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## COMPETENCY BASED EDUCATION

AN INTRODUCTION TO "CBAS" (COMPETENCY BASED ACHIEVEMENT SYSTEM) AS USED AT THE UNIVERSITY OF ALBERTA  
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### Objectives:

- Describe the tasks and roles for preceptors using a competence based approach
- Review some tools that facilitate implementation in distributed settings

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### BACKGROUND

- CFPC working group on competency based education and certification
- The need for assessing and defining competence
- The development of skill dimensions
  - Measurable behaviours
- Core topics and key features

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### Clarifying roles in a competence approach: who does what?

- Preceptor
- Supervisor
- Advisor / Major Preceptor
- Program Director
- Learner

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### TOOLS USED FOR ASSESSING COMPETENCE

- Different resources
  - Direct observations
  - Case discussions
  - Projects and presentations
  - Field Notes
  - ITERs
  - Portfolios (paper or electronic)

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### Characteristics of effective tools...

- Supports effective formative feedback
- Can focus attention appropriate to the discipline and the learner
- Trustworthy summative assessment emerges from the formative feedback
- Promotes the habit of lifelong learning by using guided self assessment
- Addresses the competence for becoming competent

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### EVALUATIONS SHOULD BE:

- Valid
- Reliable
- Accepted by users
- Have a positive educational impact
- Cost effective

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### Core competency in Family Medicine

- High level Competence: Ability to perform multiple tasks and problem solve with ambiguous and uncertain end-points with partial data. Able to abstract to new situations (context independent). This is what we need to evaluate.
- Low level Competence: One well-defined task done repeatedly the same way, simple knowledge regurgitation. This is what medical school needs to evaluate.

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### Progress to Practice

- Tracking progress toward competencies in the various skill dimensions (Professionalism, Clinical Reasoning, Selectivity, Communication, Patient-Centered, Procedures)
- Feedback for specific events (daily)
- Feedback for progress (week to week, month to month)

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### GUIDED SELF-ASSESSMENT

- Not just self-assessment
- Why?
- Reflective Learning

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Guided Self-Assessment: Why not just self-assessment? Reflective learning?

Studies show the unreliability of self assessment, both over and under estimating performance.



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### FIELD NOTES

- Helps make feedback specific, and timely
- Handles the need to document
- Is a generic simple tool sufficient?

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**Field Note**

**Learner:**  
**Observer:**  
**Date:**  
**Brief Description:**

**Feedback:**

**Skill Dimension/Can Meds Role:**  
**Stack:**  
**Follow Up?** Yes No

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**FIELD NOTES**

- The Field Note is a prompt
  - The feedback is the outcome
- The observer does not always have to be the primary preceptor

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**FIELD NOTES**

- Can be learner-driven
  - By making it learner driven there is less need for the preceptor to be familiar with the CBAS system
  - Being learner driven then fits well into the distributed model
- “Charter of Feedback”

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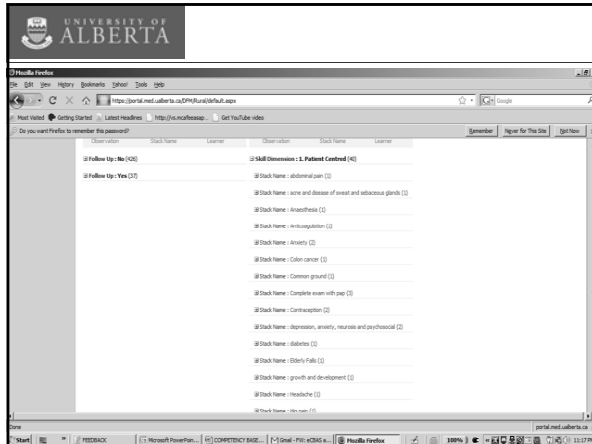
**eCBAS**

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QuickTime™ and a decompressor are needed to see this picture.

The screenshot shows the eCBAS web application interface. At the top, there is a navigation bar with the University of Alberta logo and a menu. Below the navigation bar, there is a workflow diagram with five steps: 'Observe Event (Optional)', 'Enter Field Note', 'Discuss Field Note', 'Review Skills', and 'Review Achievements'. The 'Review Achievements' step is currently selected. Below the workflow, there is a section for 'Community of Learning Roster' with a search box for 'Enter Learner's Name'. The roster lists two communities: 'Community - Grande Prairie (1)' and 'Community - Red Deer (1)'. Below the roster, there is a table with columns for 'Feedback Given', 'Skill Dimension', and 'Completed / Sufficient Programs'. The table contains several rows of data, including 'Feedback Given: No (1)', 'Feedback Given: Yes (14)', and 'Feedback Given: Yes (14)'. The bottom of the screenshot shows a Windows taskbar with various icons and the system clock.

# Competency Based Achievement System\_Donoff & Janke



- Observer
- Preceptor
- Advisor
- Program Director

## COACHING PRECEPTORS

- Need for faculty development regarding giving useful feedback


The learner in difficulty

## The good and high performance learner

- The need to clarify what is to be achieved
- Using "Target Topics" to sample mastery

## What is mastery?

- What is sufficient progress?
- The "7 year program"
- Competence in becoming competent

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<p>Summary:</p> <ul style="list-style-type: none"><li>• Certification will soon mean learners have demonstrated the competence to master a representative sample of skills relevant to our discipline</li><li>• Learning skills at high levels requires the lifelong ability to work with guided self assessment</li><li>• Clarifying our roles in an organized program makes our teaching effective (and doable!)</li></ul>	