

# **Core Competencies in Clinical and Translational Research**

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# Consortium Announces Core Competencies

NCRR, in collaboration with the CTSA Education and Career Development Key Function Committee, has defined the training standards for core competencies in clinical and translational research.



## Agenda

- Welcome and overview
- Thematic competency components
- Implementation of core competencies
- Curriculum alignment with core competencies
- Evaluation
- Next steps

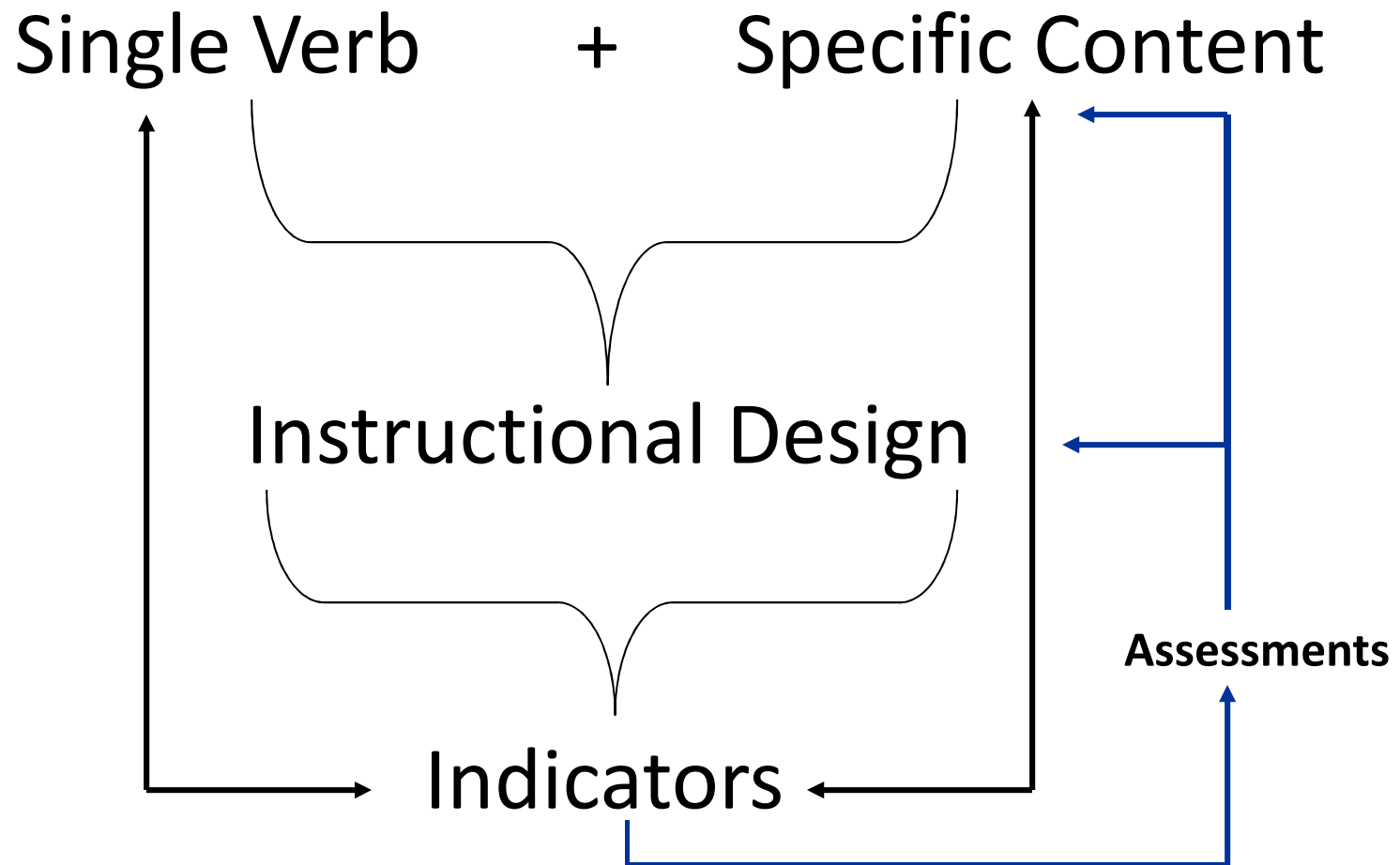
# Goals

- Disseminate the product of the working group
- Provide the research education leaders the tools and “competencies” to develop and evaluate competency based programs.
- Assess limitations and challenges to competency based education. The importance of synthesis.

# Objectives

- Enumerate the broad categories of research competencies
- Design or modify current curricula based on competencies
- Discriminate higher level skills from lower level skills.
- Evaluate tools to assess the competency of scholars.

# The Anatomy of an Instructional/ Individual Competency Statement



# Competency Statement Parameters

- Each statement can have no hidden modifiers, such as adequate, appropriate, suitably, and the like.  
(Words, such as these imply standards that can vary. If there are standards, they need to be stated explicitly. From an instructional perspective, no one would be taught to perform a competency inadequately. )
- Each statement may appear only once in the framework.  
(Each domain needs to be able to stand alone or it is not a domain.)

# Competency Statement Parameters

- Each statement may have only one verb.  
(Multiple verbs turn single competencies into multiple competencies)
- Each statement needs a verb that is measurable. A verb like understand can not be measured.  
(Understanding to one person is not understanding to another)

# Verbs

- **Knowledge:** name, specify, define, cite, recall
- **Comprehension:** Describe, recognize, explain,
- **Application:** Calculate, utilize, illustrate, demonstrate
- **Analysis:** Interpret, compare, distinguish
- **Synthesis:** Hypothesize, design, manage,
- **Evaluation:** Assess, recommend, defend,

# Competency “Rule of Thumb”

- 👤 Higher level skills are built upon lower level skills.
- 👤 Higher level skills are more complex and require more time to reach mastery.
- 👤 Lower level skills are often considered entry level.
- 👤 Lower level skills are considered to be “embedded” in higher level skills.