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44 Utility of a Competency-based EM Dean's Letter

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Background: EM Milestones guide training from end of med school through residency. It is unclear how well prepared med school grads are to meet level 1 milestones. It is not yet resolved where responsibility for ensuring level 1 competency of graduates falls. Currently the dean's letter or MSPE is inadequate to confirm level 1 milestone achievement.

Objectives: We attempt to determine value of a milestone-based competency assessment given to program directors (PDs) of incoming EM residents as a second MSPE. We hypothesize this would be beneficial to PDs to customize training.

Methods: An ad hoc EM Competency Committee (clerkship and residency leadership and med school assistant deans) was formed. Multiple assessments and performance data were utilized from EM clerkship, multi-station summative clinical exam, and EM procedures elective to assess competency of level 1 milestones of graduates entering EM. Nearly all milestones could be assessed. Resultant data were utilized in 2 phases. In Phase 1 (P1), individual assessments were sent (with permission) to their future PDs. In Phase 2 (P2), a representative assessment of a graduating student entering EM was sent to all PDs. Surveys to assess utility were sent in each phase.

Results: Surveys completed to date in P1 is 3 (50%) and P2 is 43 (39%). In P1, 33% of PDs were somewhat dissatisfied with utility of the MSPE in judging achievement of level 1 milestones; 16% of those in P2 were somewhat and 37% very dissatisfied. 100% of P1 PDs and 81% of P2 said they do not use the MSPE to customize training. 66% in P1 and 86% in P2 felt the proposed assessment would provide new detail over the MSPE. 100% of P1 PDs and 90% of P2 felt the proposed assessment would be useful for all incoming interns.

Conclusions: Surveyed PDs felt the proposed assessment would provide new data over the MSPE and would be useful to help customize training. Remaining surveys are being actively collected and similar results are expected.