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 education, and the need for the 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

Selected References


Contact Information

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

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

Figure 2. Competency Assessment Tool (CAT)
Figure 3. Baylor Experience Assessment Report (BEAR) Excerpt

Tools

CAHME

AUPHA

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