

The Fundamentals of Competency Evaluation by Dale J. Carlson and Earl J. Reisdorff

INTRODUCTION

The Global Assessment Evaluation

This chapter describes a simple process for developing a global assessment evaluation (GAE) that integrates measurement of quality indicators into residency training. The GAE is a comprehensive multi-dimensional inventory that reviews resident performance. Depending on the breadth of detail contained in the GAE, the evaluation can be used on a monthly to an annual basis.

The Evaluation Mandate

The National Academy of Sciences, Institute of Medicine, report titled “To Err is Human” (1999) asserts that medical errors are responsible for 44,000-98,000 patient fatalities annually.¹ This means that medical errors are the fifth leading cause of death in the United States following heart disease, cancer, stroke, and obstructive lung disease. The Institute of Medicine report urges that their findings prompt immediate correction. To this end, the training of physicians and medical students is of paramount importance. Integral to the education process is the need for accurate and meaningful evaluation.

The United States Department of Health and Human Services, Agency for Healthcare Research and Quality has an initiative of evidence-based medicine that asks teaching hospitals to assure the quality of the training provided.² Again, substantive evaluation processes are required to satisfy this intention. In addition, the Joint Commission on Accreditation of Healthcare Organizations has instituted new requirements to assure that sufficient standards of quality in graduate medical education are met.³ These new requirements from both agencies address supervision of resident performance as well as measuring quality indicators by medical staff and teaching faculty. Obviously, determinations of quality are directly contingent upon detailed evaluation processes. Finally, public and political sensitivities to resident performance are reflected in concerns surrounding the restriction of duty hours. The aforementioned items reflect the public’s concern that medical training must be improved. Ultimately, the measure of educational performance necessitates evaluation.

Competency

Competency-based education and assessment was discussed in the 1920s by Fred E. Taylor, the “Father of Scientific Management” through reviewing task analysis and work flow.⁴ Further

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