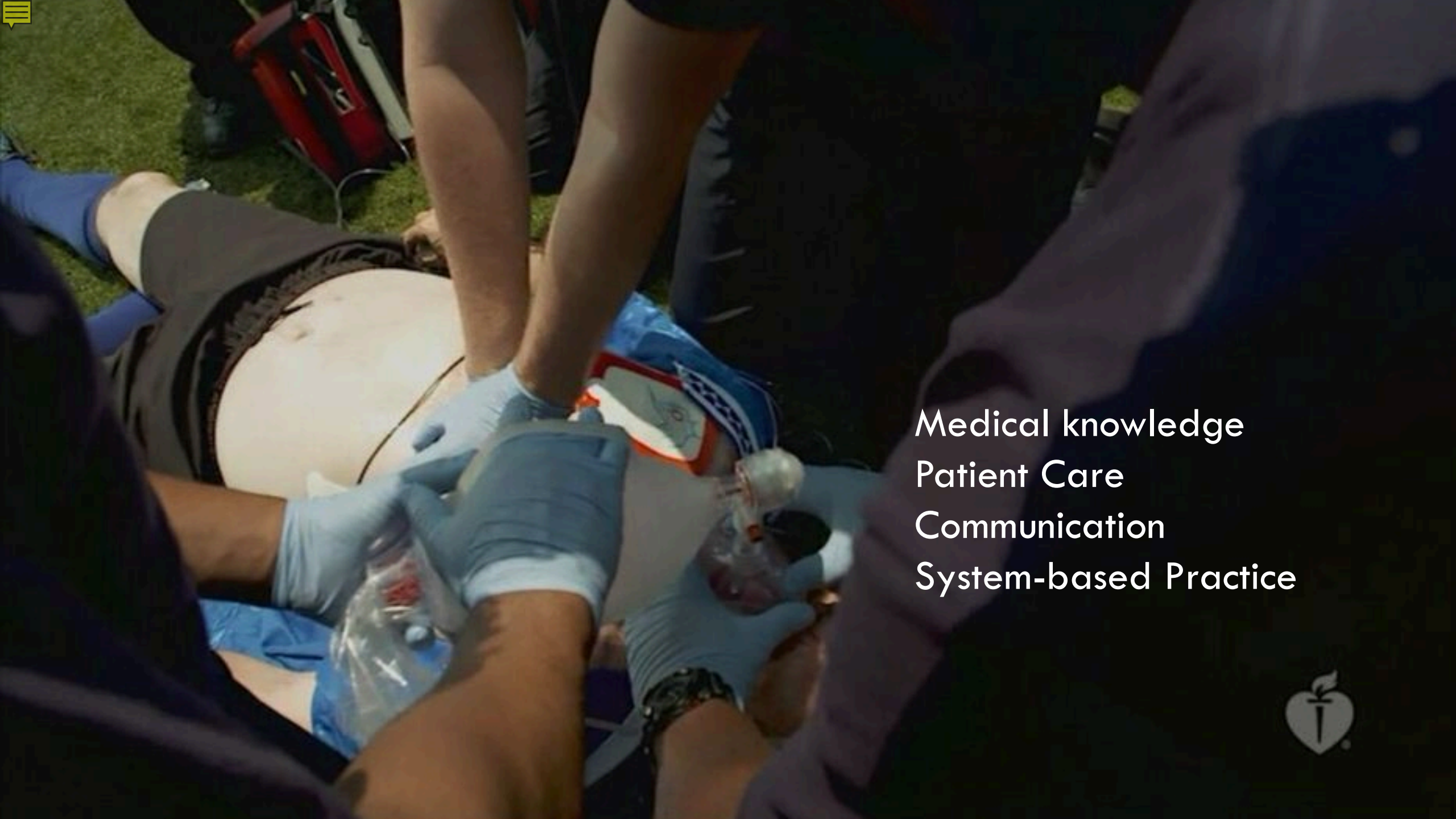
Adjunct Airway

	Yes	No
Applies gloves	1	0
Opens airway to check breathing	1	0
Measures OPA correctly	1	0
Inserts airway correctly (rotates OPA 180 and keeps tongue clear)	1	0
<i>Let's say as you began to insert the OPA, you hear the patient making a gag noise.</i>		
Measures NPA	1	0
Lubricates NPA	1	0
Inserts into right nostril	1	0
Inserts with opening facing septum	1	0
Inserts until flare rests on nostril	1	0
Completes task with confidence and efficiency (under 2 minutes)	1	0
Ask student to identify contraindications for OPA and NPA. (<i>States OPA: conscious, intact gag reflex; NPA: nasal/fascial fracture</i>)	2	0
TASK TOTAL	/12	



Title	Managing a patient in cardiac arrest
Setting	Men's basketball patient collapses on the court
Foundational Behaviors	<i>In the delivery of excellent patient care, students will:</i>
	• Aim to keep the patient at the center of care
	• Incorporate all facets of evidence-based practice
	• Recognize the role and scope of athletic training in healthcare
	• Facilitate the use of inter-professional teams
	• Communicate effectively in all aspects of care
	• Develop a systematic approach to ensure thoroughness and efficiency in practice
• Recognize the potential for multiple correct approaches	
Associated Skills	<i>In this assessment, students will:</i>
	• Perform primary survey
	• Activate EAP
	• Incorporate the use of emergency equipment
	• Manage patient airway
	• Manage patient breathing
• Manage patient circulation	

Adapted from: Dhaliwal U, Gupta P, Singh T. Entrustable professional activities: teaching and assessing clinical competence. *Indian Pediatr.*2015;52(7):591-7.



Medical knowledge
Patient Care
Communication
System-based Practice





PATIENT CARE

Competent	Developing	Not Competent
<i>Care includes all components listed below</i>	<i>Care lacks 3 or fewer components listed AND 1 or fewer of those components would have a significant impact on patient outcome</i>	<i>Care lacks more than 3 components listed and/or care is lacking more than one component that could have had a significant impact on patient outcome</i>

ELEMENTS OF PATIENT CARE THAT MAY AFFECT OUTCOME MUST BE DEMONSTRATED TO ACHIEVE COMPETENCE	
<p><i>Specific components for care of this patient</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts primary survey <input type="checkbox"/> Activates EAP <input type="checkbox"/> Retrieves necessary equipment <input type="checkbox"/> Manages patient airway (head-tilt/chin lift, OPA, NPA, suction) <input type="checkbox"/> Manages patient breathing (BVM, resuscitation mask, nasal cannula, rescue breaths, oxygen administration) <input type="checkbox"/> Manages patient circulation (AED, chest compressions, hands off this responsibility) <input type="checkbox"/> Reassesses patient <input type="checkbox"/> Communicates necessary components of patient care to others who may be assisting 	<p><i>General components for all patient care</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses standard precautions as needed <input type="checkbox"/> Uses emerging information throughout assessment to direct patient care <input type="checkbox"/> Integrates skills in a timely and efficient way.



GRADING

	Competent	Developing	Not Competent
Medical Knowledge	25	21	18
Patient Care	25	21	18
Communication	25	21	18
System-based Practice	25	21	18



Feedback



How will you make this fit for your discipline?

COMPONENTS

Assessment:

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3. Dhaliwal U, Gupta P, Singh T. Entrustable professional activities: teaching and assessing clinical competence. *Indian Pediatr.*2015;52(7):591-7.