

APPD Fall Meeting Abstract Submission
August 1, 2014

Title: Utilizing the Professional Society as a Platform for Faculty Development about Competency-based Milestone Evaluations (CBME): the Pediatric Hematology-Oncology Experience

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Category: Faculty Development

Objective(s) of strategy:

Beginning in April 2013, a task force of fellowship program directors formed by the American Society of Pediatric Hematology-Oncology (ASPHO) developed plans to implement competency-based milestone evaluations (CBME) within our subspecialty and to devise strategies for faculty development. Using the 2014 ASPHO annual meeting as a platform, we led a faculty development workshop open to fellowship program directors, associate program directors, and teaching faculty with the following objectives:

1. To review the theory behind CBME and describe the task force's work to develop assessment instruments for our subspecialty
2. To allow participants an opportunity to plan their own program's implementation of CBME with guidance from the task force
3. To share with participants assessment tools as well as faculty development modules for use in their home institutions

Description of tool or strategy:

The task force of fellowship program directors within ASPHO, which serves as a primary resource for pediatric hematology-oncology educators working to implement CBME, identified the ASPHO annual meeting as a natural venue in which to offer an interactive, 3-hour workshop dedicated to CBME. During the initial hour, participants (N=65) heard a didactic presentation about 1) the principles underlying the Next Accreditation System (NAS), milestones, and entrustable professional activities, 2) the structure and function of the Clinical Competency Committee and Program Evaluation Committee, and 3) the ASPHO task force's work on CBME. Participants were oriented to the milestone-based assessment instruments developed for the subspecialty by the task force. Ample time for questions, discussion, and feedback was available. The didactic component was punctuated by short exercises in which participants assessed fellow performance after video and written case vignettes using a milestone-based scale. In the second hour, participants worked in small groups, with facilitation from ASPHO task force members, to consider how they will implement the new assessment system within their own programs. Finally, because participants were anticipated to be responsible for faculty development in their home institutions, a large portion of the workshop was dedicated to "training the trainers." In this last hour, the large group reconvened to discuss strategies for faculty development and review resources that could be utilized locally. Participants left the workshop knowing how to access a slide set that could be downloaded and modified for the purposes of faculty development at their own hospitals.

Evaluation data:

Individuals who pre-registered for the session were asked to complete a brief pre-test (N=37) which was repeated at the end of the workshop as a post-test (N=38). Test questions asked respondents to rate their level of agreement with several questions (see attached figures). Test data indicate that the workshop yielded increased agreement with all 6 item stems demonstrating that the workshop achieved its objectives.

Lessons Learned:

Fellowship program directors, associate program directors, and other clinician educators can be effectively trained in CBME via a faculty development workshop delivered in the context of a national meeting of a professional society. The professional society continues to be a useful and efficient platform for faculty development during this complex transition in pediatric subspecialty training. Following this successful endeavor, the task force is building a page on the ASPHO website dedicated to CBME and the NAS which will provide program directors with a central resource for ongoing updates and materials moving forward.

Figures A-F: Pre-test and post-test data from the faculty development workshop participants

