

**Competencies Ad Hoc Committee**  
**October 13, 2008**

**Glossary**

- Goal:** Goals are broad, generalized statements about what is to be learned. Think of them as a target to be reached, or "hit."
- Objective:** A learning objective is an outcome statement that captures specifically what knowledge, skills, attitudes *learners* should be able to exhibit following instruction.  
Learning objectives should be "**SMART**"  
**S**pecific  
**M**easurable/Observable  
**A**ttainable for target audience within scheduled time and specified conditions  
**R**elevant and results-oriented  
**T**argeted to the learner and to the desired level of learning
- Competency-based objective:** Outcomes (competencies) that are linked to workforce needs, as defined by employers and the profession.

**Competence**

"...the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values and reflections in daily practice for the benefit of the individual and community being served." Epstein and Hundert, JAMA, Jan 9, 2001

**Medical Student Objectives Project (MSOP) of the AAMC, 1998**

- Physicians must be altruistic, compassionate and truthful
- Physicians must be knowledgeable about the scientific basis of medicine
- Physicians must be skillful in communicating with and caring for patients
- Physicians must be dutiful in working with others to promote the health of the individual patient and the community at large.

**ACGME Core Competencies, 2007**

- Patient care
- Medical knowledge
- Practice-based learning and improvement
- Interpersonal and communication skills
- Professionalism
- Systems-based practice

**Brown University Competencies**

- Effective communication
- Basic clinical skills
- Basic Science Knowledge
- Lifelong learning
- Self-awareness and Self care
- Social and Community Context of Health care
- Moral Reasoning and Ethical Judgment
- Problem-solving
- Professionalism and Role Recognition

A Comparison of the Elements of Structure- and Process-based Versus Competency-based Educational Programs

From: Carraccio: Acad Med, Volume 77(5).May 2002.361-367

Table 1

Variable	Educational Program	
	Structure- and Process-based	Competency-based
Driving force for curriculum	Content—knowledge acquisition	Outcome—knowledge application
Driving force for process	Teacher	Learner
Path of learning	Hierarchical (teacher ⇒ student)	Non-hierarchical (teacher ↔ student)
Responsibility for content	Teacher	Student and teacher
Goal of educational encounter	Knowledge acquisition	Knowledge application
Typical assessment tool	Single subjective measure	Multiple objective measures (“evaluation portfolio”)
Assessment tool	Proxy	Authentic (mimics real tasks of profession)
Setting for evaluation	Removed (gestalt)	“In the trenches” (direct observation)
Evaluation	Norm-referenced	Criterion-referenced
Timing of assessment	Emphasis on summative	Emphasis on formative
Program completion	Fixed time	Variable time

From: <http://www.ceph.org/files/public/Competencies.pdf>

# Hierarchical Relationships

