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Self-Assessment in a Competency-Based Curriculum: Preliminary Findings

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Introduction:

The introduction of the ACGME core competency framework brought challenges of developing appropriate evaluation tools (i.e. self assessment) to provide evidence of competency. Baylor College of Medicine has 43 competency goals organized within the 6 ACGME domains, each domain having 4-10 goals.

Purpose:

The purpose of this study was to examine self-assessment ratings of medical students on Baylor College of Medicine's Core Competency Graduation Goals (CCGG) by gender and over time.

Methods:

In a repeated measures cohort study, a medical student class (n=160) was asked to complete a Likert scale (1=Not Achieved, 7=Achieved) questionnaire self-assessing their achievement of each CCGG. This was administered at the beginning and end of the third year and the end of the fourth year. Repeated measures ANOVAs were performed to determine if self-assessment ratings differed over time and by gender.

Results:

108 students (47.2% males, 52.8% females) completed self-assessment questionnaires at the three time points. 42 of the 43 CCGGs assessed had statistically significantly improved mean self-assessment scores over time ($p < 0.05$), with a majority of these improvements being educationally meaningful as determined by effect size analysis using eta. The CCGG which did not have a statistically significant increase related to components of US healthcare system.

We also noted statistically significant differences between the ratings of males and females, such as behaving ethically and demonstrating empathy. These gender differences were educationally meaningful (Cohen's $d > 0.33$).

Conclusion:

BCM medical students showed improvements in self-assessment ratings as they progressed through the clinical curriculum. These data indicate that self-assessment of CCGG achievement may have value. Further research is warranted to examine the basis for gender differences in self-assessment ratings.