

Competency-Based Medical Education Special Issue of Medical Teacher

List of articles by the ICBME Collaborators

- › Jason R. Frank, Linda S. Snell, Anna Oswald, Karen E. Hauer & for the International CBME Collaborators (2021) **Further on the journey in a complex adaptive system: Elaborating CBME**, *Medical Teacher*, 43:7, 734-736, [DOI: 10.1080/0142159X.2021.1931083](https://doi.org/10.1080/0142159X.2021.1931083)
- › Daniel J. Schumacher, Olle ten Cate, Arvin Damodaran, Denyse Richardson, Stanley J. Hamstra, Shelley Ross, Jennie Hodgson, Claire Touchie, Laura Molgaard, Wade Gofton, Carol Carraccio & on behalf of the ICBME Collaborators (2021) **Clarifying essential terminology in entrustment**, *Medical Teacher*, 43:7, 737-744, [DOI: 10.1080/0142159X.2021.1924365](https://doi.org/10.1080/0142159X.2021.1924365)
- › Jena Hall, Anna Oswald, Karen E. Hauer, Andrew K. Hall, Robert Englander, Warren J. Cheung & on behalf of the ICBME Collaborators (2021) **Twelve tips for learners to succeed in a CBME program**, *Medical Teacher*, 43:7, 745-750, [DOI: 10.1080/0142159X.2021.1925233](https://doi.org/10.1080/0142159X.2021.1925233)
- › Denyse Richardson, Benjamin Kinnear, Karen E. Hauer, Teri L. Turner, Eric J. Warm, Andrew K. Hall, Shelley Ross, Brent Thoma, Elaine Van Melle & on behalf of the ICBME Collaborators (2021) **Growth mindset in competency-based medical education**, *Medical Teacher*, 43:7, 751-757, [DOI: 10.1080/0142159X.2021.1928036](https://doi.org/10.1080/0142159X.2021.1928036)
- › Shelley Ross, Karen E. Hauer, Keith Wycliffe-Jones, Andrew K. Hall, Laura Molgaard, Denyse Richardson, Anna Oswald, Farhan Bhanji & on behalf of the ICBME Collaborators (2021) **Key considerations in planning and designing programmatic assessment in competency-based medical education**, *Medical Teacher*, 43:7, 758-764, [DOI: 10.1080/0142159X.2021.1925099](https://doi.org/10.1080/0142159X.2021.1925099)
- › Teresa Chan, Anna Oswald, Karen E. Hauer, Holly A. Caretta-Weyer, Markku T. Nousiainen, Warren J. Cheung & on behalf of the ICBME Collaborators (2021) **Diagnosing conflict: Conflicting data, interpersonal conflict, and conflicts of interest in clinical competency committees**, *Medical Teacher*, 43:7, 765-773, [DOI: 10.1080/0142159X.2021.1925101](https://doi.org/10.1080/0142159X.2021.1925101)

- › Holly A. Caretta-Weyer, Teresa Chan, Blair L. Bigham, Benjamin Kinnear, Sören Huwendiek, Daniel J. Schumacher & on behalf of the ICBME Collaborators (2021) **If we could turn back time: Imagining time-variable, competency-based medical education in the context of COVID-19**, *Medical Teacher*, 43:7, 774-779, [DOI: 10.1080/0142159X.2021.1925641](https://doi.org/10.1080/0142159X.2021.1925641)
- › Claire Touchie, Benjamin Kinnear, Daniel Schumacher, Holly Caretta-Weyer, Stanley J. Hamstra, Danielle Hart, Larry Gruppen, Shelley Ross, Eric Warm, Olle ten Cate & on behalf of the ICBME Collaborators (2021) **On the validity of summative entrustment decisions**, *Medical Teacher*, 43:7, 780-787, [DOI: 10.1080/0142159X.2021.1925642](https://doi.org/10.1080/0142159X.2021.1925642)
- › Andrew K. Hall, Daniel J. Schumacher, Brent Thoma, Holly Caretta-Weyer, Benjamin Kinnear, Larry Gruppen, Lara J. Cooke, Jason R. Frank, Elaine Van Melle & on behalf of the ICBME Collaborators (2021) **Outcomes of competency-based medical education: A taxonomy for shared language**, *Medical Teacher*, 43:7, 788-793, [DOI: 10.1080/0142159X.2021.1925643](https://doi.org/10.1080/0142159X.2021.1925643)
- › Elaine Van Melle, Andrew K. Hall, Daniel J. Schumacher, Benjamin Kinnear, Larry Gruppen, Brent Thoma, Holly Caretta-Weyer, Lara J. Cooke, Jason R. Frank & on behalf of the ICBME Collaborators (2021) **Capturing outcomes of competency-based medical education: The call and the challenge**, *Medical Teacher*, 43:7, 794-800, [DOI: 10.1080/0142159X.2021.1925640](https://doi.org/10.1080/0142159X.2021.1925640)
- › Brent Thoma, Holly Caretta-Weyer, Daniel J. Schumacher, Eric Warm, Andrew K. Hall, Stanley J. Hamstra, Rodrigo Cavalcanti, Teresa M. Chan & on behalf of the ICBME Collaborators (2021) **Becoming a deliberately developmental organization: Using competency based assessment data for organizational development**, *Medical Teacher*, 43:7, 801-809, [DOI: 10.1080/0142159X.2021.1925100](https://doi.org/10.1080/0142159X.2021.1925100)
- › Daniel J. Schumacher, Holly Caretta-Weyer, Jamiu Busari, Carol Carraccio, Arvin Damodaran, Larry D. Gruppen, Andrew K. Hall, Benjamin Kinnear, Eric Warm, Olle Ten Cate & on behalf of the ICBME Collaborators (2021) **Competency-based time-variable training internationally: Ensuring practical next steps in the wake of the COVID-19 pandemic**, *Medical Teacher*, 43:7, 810-816, [DOI: 10.1080/0142159X.2021.1925098](https://doi.org/10.1080/0142159X.2021.1925098)
- › Olle ten Cate, Karen Schultz, Jason R. Frank, Marije P. Hennis, Shelley Ross, Daniel J. Schumacher, Linda S. Snell, Alison J. Whelan & John Q. Young (2021) **Questioning medical competence: Should the Covid-19 crisis affect the goals of medical education?**, *Medical Teacher*, 43:7, 817-823, [DOI: 10.1080/0142159X.2021.1928619](https://doi.org/10.1080/0142159X.2021.1928619)

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