Competency-based curricula and assessment programs provide a framework for decision-making that supports individualization while also ensuring achievement of expected performance outcomes and readiness for residency. Data from competency-based assessment can be used by learners and faculty to steer future learning with a goal of achieving expected levels of performance and identifying the next step in developmental progression toward independent practice (2). Expectations about performance can not only delineate what students must achieve prior to graduation but also provide metrics that can be used as learners transition to residency. The development of competence provides a solid foundation for a true continuum of learning if teachers and learners share a common understanding about expectations and information is shared across the stages of training to promote continued advancement of skills (3).

In this session, we will examine the strategies being developed at three institutions regarding the final phase of the curriculum. We will frame the discussion by presenting examples of how the development of competence provides a foundation for the structure and design of early post-clerkship experiences, advanced clinical expectations, capstone courses and for reporting achievement in educational handovers upon graduation.

**Presenters:** Eva Aagaard MD  
Associate Dean for Educational Strategy  
Professor of Medicine  
University of Colorado School of Medicine

Maryellen E Gusic MD  
Senior Advisor for Educational Affairs  
Professor of Medical Education  
University of Virginia

Sally A. Santen MD, PhD  
Assistant Dean of Educational Research and Quality Improvement  
Professor of Emergency Medicine and Learning Health Sciences  
University of Michigan School of Medicine

**Facilitator:** Facilitator: Meg G. Keeley MD  
Assistant Dean for Student Affairs  
Director, Fourth Year Program  
Professor of Pediatrics  
University of Virginia School of Medicine

**Additional Facilitators for Table Discussion Groups:**  
Helen Morgan, MD, Assistant Professor of Obstetrics and Gynecology, University of Michigan Medical School  
Jocelyn Schiller, MD, Associate Professor of Pediatrics, University of Michigan Medical School  
William Cutrer, MD, MEd, Assistant Professor of Pediatrics, Vanderbilt University School of Medicine  
Meredith Atkins, MD, Assistant Professor of Obstetrics and Gynecology, Harvard Medical School
Linda Waggoner-Fountain, MD, MEd, Associate Professor of Pediatrics, University of Virginia School of Medicine
Kathryn Mutter MD, MPH, Assistant Professor of Emergency Medicine, University of Virginia School of Medicine

**Learning Objectives:**
1. Examine strategies being used to structure post-clerkship curricula.
2. Analyze how data from assessment can be used to individualize post-clerkship learning experiences.
3. Explore the opportunities and challenges of creating a system for assessment data to be incorporated into educational handovers from UME to GME.

**Session Plan:** The facilitator (Keeley) will outline the issues impacting design of the 4th year curriculum; examples of interventions being utilized to address these issues (e.g. capstone courses, scholarly concentrations, use of individualized learning plans); overview of the competency-based metrics being used to measure performance in UME and GME; and description of how the current vehicle for communication about medical student performance (new format for the MSPE) incorporates competency-based performance metrics. (10 min)

Panelists (Gusic, Aagaard, Santen) will share summaries of the teaching and assessment strategies being used to enhance the 4th year learning experience at their institutions. These brief presentations will: highlight how entrustment decisions made during the clerkship year can be used to create a blueprint for early post-clerkship experiences so that students have the opportunity for additional learning, observation and assessment (Gusic); describe the creation and implementation of a tool to develop and assess situational awareness (4) of students within advanced clinical care experiences (Aagaard); discuss how competency-based assessments guide robust and focused skill development in the 4th year and illustrate how metrics from GME can be used to collect specialty-specific competency assessments and how this information can be effectively communicated to residency program directors to assist learners in their transition to discipline-based training (5) (Santen). (20 min)

Using Poll Everywhere technology, the audience will be asked a series of questions regarding entrustment decision making in the clerkship and post-clerkship curriculum, competency development and measurement in the 4th year, additional constructs of performance necessary for the preparation of reflective, lifelong learners, and strategies to help learners effectively transition to residency including methods to enhance communication between UME and GME.

Sample questions include:
- Should entrustment decisions be used to determine when a student is ready for an acting internship rotation?
- How should data be used in real-time to guide learning in the 4th year?
- Which metrics should be used to measure performance in the final phase of the UME curriculum?
- What type of data should be shared with residency programs and when should it be shared?

After each poll, facilitated table groups will briefly discuss the issues raised and be asked to summarize and report out the key points of their discussion. (45 min) Table facilitators will document the discussion points from each small group and this data will inform and serve as the foundation for future presentations and publications on these topics.

**References:**

**Level of Audience:** Mid-career

**Focus of Presentation:** UME, GME, Continuum