

# Considering Competencies

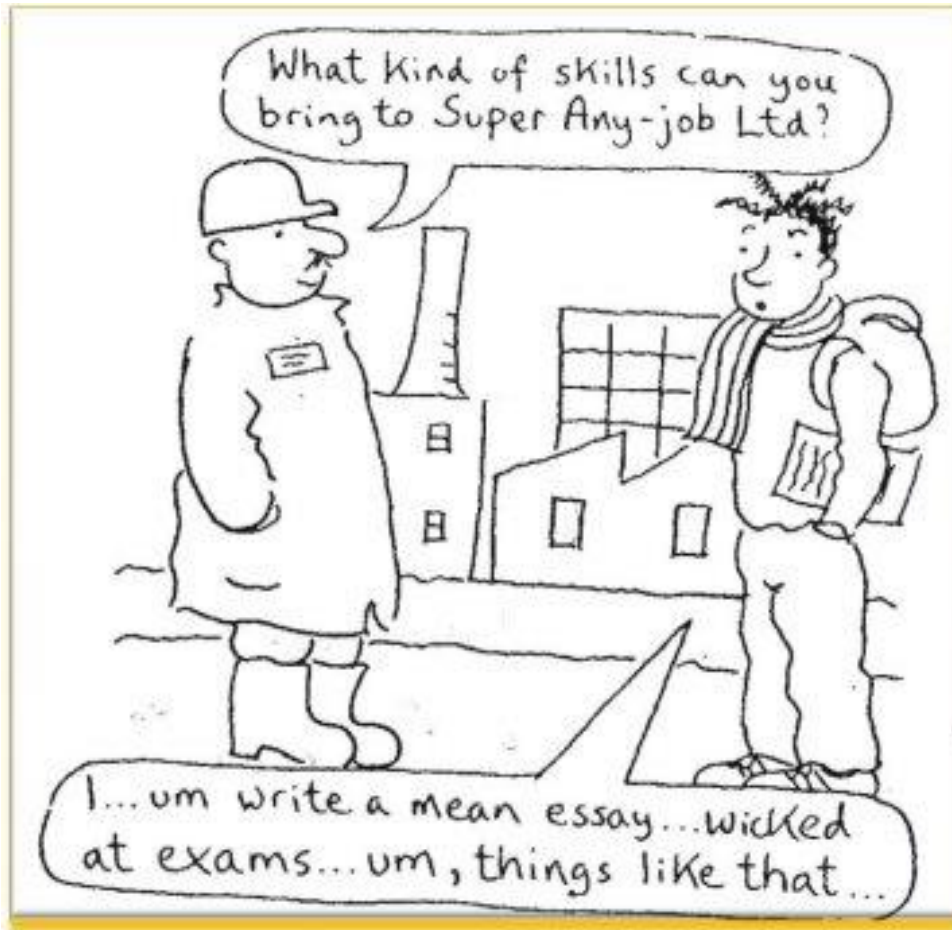
## Trajectories and Trends in Competency-Based Education

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# Competencies are Valuable



# Overview

- Trends in competency-based education
- Mini-case study: medical assisting and competency-based education
- Conclusion with questions

# Competencies are Community-Based

- MAERB Members & Staff: Judy Jondahl
- ASPA: CoAs and accrediting agencies
- CAAHEP: Kathy Megivern
- Professional Associations: AAMA—Donald Balasa and Anna Johnson
- Practitioners
- Educators
- Healthcare “public”



# Competency-Based Education

- Demonstrate and apply acquired knowledge
- Emphasize what is important
- Establish clear expectations
- Measure Consistently
- Delineate scope of practice
- Ensure students are job-ready and job-matched
- Focus on optimal performance

## Competency-Based Education ≠ Direct Assessment/PLA Programs

- Institutions: Western Governors University (WGU); Capella University's FlexPath; Southern New Hampshire University
- USDE: Setting up experimental sites for at least 40 colleges to move forward with the "new breed" of competency-based education programs

# Medical Assisting Education



# MAERB Core Curriculum

## Appendix B

### Core Curriculum for Medical Assistants Medical Assisting Education Review Board (MAERB) 2015 Curriculum Requirements

Individuals graduating from Medical Assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) must demonstrate knowledge of the subject matters required for competence in the profession. They must incorporate the cognitive (C) knowledge in performance of the psychomotor (P) and affective (A) competencies required in the following academic subjects.

### FOUNDATIONS FOR CLINICAL PRACTICE CONTENT AREA I-IV

<b>CONTENT AREA I: Anatomy &amp; Physiology</b>		
<b>Cognitive (Knowledge) I.C Anatomy &amp; Physiology</b>	<b>Psychomotor (Skills) I.P Anatomy &amp; Physiology</b>	<b>Affective (Behavior) I.A Anatomy &amp; Physiology</b>
<ol style="list-style-type: none"> <li>1. Describe structural organization of the human body</li> <li>2. Identify body systems</li> <li>3. Describe:               <ol style="list-style-type: none"> <li>a. body planes</li> <li>b. directional terms</li> <li>c. quadrants</li> <li>d. body cavities</li> </ol> </li> <li>4. List major organs in each body system</li> <li>5. Identify the anatomical location of major organs in each body system</li> </ol>	<ol style="list-style-type: none"> <li>1. Measure and record:               <ol style="list-style-type: none"> <li>a. blood pressure</li> <li>b. temperature</li> <li>c. pulse</li> <li>d. respirations</li> <li>e. height</li> <li>f. weight</li> <li>g. length (infant)</li> <li>h. head circumference (infant)</li> <li>i. pulse oximetry</li> </ol> </li> <li>2. Perform:               <ol style="list-style-type: none"> <li>a. electrocardiography</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporate critical thinking skills when performing patient assessment</li> <li>2. Incorporate critical thinking skills when performing patient care</li> <li>3. Show awareness of a patient's concerns related to the procedure being performed</li> </ol>



# MAERB Core Curriculum

- Cognitive Objectives
  - Describe basic principles of first aid as they pertain to the ambulatory healthcare setting.
- Psychomotor Competencies
  - Perform first aid procedures for . . .
- Affective Competencies
  - Show awareness of a patient's concerns related to the procedure being performed.

## Outcomes/Accountability

2008 CAAHEP Standards and Guidelines  
III.C.: “competency-based format”

*Competency-based format has three components: (1) the specific task to be mastered; (2) the conditions under which the student is expected to perform the task; and (3) the standard of performance for the task.*



## Job-Ready & Job-Matching

- 1980's & 1990s: DACUM (Developing a Curriculum) Analysis
- 1997 & 2003: Role Delineation Study
- 2008 & 2013: Occupational Analysis of the CMA (AAMA)

## Competencies are Priceless



## Questions/Work for the Future

- How to best connect the cognitive framework and the skill and behavioral competencies?
- How to best balance the competing needs within the profession across the country in the development of competencies?
- How to get more involvement from different stakeholders in the development of competencies?
- What types of tools can be/need to be developed to assess outcomes?