

E-merging views from



Center for *Personalized* Education for Physicians

Welcome to E-merging Views

Welcome to the first issue of our e-bulletin, E-merging Views. In it you'll find brief descriptions of existing and new CPEP services, information about innovations in physician assessment and education related to performance or competence issues, schedules of upcoming events, and other information for state medical boards, health attorneys, hospitals, and other healthcare organizations.

In keeping with the emphasis we place on interactive communications, don't hesitate to talk back to your e-bulletin. If you have views you'd like to see expressed in E-merging Views, or would like any further details, please send a reply. We look forward to bringing you information of interest and value.

The growing trend in competence evaluation points to a more comprehensive approach

From medical school to residency programs to specialty credentialing, a growing body of research on physician learning is driving professional competence evaluations to become more and more comprehensive. This trend is equally evident in the assessment of performance in practicing physicians.

Academic medicine is setting new standards to evaluate the multiple competencies that form the basis of medical practice. In large part, the movement toward a more in-depth assessment is a response to past reliance on the use of standardized exams. Traditionally, physician evaluation has equated success in multiple-choice examinations with success in actual practice. In situations where serious, global deficiencies exist, this single modality and its focus on factual knowledge may, in fact, be sufficient.

Physicians with less obvious deficiencies, however, are far less likely to be identified without a higher degree of scrutiny. As a result, they may continue to practice medicine in the same manner – and potentially put patients at risk. In addition, a

superficial approach to evaluation can compromise the education-based remediation that may be required.

Since its formation in 1990, CPEP's assessment process has provided a multi-faceted evaluation of physician performance in the areas of medical knowledge, clinical judgment with an emphasis on application of knowledge and patterns of reasoning, communication skills, and patient care documentation capability. This level of comprehensive testing leads to an assessment that meets board-specific questions about a physician's practice, and sets the foundation for an educational solution.

The result is a significantly higher potential for the kind of true behavioral change that transforms into improved clinical practice. When the safety of a patient, the mission of a state medical board, the reputation of a hospital or physician practice, and the expectation of a community are at stake, nothing less is acceptable.

Education Update

It's not just the process, it's the skills

Elizabeth S. Grace, M.D.
CPEP Associate Medical Director

The CPEP approach to educational intervention features a high level of interaction and individualized attention, with a strong and ongoing preceptor relationship and consistent oversight by CPEP staff and medical directors. Another distinguishing factor is making sure that physicians acquire the skills they need to continue their educational process beyond the period of formal, supervised education. In recent years, one of the most important of these skills has been the use of technology, specifically the internet, to find educational resources.

As in most other fields that take advantage of internet-based information, the concern is not in finding material, but in knowing how to sort through the overwhelming quantity and variable quality and applicability of the information.

For this reason, CPEP Educational Interventions include helping physicians locate the best web sites related to their area, then quickly determine what information is credible and relevant to their practices. In keeping with the interactive nature of the approach, the CPEP educational staff is available for discussing the nature and quality of the material.

While internet research and information gathering is only one of several tools for enhancing ongoing education, it is growing in importance and represents one of the areas in which CPEP strives to impart practical skills.

CPEP Learning Summit Brings Board Leadership to Denver

On November 7th and 8th CPEP is hosting a Learning Summit designed to provide state medical board executive directors, legal counsel, and key members with a hands-on understanding of the distinctive CPEP model of physician assessment and education.

The two-day Summit takes a highly interactive, small group approach to learning and enables participants to directly experience testing modalities, review actual cases with CPEP faculty, and provide input on adapting elements of the process to meet specific board needs.

While space at the current Learning Summit is limited – and filled for the upcoming session – CPEP will conduct other Learning Summits in the near future. For more information, e-mail ccastello@cpepdoc.org or call Collette Castello at 303.750.7150.

CPEP Calendar

The Patient Care Documentation Seminar:

How to Write Yourself Out of a Lawsuit

Tuesday, December 10, 2002

8:00 am – 4:00 pm

Copic Insurance Company

Denver, Colorado

Sponsored by CPEP, Copic Insurance Companies, and the Colorado Foundation for Medical Care

The “Problem” Physician: *A step-by-step approach to assessing and managing competency, impairment and behavior concerns.*

Wednesday, February 26, 2003

8:00 am – 12:00 pm

Doral Golf Resort and Spa

Miami, Florida

Sponsored by CPEP, The Greeley Company and the Postgraduate Institute for Medicine

CPEP by the Numbers

500	Approximate total number of physicians evaluated by CPEP
85	Percent increase in assessments between Jan. to June 2002, and July to present
73	Percent increase in enrollment between year 2000 and current year
15	Percent of physicians who do not require remediation following an assessment
32	Number of physician specialties evaluated by CPEP