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Group Decision Making in Competency-Based Medical Education - Clinical Competency Committee

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Abstract

Clinical competency committee (CCC) plays a key role in the summative assessment of competency-based medical education (CBME). Specifically, CCC conducts systematic discussions according to the results of workplace observation and assessment derived from assessment blueprints to provide an accountable and reliable judgment on the progression of trainees' competencies. CCC then informs assessment results to stakeholders and assists trainees in developing personalized remedial learning plans. CCC members should conduct a consensus meeting, complete faculty training courses, and review trainees' competency development data before calling a CCC meeting. Student self-assessment should also be completed before the CCC meeting to improve trainees' and CCC members' understanding of the progress of their competency development and to ensure that trainees agree with and accept teachers' feedback. During the CCC meeting, a structured decision-making procedure must be constructed for objective and credible decision-making. After the meeting, feedback should be provided to students to assist them in developing remedial learning plans or training assistance plans. A comprehensive group decision-making procedure should be carried out in CCC to improve the quality of clinical staff training, teaching, and medical services as well as the professional identity of clinical staff.

Keywords: clinical competency committee (CCC), competency-based medical education (CBME), summative assessment, observational workplace assessment


勝任能力導向醫學教育中的群體決策— 臨床能力委員會(Clinical Competency Committee)

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摘要

臨床能力委員會(clinical competency committee, CCC)在勝任能力導向醫學教育的總結性評量中扮演重要的角色。委員會根據以評量藍圖執行的職場觀察評量結果，進行系統性的討論，對學員的能力進展做出公正可靠的判斷，回饋給相關利害關係人，並協助學員擬定個人化之補強訓練計畫。進行會議前應有共識會議、師資培育課程、及學員能力進展資料閱讀，事前的學員自我評量能夠促進學員與教師對學員能力進展的認知，並促進學員對於教師回饋的接納理解程度；會議中須建立結構化的決策過程，最終獲得客觀且可信的決策成果；會議後應向學員提供回饋，並協助制訂補強學習計畫或提供訓練協助規劃。藉由完善的CCC程序，可提升臨床醫事人員的訓練品質、教師教學水準、醫療服務品質及專業認同。

關鍵詞：臨床能力委員會、能力導向醫學教育、總結性評量、職場觀察評量