



A Road Map to Competency Based Education Implementation

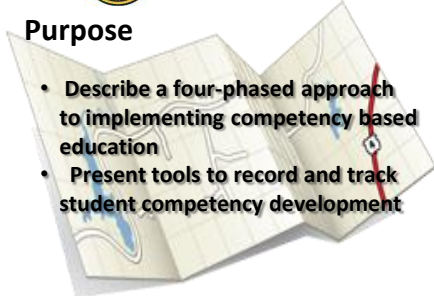
The Army-Baylor Approach



Forest Kim, PhD; Bradley Beauvais, PhD; A David Mangelsdorff, PhD; Suzanne Wood, PhD; Matthew Brooks, PhD; Paul Brezinski, PhD; Lee Bewley, PhD
 Army-Baylor University Graduate Program in Health and Business Administration

Purpose

- Describe a four-phased approach to implementing competency based education
- Present tools to record and track student competency development



Background

- Becoming an integral part of healthcare management graduate curricula and expected to continue to play prominent role in the future
- Driven by a call for greater specification of standards, improvement in quality of production of better, more capable graduates to meet industry needs
- Required by the Commission on Accreditation for Healthcare Management Education (CAHME)



Phase I – Selection & Competency Model Fit

- Examine program mission & directional strategies
- Conduct stakeholder analysis
- Define and describe desired program outcomes
- Consider existing competency models

Phase II – Competency Model Integration

Competency Model Adoption

- Ensure faculty 'buy-in'
- Conduct student orientation to competency-based education

Curriculum & Course Mapping

- Determine which courses cover which competencies
- Determine what level of development is expected in each course

Course Development & Standardization

- Create a basic syllabus template
- Map competencies to objectives and deliverables
- Pursue an incremental approach by semester
- Develop peer review process at curriculum meeting

Competency Based Education Faculty Development

- Encourage faculty to become CAHME Fellows
- Attend CAHME Boot Camps

Phase III – Development of Competency Assessment Methods

- Use curriculum subcommittee
- Identify assessment milestones
- Review existing measures
- Identify gaps
- Develop measures to fill gaps
- Develop tracking tools
 - Competency Assessment Tool (CAT)
 - Baylor Experience Assessment Review (BEAR)
- Consider data management issues
 - Method of collection
 - Data manager
 - Data location

Phase IV – Competency Model Modification

- Examine internal validity
 - Ask: What competencies do we say we're developing but not developing in practice?
 - Examine internal student assessments
- Examine external validity
 - Ask: What competencies are we not developing that we should be developing?
 - Map your model to other models
 - Analyze qualitative surveys of your program

Tools

STUDENT NAME	MILITARY MISSION		LEADERSHIP & ORGANIZATION		HEALTH CARE DELIVERY		QUALITY IMPROVEMENT		PATIENT SAFETY	
	Didactic	Residency	Didactic	Residency	Didactic	Residency	Didactic	Residency	Didactic	Residency
Military Decision										
Military Mission										
Team Operations										
Total Force Management										
Medical Readiness Training										
Disaster and Contingency Planning										
Leadership and Org Management										
Strategic Planning										
Organizational Design										
Decision Making										
Change and Innovation										
Leadership										
Health Law/Policy										
Public Law										
Medical Liability										
Medical Staff By-Laws										
Regulations										
External Accreditation										
Health Resources Allocation										
Facets of Management										
Human Resource Management										
Labor-Management Relations										
Material Management										
Facilities Management										
Info Mgmt and Technology										
Ethics in the Health Care Env										
Ethical Foundations										
Personal and Professional Ethics										
Biomedical Ethics										
Organizational Ethics										
Individual and Org Behavior										
Individual Behavior										
Group Dynamics										
Conflict Management										
Interpersonal Communication										
Public Speaking										
Strategic Communication										
Perf Measurement and Improvement										
Psychological Methods										
Clinical Investigation										
Int Health Care Delivery Systems										
Quality Management										
Quant and Qualitative Analysis										
Outcomes Measurement										
Patient Safety										

Figure 2. Competency Assessment Tool (CAT)

Figure 3. Baylor Experience Assessment Report (BEAR) Excerpt

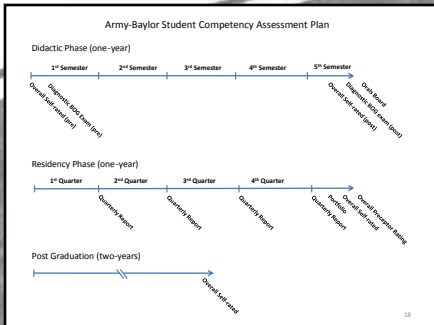


Figure 1. Shows student competency assessment milestones in didactic, residency, and post graduation years.

STUDENT NAME	MILITARY MISSION		LEADERSHIP & ORG MGMT		HEALTH CARE DELIVERY	QUALITY IMPROVEMENT	PATIENT SAFETY
	Didactic	Residency	Didactic	Residency			
STUDENT NAME							
RESIDENCY SITE							
ACADEMIC ADVISOR							
Directions: Residents list all "major" projects and activities performed & depth of coverage according to the scale provided. Professor rubric assessment is in right column. Final scores are an average of the scores of the page for comments by both student and professor. Do not include the scores of the Resident and Professor unless both of competency development during the residency year at the bottom of the page.							
Competency Assessment Color Scale: Expert (8, 9 or 10), Strong = Application (5, 6 or 7), Satisfactory = Knowledge (1, 2, 3 or 4), Not Satisfactory							
6/6/10							CLK
Change this cell to describe your Project / Activity							
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Selected References

Calhoun, J. et al. (2008). Development of a core competency model for the master of public health degree. *American Journal of Public Health*, 98(9): 1598-1607

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Contact Information

Forest Kim – (210) 221-9623; forest.kim@us.army.mil
 Brad Beauvais – (210) 221-6493; bradley.beauvais@us.army.mil