Advancing the Health Professions through Technology Standards

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MedBiquitous

PESC Data Summit
October 1, 2013

http://medbiq.org
Overview

- MedBiquitous overview
- Our standards ecosystem
- PESC and ePortfolio
What is MedBiquitous?
MedBiquitous Mission

To develop and promote technology standards for the health professions that advance lifelong learning, continuous improvement, and better patient outcomes.

Not-for-profit, member-driven, standards development organization
The Fragmented Healthcare Industry

Accrediting Bodies

Universities

Societies

Certifying Boards

Licensing Boards

Government

International Partners
Fast Facts

- 45 member organizations
- 8 Working Groups
- ANSI process
  - Openness
  - Transparency
  - Consensus
  - Due process
- Work with leading organizations that can drive adoption

Professional Profile  Learning Objects
Activity Reporting  Metrics
Virtual Patients  Curriculum Inventory
Competencies  Educational Trajectory
MedBiquitous Process

- **Executive committee**
  - Approves new standards projects

- **Working groups**
  - Meets via telco, in person
  - Develops specifications

- **Standards committee**
  - Consensus body
  - Votes

- **ANSI**
  - Final approval
A note about IP

• We give it away!
• No cost, no registration
• Very open license
• Download:
  • Specifications
  • XML Schemas
  • Implementation toolkits

Free!

at
medbiq.org
Revenue

- Membership dues
- Annual meeting fees
- Accelerated standards development projects
Our Standards Ecosystem

*American National Standards
How do you know a trainee is qualified and what supervision is required?

Trainee

Professional profile

Is competent in
Competency Framework

Is entrusted to do
Competency Framework

At what level
Performance Framework

Educational Achievement
Professional Profile Use Case

Â Common format for exchanging information about healthcare professionals
  Â Contact
  Â Education
  Â Training
  Â Certification
  Â License
  Â Disciplinary action
  Â Academic appointments
  Â Memberships

Â Facilitates cross-organization collaboration
Competency Object

Any abstract statement of learning or performance expectations, and information related to the statement.
Competency Framework

An organized and structured representation of a set of interrelated and purposeful competency objects.
**Performance Framework Example**

**INTERNAL MEDICINE MILESTONES**

**ACGME Report Worksheet**

| 1. Gathers and synthesizes essential and accurate information to define each patient’s clinical problem(s). (PC1) |
|---|---|---|---|---|
| **Critical Deficiencies** | **Inconsistently able to acquire accurate historical information in an organized fashion** | **Consistently acquires accurate and relevant histories from patients** | **Acquires accurate histories from patients in an efficient, prioritized, and hypothesis-driven fashion** | **Obtains relevant historical subtleties, including sensitive information that informs the differential diagnosis** |
| Does not collect accurate historical data | Does not perform an appropriately thorough physical exam or misses key physical exam findings | Consistently performs accurate and appropriately thorough physical exams | Performs accurate physical exams that are targeted to the patient’s complaints | Identifies subtle or unusual physical exam findings |
| Does not use physical exam to confirm history | Does not seek or is overly reliant on secondary data | Uses collected data to define a patient’s central clinical problem(s) | Synthesizes data to generate a prioritized differential diagnosis and problem list | Efficiently utilizes all sources of secondary data to inform differential diagnosis |
| Relies exclusively on documentation of others to generate own database or differential diagnosis | Inconsistently recognizes patients’ central clinical problem or develops limited differential diagnoses | | Effectively uses history and physical examination skills to minimize the need for further diagnostic testing | Role models and teaches the effective use of history and physical examination skills to minimize the need for further diagnostic testing |
| Fails to recognize patient’s central clinical problems | Fails to recognize potentially life threatening problems | | | |

**Comments:**
Educational Achievement

- Documentation of competence and achievement of milestones
- Funded by the AAMC and NBME

Pivio
## My Activities and Responsibilities

<table>
<thead>
<tr>
<th>Status</th>
<th>Activity</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arterial puncture for blood gas analysis</td>
<td>Entrustment Details</td>
</tr>
<tr>
<td></td>
<td>Intravenous catheter insertion</td>
<td>Entrustment Details</td>
</tr>
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<td></td>
<td>...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manage patients with common, single system diagnoses who require a hospital setting</td>
<td>In progress Details</td>
</tr>
<tr>
<td></td>
<td>Care of a healthy newborn</td>
<td>Entrustment Details</td>
</tr>
</tbody>
</table>

Date of report: Oct 5, 2011  Date of achievement: Various  Source: Various
How It Works

Courtesy Data Commons, LLC
How Data can be Shared

Pivio™
Manage your records. Master your career.

AAMC and NBME Services
MCAT, USMLE Exam Scores
Case Logs

ERAS
Electronic Residency Application Service
(after launch)

Pivio™ | A service of the AAMC and NBME®
Courtesy AAMC and NBME
Curriculum Inventory

What instructional methods are used to teach patient safety?

Program A

Program B

Program C

Curriculum Inventory

AAMC Curriculum Inventory System
Curriculum Inventory

National Benchmarking Reports

AAMC Curriculum Inventory

Medical School Curriculum Management System

MedBiq Standards

www.aamc.org/medaps

Courtesy AAMC
PESC and ePortfolio

• We like to collaborate!
• We build on other specifications whenever possible (requirements and IP must align)
• PESC IP policies and culture facilitate collaboration
  • Education test scores
  • E-portfolio
Contact

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www.medbiq.org