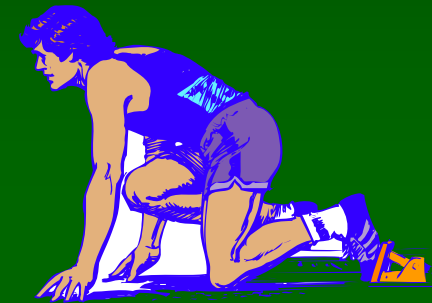


CORE COMPETENCIES: A Marathon rather than a *Sprint*



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Core Competencies: A Marathon rather than a Sprint

Objectives

- Identify a strategy for instilling life-long learning practices in the core competencies, using Practice-Based Learning and Improvement as an example
- Summarize key elements in developing PBLI curriculum and assessments for residents and faculty

Core Competencies: A Marathon rather than a Sprint

A few elements of Core Competencies are covered in a manner analogous to a sprint: a brief burst of educational activity and then they're done

Example: Medical Ethics –

One brief educational effort (usually didactic), and hope they remember it



Core Competencies: A Marathon rather than a Sprint

A few elements of Core Competencies are analogous to a sprint: a brief burst of educational activity and then they're done

Example: Medical Ethics –

(Although faculty should be doing a long continuous jog by serving as a role model)



Core Competencies: A Marathon rather than a Sprint

A few elements are more like interval training:
intermittent relatively brief educational efforts
over the period of residency training

Example: OMT –

Periodic (sporadic) educational efforts
throughout the residency



Core Competencies: A Marathon rather than a Sprint

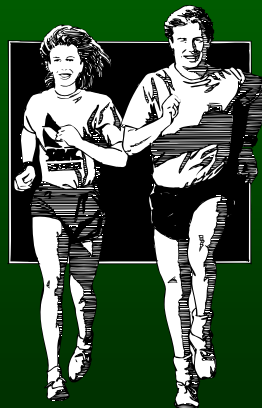
But many elements need to be viewed more like a marathon: there needs to be a continuous effort to educate residents

Example: PBLI triumvirate of *research*, *evidence-based medicine*, and *journal club*



Core Competencies: A Marathon rather than a Sprint

The training to provide the foundation for this marathon is the training in research methods and evidence-based medicine, and the long-term effort starts with journal clubs, to develop over time an *intelligent consumer* of medical research literature



Core Competencies: A Marathon rather than a Sprint

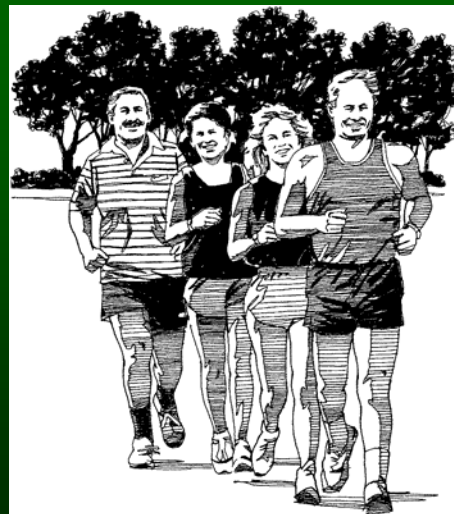
A perception problem with regard to
Core Competencies:

Residents (and Faculty) only want to be
sprinters when it comes to Core
Competencies



Core Competencies: A Marathon rather than a Sprint

Let's discuss our PBLI example: the need for a long-term educational effort in research, evidence-based medicine and journal clubs



Core Competencies: A Marathon rather than a Sprint

Do you have a research requirement for your program?

What's the primary purpose of your research requirement?

- To fulfill national specialty requirements?
- Don't know?
- To provide a foundation for lifelong skills in assessing medical research literature?

Do you have a formal training program in research methods?

Core Competencies: A Marathon rather than a Sprint

Do you have a formal training program in evidence-based medicine?

Do you have a means of recording or demonstrating completion of Core Competency requirements in research and evidence-based medicine?

Core Competencies: A Marathon rather than a Sprint

Do you have a journal club?

Why do you have a journal club?

- Because you've always had one?
- Don't know?
- Because it's an integral part of your curriculum?

Core Competencies: A Marathon rather than a Sprint

What's the basic purpose of your journal club?

- Dissemination of info from current literature to help residents and faculty keep current?
- Foster routine habit of reading journal articles?
- Teach residents skills in critically appraising medical research literature?

Core Competencies: A Marathon rather than a Sprint

Do you have a set of written objectives for your journal club?

Are they given to your residents (and faculty)?

Do you have written evaluations of resident journal club presentations for their portfolios?

Do you have an annual evaluation of your journal club?

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Do you or key faculty provide visible support for the journal club? (vocal and by consistent attendance and participation)

Is the setting for your journal club optimal for the residents' educational needs, rather than social needs?

Core Competencies: A Marathon rather than a Sprint

Do your faculty turn the journal club into an extension of grand rounds, or do they focus on critique of the articles being presented?

Do you let residents get away with giving a “book report”, or do you insist they provide a reasonable critique of the article they are presenting?

Core Competencies: A Marathon rather than a Sprint

- Application of Adult Learning Principles is key.
 - Self-Direction
 - Immediate real world application
 - Critical thinking and reflection
 - Competency based application
- Lifelong learning for residents and faculty

Faculty Application

- Comprehensive systematic lifelong strategy rather than episodic events
- Focus on reflective application through portfolio self-assessment and self-direction
- Assessment of core competency application in teaching and practice
- Lifelong socialization through faculty valuing and modeling activities

Overview of Strategy: Journal Club, Research and EBM

- Design of Research Course – not a definitive course, but lock step to meet research requirements. Does not replace mentoring or formal education
- Importance of faculty development in use of modules
- Journal Club rationale

Overview of Strategy: Journal Club, Research and EBM

- Very few residents are going to do research once they graduate
- But they *must* have a fundamental understanding of how research is done
- So they can distinguish research that is done well from that which is done poorly
- A skill they will need in order to assess the quality of medical research literature during the remainder of their career

Overview of Strategy: Journal Club, Research and EBM

- Start applying knowledge of research methods when doing journal club presentations
- Doing journal club presentations hones skills in assessing medical literature
- Which will then be practiced throughout the remainder of their medical career
- EBM is the 'quality control' mechanism

Overview of Strategy: Journal Club, Research and EBM

- Training in these skills needs to be started right away during the first year of residency training
- And practicing these skills must continue throughout the residency and long after the residency is completed

“The Marathon”

Core Competencies: A Marathon rather than a Sprint

So get the Marathon started right away!

