

Executive Summary

Other Activities of the Clinical Competency Committee

Introduction

Although the primary role of the Clinical Competency Committee (CCC) is to judge residents'/fellows' performance on the Milestones, it is uniquely qualified to evaluate the curriculum and assessment system as well. The CCC can serve multiple stakeholders from the Sponsoring Institution and the program. Its important roles include:

- Assessing competence of those who transfer from a prior educational program or who apply to a fellowship program; this is formally required for residents/fellows with core training outside of an ACGME-accredited program.
- Contributing to the Annual Program Evaluation process
- Faculty development
- Quality Improvement of the assessment system
- Assisting the Graduate Medical Education Committee (GMEC)
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These roles go beyond the requirements for CCCs outlined in the Common Program Requirements.

Noteworthy Practices

Resident Transfers/Admittance from Non-ACGME-Accredited Programs:

CCCs assess the competence of residents/fellows who are transferring into a program from a period of prior education and training or applying to a fellowship with core training that was not attained in an ACGME-accredited program (See ACGME Common Program Requirements).

Annual Program Evaluation

CCCs should develop “Milestone maps” (i.e., a spreadsheet to track where each milestone is taught in the curriculum and assessed within the program). This map determines the extent of the curricula content for each milestone, including teaching and assessment methods and the learning experiences where each milestone is taught and/or assessed. This illuminates potential gaps or redundancies in the curriculum. CCCs can recommend new rotations or learning experiences that may address curricular concerns. Such information can be formally submitted to the program director at least annually and provided to the Program Evaluation Committee (PEC). This helps to review multiple data points, including information about the curriculum and aggregate Milestones data (see ACGME Common Program Requirements).

Faculty Development

CCCs review a substantial body of faculty member ratings and narratives about residents'/fellows' performance that inform important decisions. They can provide important insights on faculty members' performance in assessing residents/fellows, which can in turn be used in faculty development. This helps programs meet the ACGME requirement for reviewing faculty members' performance at least annually and providing faculty members with feedback on their evaluations.

Quality Improvement

CCCs review assessment data generated by the core faculty members and aggregate reports from the program's residency management system. They review trends in specific milestones ratings and seek to explain them. For example, if most PGY-2s are scoring lower than expected on the practice-based learning and improvement milestones, this may be due to lack of or inadequate data, true inadequate performance, inadequate sampling of performance, or a curricular deficiency. The annual Milestones National Report can be helpful in judging how the program is performing overall within specific subcompetencies. When issues are recognized, attempts should be made to address them prior to the next cycle of Milestones reporting.

Assist the GMEC

The CCC can assist the GMEC in monitoring the effectiveness of the curricula of individual programs by providing aggregate Milestones data for each program, analysis of data trends, and recommendations for the Annual Program Evaluation. Thus, the CCC can assist the GMEC in meeting the requirement for oversight of the quality of education.

Conclusions and In-Depth Guidebooks

Through the work of rendering judgements about resident/fellow performance on the Milestones, CCCs can survey the landscape of the entire curriculum and assessment system and contribute to the ongoing educational quality improvement of the program. Sponsoring Institutions and programs should therefore consider the multiple benefits these committees can provide and maximize their potential.

For more information, see the full Clinical Competency Committee Guidebook and additional references on the [Milestones Resources](#) page of the ACGME website.