

Assessing competencies in the clinical workplace: Early lessons from the Flemish GP Training

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Background

? Rapid implementation of competency-based medical education and assessment necessitates a data-driven approach.

🔍 We aimed to investigate **acceptability and feasibility** of **competency-based assessment in the workplace** in the Flemish General Practitioner's (GP) Training.

Methods

We developed a competency-based workplace-based assessment intervention based on the **CanMEDS** to measure its acceptability defined as being useful and feasibility defined as being time-efficient.

📋 Closed and open ended questions via Qualtrics

📅 March 2021-June 2021

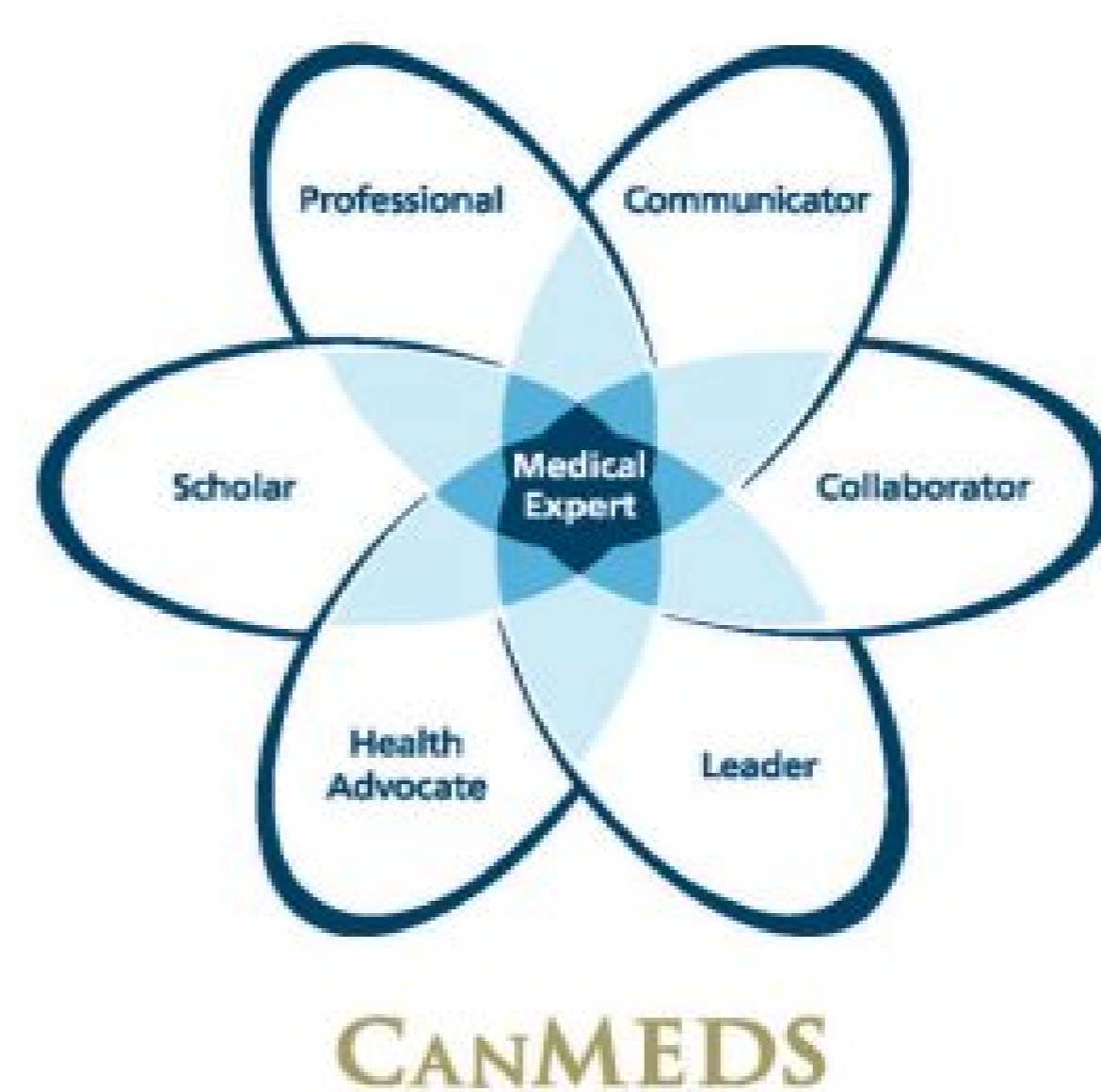
🎯 **2 competency-based instruments** scoring on 4-point Likert scale (excellent, sufficient, insufficient, not observed).

Medical Expert

The GP trainee creates an inclusive and cultural safe practice environment.



Fig. 1 Example of competency-based instrument



CanMEDS roles

Key Competencies

Enabling Competencies

Fig. 2 Structure of CanMEDS competency framework

Results

👤 **21 participants** :11 trainees and 10 trainers;
12 female and 9 male; 70% ≤ 35 years old

📊 **80%** of the participants found the intervention **acceptable**

📊 **70%** of the participants found the intervention **feasible**

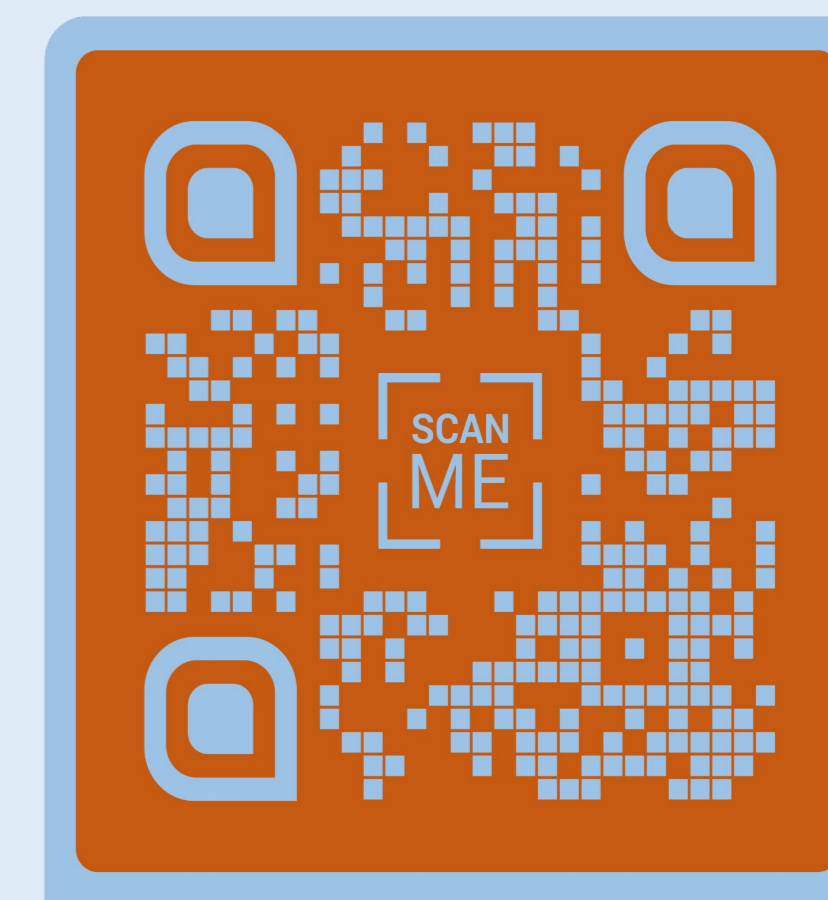
💬 **37 answers from open-ended questions:**
30 comments about difficult language;
6 comments about visualising learning growth

📊 **87%** of the comments focussed on **difficulty of understanding the language** of the CanMEDS competencies.

Conclusions

Competency-based medical assessment in the workplace is **acceptable and feasible**.

However, using an **easy-to-understand** and **close to practice language** is of great importance for implementation success.



Listen to my presentation

References

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