

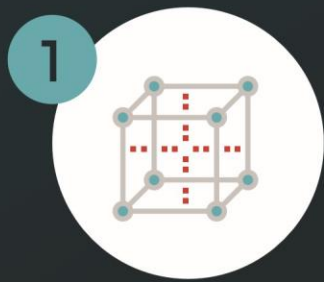
# CORE COMPONENTS OF CBME

## Van Melle's Framework



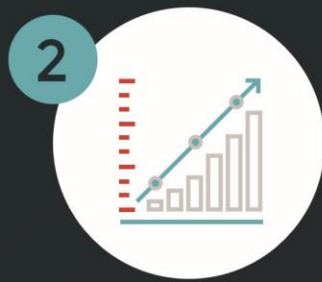
ICBME  
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This philosophy is put into practice through five core components:



### 1 An Outcomes Competency Framework

- + Desired outcomes of training are identified based on societal needs
- + Outcomes are "king", meaning: graduate abilities to function as an effective health professional



### 2 Progressive Sequencing of Competencies

- + In CBME, competencies and their developmental markers must be explicitly sequenced to support learner progression from novice to master clinician
- + Sequencing must take into account that some competencies form building blocks for the development of further competence
- + Progression is not always a smooth, predictable curve



### 3 Learning Experiences Tailored to Competencies In CBME

- + Time is a resource, not a driver
- + Learning experiences should be sequenced in a way that supports the progression of competence
- + There must be flexibility in order to accommodate variation in individual learner progression
- + Learning experiences should resemble the practice environment
- + Learning experiences should be carefully selected to enable acquisition of one or many abilities
- + Most learning experiences should be tied to an essential graduate ability



### 4 Teaching Tailored to Competencies

- + Clinical teaching emphasizes learning through experience and application, not just knowledge acquisition
- + Teachers use coaching techniques to diagnose a learner in clinical situations and give actionable feedback
- + Teaching is responsive to individual learner needs
- + Learners are actively engaged in determining their learning needs
- + Teachers and learners work together to solve complex clinical problems



### 5 Programmatic Assessment

- + There are multiple points and methods for data collection
- + Methods for data collection match the quality of the competency being assessed
- + Emphasis is on workplace observation
- + Emphasis is on providing personalized, timely, meaningful feedback
- + Progression is based on entrustment
- + There is a robust system for decision-making

## FIVE CORE COMPONENTS

1. An Outcomes Competency Framework
2. Progressive Sequencing of Competencies
3. Learning Experiences Tailored to Competencies
4. Teaching Tailored to Competencies
5. Programmatic Assessment

## PHILOSOPHICAL UNDERPINNINGS OF COMPETENCY-BASED MEDICAL EDUCATION

The more specific we can be about our end and interim goals for training...

- + The more specific we can be in knowing when someone is not moving forward in ways that we would expect them to
- + The more effective we can be in facilitating a smooth transition into practice
- + The more effective we will be in knowing if the training has achieved what it is intended to achieve