

AOA Core Competency Matrix – Program Assessment


Background

As the new AOA core competencies roll out two by two, many program directors are making plans on how they will meet the teaching and assessment deadlines. Much of the documentation on the competencies deals with required elements – the objectives that interns and residents are to master – and the methods for determining if the required elements were met. Many assessment instruments have been identified and even matched to the required elements to guide program directors as to the “best assessment tools” for measuring intern/resident competency on each required element.

Yet program directors are left with the extensive task of analyzing their entire internship/residency program to determine if these core competencies and required elements are currently being taught. If they are being taught, are they taught at the depth and breadth necessary for interns/residents to become competent at them. And, if there are adequate learning experiences to teach the competencies, are there also existing assessments that measure intern/resident performance at the level required in the competencies.

The following matrixes were developed to assist program directors in evaluating the current status of their internship/residency program and making curriculum modifications accordingly. The matrixes may also help Osteopathic Medical Education Committees create their Institutional Core Competency Plans and monitor their process toward meeting the core competencies.

Directions for Using the Matrices

 Begin with the overall assessment of knowledge, attitudes and behaviors


General instructions...

- Use the overall assessment codes listed on the matrix.
 - Your options are: deficient, usually meets, consistently meets, exceptional
 - These are the same ratings used on the AOA Annual Resident Review Form
- Remember, this is program evaluation, so for each required element, think about your graduating interns/residents – as a whole.
- Later, when you have actual data on your interns/residents, you can include that data in your analysis.

Think about your interns/residents knowledge, attitudes, and behaviors...

1. First, look at your interns/residents knowledge.
 - Ask yourself, do the interns/residents know this required element – could they do it if their life depended on it?
 - If they could, then you probably are providing adequate learning experiences.
 - If not, you probably need to add learning experiences for this required element.
2. Next look at your interns/residents behavior.
 - Are the interns/residents doing this required element on a regular basis?
 - If they know it and they do it routinely, then you probably are providing adequate learning experiences.

- If they know it, but they are not doing it on a regular basis, then you need to look at attitudes – why aren't they doing it?
3. Finally, look at your interns/residents attitudes.
- How are the interns/residents attitudes in relation to their behaviors?
 - If your interns/residents know the skill, routinely perform the skill, and have a good attitude about it, you are in good shape. They will probably continue this behavior in their practices.
 - If they know the skill, but are not performing it routinely, and have poor attitudes toward it, then you probably need to work on improving attitudes.
 - If they know the skill, are not performing it routinely, but have adequate attitudes toward it, then you may need to look at system issues – obstacles or procedures within your hospital or clinic – that get in the way of doing this required element.

 The next task is to evaluation the teaching/learning environments.

General instructions...

- Use an X or a √ to code the status of your teaching/learning environments.
 - X = a teaching/learning experience that you currently use
 - √ = a teaching/learning experience you want to add to your curriculum

Think about your program's curriculum, especially the teaching/learning experiences...

1. First, look the teaching/learning experiences you currently use to teach a require element in your program.
2. Put an X in each teaching/learning experience box you use for each required element.
3. Having identified your teaching/learning experiences, record the PGY year(s) where this is typically taught (this is the first column of the matrix).
4. Finally, compare your overall assessment of knowledge, attitudes and behaviors to the current teaching/learning experiences.
 - Are these teaching/learning experiences adequate for developing competence in knowledge, attitudes, and behaviors?
 - Do you need to add additional experiences to meet the competencies?
 - If you do, put a √ in teaching/learning experiences boxes that you plan to add.

 The final task is to assess your evaluation methods

General instructions...

- Analyze the evaluation methods as you did the teaching/learning environments.
- The evaluation methods are those used in the AOA Annual Resident Review.
- Boxes with double-lined frames are those that the AOA recommend for the corresponding required element.
- Again, use an X or a √ to code the status of your evaluation methods.
 - X = an evaluation method that you currently use.
 - √ = an evaluation method you want to add to your curriculum.

Think about how you evaluate your interns/residents ...

1. First, look the evaluation methods you current use to measure your interns/residents performance.
2. Put an X in each evaluation method box you use for each required element.
3. Compare your overall assessment of knowledge, attitudes and behaviors and your current teaching/learning experiences with your evaluation methods.
 - Are your current evaluation methods adequate to measure each required element?
 - Do you need to add additional evaluation methods?
 - If you do, put a √ in teaching/learning experiences boxes that you plan to add.
4. Remember, the double-lined boxes are recommended, but not required. If you have a better method given your program/hospital resources, by all means use it.