

## PRACTICE-BASED LEARNING AND IMPROVEMENT

Fellows must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.

Please refer to the following benchmarks and lists of assessment tools as you evaluate fellow competence.

### Potential assessment tools to evaluate fellow competence:

- Case-based module
- Chart stimulated recall
- Checklist of live/recorded performance
- Direct observation of benchmark
- Global rating of live/recorded performance
- Objective structure clinical examination (OSCE)
- Patient survey
- Procedure skills log
- Record review
- Simulations and models
- Standardized patient examination
- Standardized oral examination
- Written examination

**Competency: Analyze practice experience and perform practice-based improvement activities using a systematic methodology.**

### Knowledge/Skills/Attitudes Benchmark:

- Develops and maintains a willingness to learn from errors
- Describes the process of practice assessment- from identifying key issues for improvement to analysis to implementing change, to analysis of change
- Utilizes the necessary resources to complete the process (e.g., individuals, staff, texts, etc.)
- Implements strategies, along with an interdisciplinary team, to improve patient care practice

**Competency: Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.**

### Knowledge/Skills/Attitudes Benchmarks:

- Interprets the principles of evidence-based medicine and statistics by knowing the principles and statistical techniques necessary for these analyses (e.g., ARR, NNT, p values, risk ratios, meta-analyses, etc.)
- Locates search engines (e.g., Ovid, MD Consult) to effectively search the literature
- Values patient education as the foundation of compliance, and disease management and prevention
- Distills information to enhance patient and self-education

**Competency: Obtain and use information about one's own population of patients and the larger population from which the patients are drawn.**

### Knowledge/Skills/Attitudes Benchmarks:

- Describes the epidemiology of disease in one's patient population including risk factors and public health issues
- Applies epidemiologic information to assess risk/prognosis and to assist in health maintenance and disease management

**Competency: Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.**

**Knowledge/Skills/Attitudes Benchmarks:**

- Performs a critical appraisal of the literature utilizing basic biostatistical techniques and principles of evidence-based medicine
- Facilitates Journal Club, applying the principles of evidence-based medicine
- Completes a scholarly activity (e.g. basic science or clinical research project, literature review, conference presentation etc.)

**Competency: Use information technology, peer review, and self-assessment to promote life-long learning.**

**Knowledge/Skills/Attitudes Benchmarks:**

- Uses feedback to identify areas for improvement
- Seeks opportunities to strengthen deficits in knowledge/skills (e.g., specific electives, didactic opportunities, information technology resources, etc.)

**Competency: Facilitate the learning of students and other health care professionals.**

**Knowledge/Skills/Attitudes Benchmarks:**

- Assesses educational needs of learners
- Assists learners in accessing information
- Demonstrates responsibility and leadership in engaging learners in the educational process