



ACGME



Direct Observation Practice: Performance Dimension Training

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Southeast Hub: Developing Faculty Competencies in Assessment

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Disclosure: None of the speakers for this educational activity have a relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.



Acknowledgment

- This presentation utilizes ACGME resources.
- Original workshop developed by Dr. Eric Holmboe for Developing Faculty Competencies in Assessment: A Course to Help Achieve the Goals of Competency-Based Medical Education
- [ACGME Faculty Development Toolkit: Improving Assessment Using Direct Observation](#)
- Holmboe ES, Durning SJ, Hawkins RE. Practical Guide to the Evaluation of Clinical Competence.



Objectives

1. Review and practice performance dimension training
2. Review and practice direct observation
3. Envision how to apply these strategies in your home clinical environment



Small Group Exercise: PDT

- Identify important components of exemplary **history taking**
 - What should be asked or done?
 - How should it be asked or done?
- Make sure certain components are described behaviorally.



Small Group Exercise: PDT

- Compare the list your group created with an evidenced–based framework
- Did anything surprise you?
- What was missing from your group’s behaviors?
- Is there anything on the framework you do not understand or have questions about?



Impact of PDT

- What was your experience with PDT?
- What were you as a group able to accomplish?
- What were the benefits from this exercise?
- What are your concerns?



Impact of PDT

- Direct observation
 - ↑ Attentiveness to interpersonal/communication skills
 - ↑ Accuracy and specificity of observations
- Feedback
 - ↑ Breadth, specificity, corrective
 - ↑ Ability to deconstruct holistic assessments
- Faculty clinical skills
 - Refresh/acquire of new knowledge



Time to practice!

Let's do some direct observation...

The skill is history taking

Observe the PGY-2 resident take a history of a new problem.

- Write down areas performed well
- Write down any errors/deficiencies

- How would you summarize the learner?
- How would you supervise?
- Rate the learner



Watch Video – Hx Taking



Synthesizing observations

Use your rater assessment form to document

- Areas performed well
- Errors/deficiencies
- How would you supervise the resident next time?
- Use framework to help drive observations





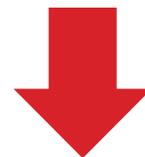
Instructions

Thinking about the encounter that you just watched, please answer the following questions.

1. What, if anything, did you observe the resident do well (i.e., behavior that enables safe, effective, patient-centered care) and what deficiencies/errors did the resident commit (i.e., behavior that impedes or hinders safe, effective, patient-centered care)? Be as complete as possible.

Did Well	Errors/Deficiencies
	 

Synthesizing observations

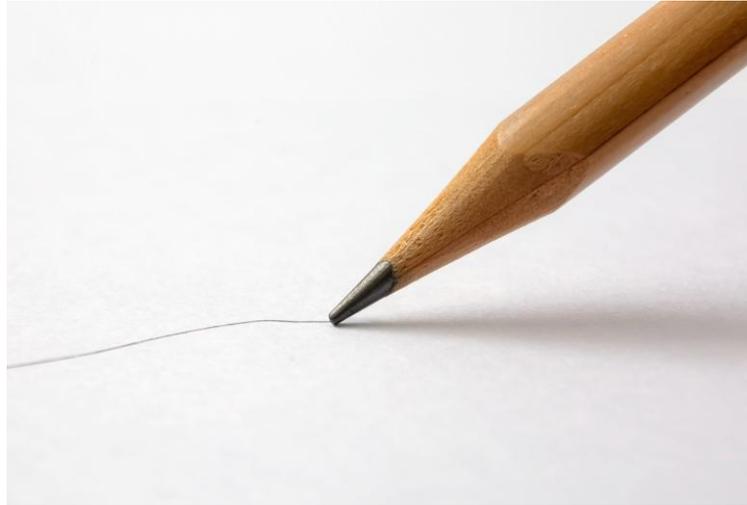


Prioritize observations



Summary Statement

3. In a few words or phrases, how would you summarize/synthesize the big picture of this resident's skills in this scenario?



Summary of Steps of Observation



Conclusion:

Top Tips for Direct Observation

- Start with clear objectives – identify skills resident wants to work on
- Make sure folks know it will be frequent and formative
- Identify existing tools/frameworks
- Take time to reflect on what you are learning along the way
- Make sure to train faculty and orient residents
- Do it frequent enough it becomes part of your culture



Karen E. Hauer, Eric S. Holmboe & Jennifer R. Kogan (2011) Twelve tips for implementing tools for direct observation of medical trainees' clinical skills during patient encounters, *Medical Teacher*, 33:1, 27-33, DOI: 10.3109/0142159X.2010.507710

Questions?

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