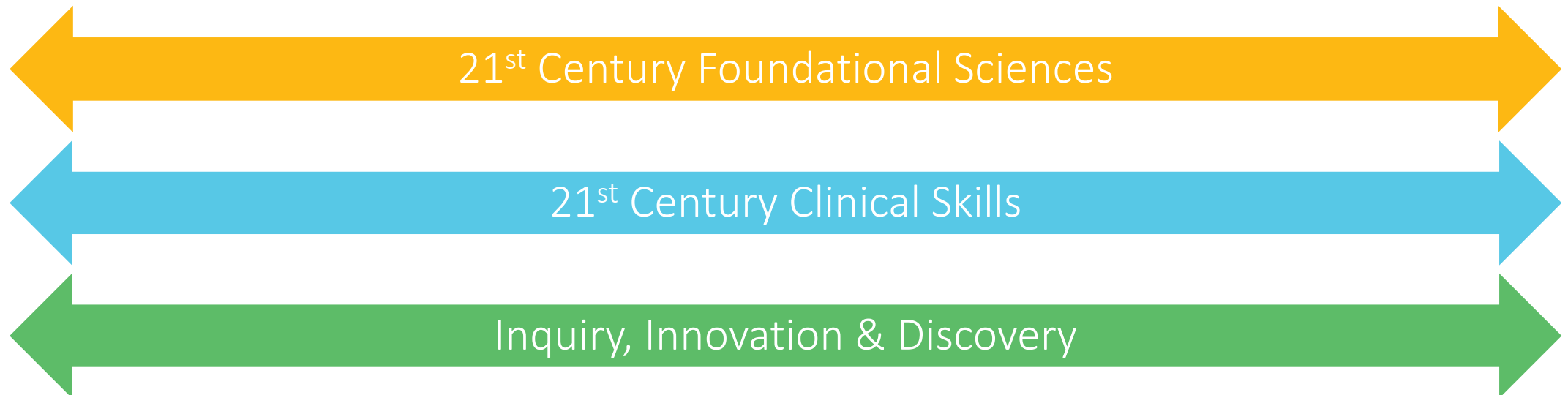


Implementing programmatic assessment

UCSF Bridges Curriculum

Karen Hauer, MD, PhD

Bridges Curriculum structure





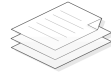
Principle 1 Centrally coordinated plan for assessment

Key Features

- Co-creation of curriculum and assessment activities
- Defined competencies, milestones and EPAs
- Assessment blueprints

Key Stakeholders

- Education leaders
- Course and clerkship directors
- Education scientists
- Curriculum committees



Principle 2 Multiple assessment tools used longitudinally to generate multiple data points

Key Features

- Open-ended question exams
- Progress testing
- Sequential clinical skills examinations
- Standard-setting meetings after high-stakes exams

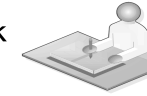
Key Stakeholders

- Course teachers
- Course directors
- Exam authors and graders
- Faculty development director



Individual performance dashboard

Principle 3 Ready access to feedback for reflection and self-directed learning



Key Features

- Weekly formative “checkpoints” of medical knowledge
- Self-assessments of small group participation
- Brief structured clinical observations in clerkships

Key Stakeholders

- Technology designers
- Course and clerkship directors
- Course teachers
- Education scientists



Principle 4 Mentoring for reflection and learning planning by coaches

Key Features

- Coaches not involved in high-stakes assessment of own students
- Individual progress and planning meetings

Key Stakeholders

- Coaches
- Students
- Faculty development director

Principle 5 Self-regulated learning behaviors



Key Features

- Student self-assessment
- Reflection
- Goal setting with SMART learning goals

Key Stakeholders

- Coaches
- Students



Principle 6 Group decision-making for summative judgements

Key Features

- Grading committees in courses and clerkships
- Academic progress committee for longitudinal review

Key Stakeholders

- Course and clerkship directors
- Education leaders
- Data managers



Outcomes

- Alignment of learning activities and assessment
- Culture of self-improvement
- Individual student development and achievement of expected competence

Fixed mindset

I cannot improve my knowledge or skill in certain areas



Growth mindset

I can learn or do anything if I put in the work, effort and practice



Foundations 1 (preclerkship)

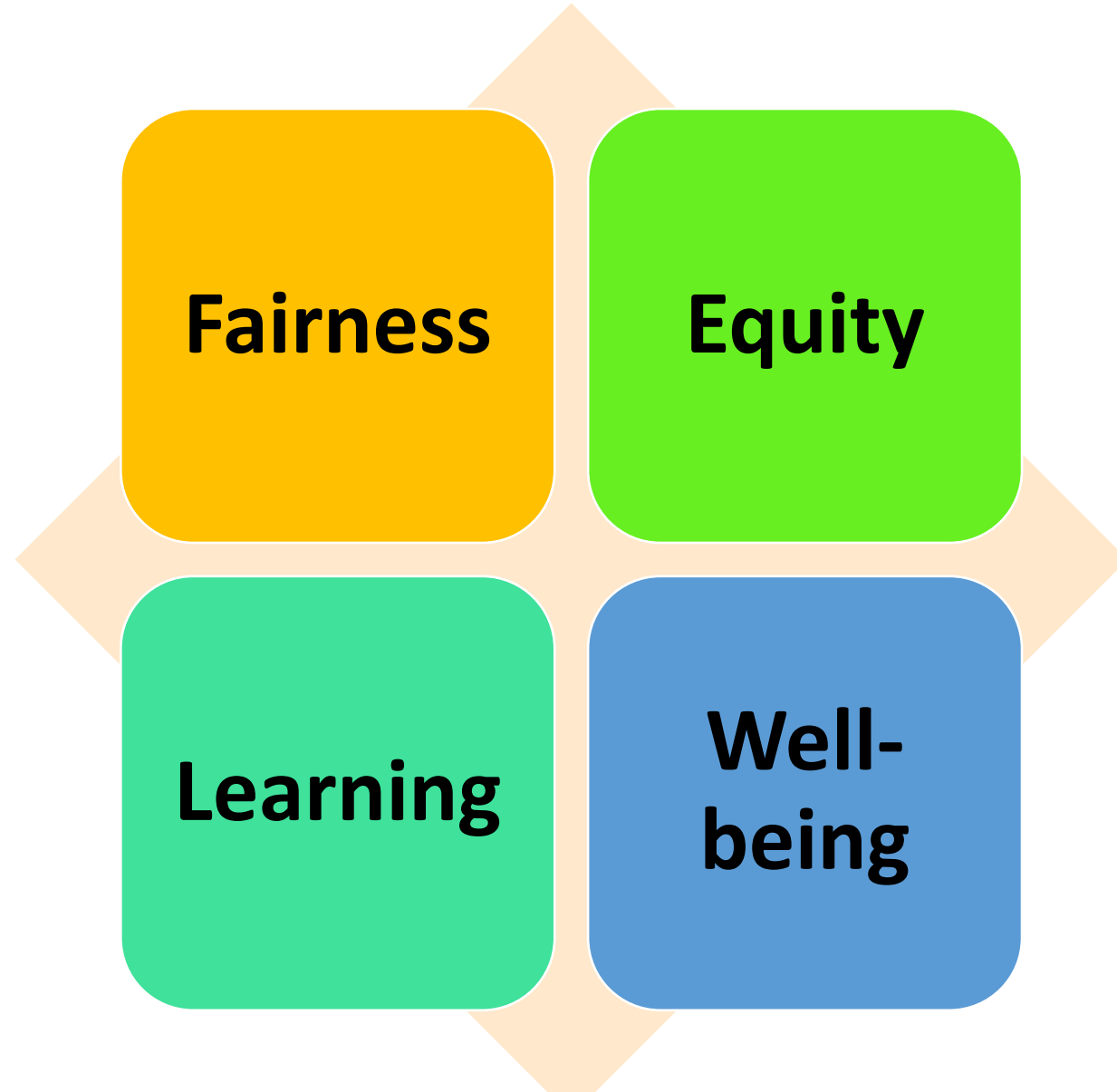
Competency assessments

- Open ended-question examinations to promote deep, conceptual understanding
- Assessment of small group performance (self, faculty, peer)
- Quality improvement project
- Learning planning
- Progress testing

Centralized coordination

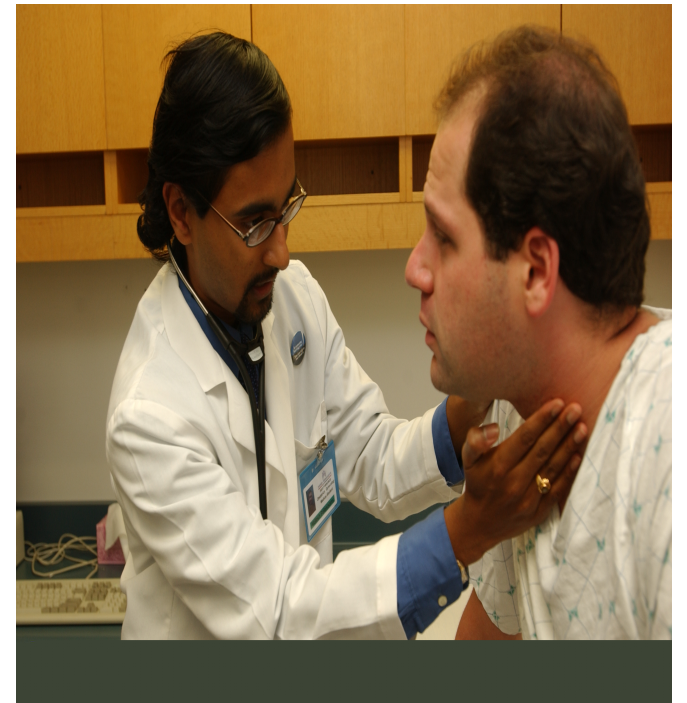
- Standard setting
- Grading committees
- Academic progress committee

Foundations 2 (clerkship)



Foundations 2 (Clerkship)

- Competency assessments - clerkships
 - Work-based assessments for observation, feedback
 - Learning planning
 - End-of-rotation summary evaluations
 - Knowledge exam
- Centralized
 - Clinical performance exam (standardized patients)
 - Medical knowledge progress testing



Feedback Loop

FEEDBACK FOR
LEARNING AT UCSF

For more information, see *Core Clerkships: 2020 Assessment and Grading* at tiny.ucsf.edu/F2

Additional teaching resources:
tiny.ucsf.edu/CFEFacultyResources

Collect Evidence

OBSERVE: Student conducting a history, physical exam, or procedure; communicating with a family member

LISTEN: Student delivering an oral presentation

READ: Student's notes for a chart

ASK: Student for details, background or thought process

1

Discuss Feedback

KEEP: Tell student what they are doing well

STOP: Communicate areas for improvement

START: Discuss action steps moving forward

2

Cycle of Continuous Improvement

4

Watch for Improvement

Provide opportunities to try again

3

Document

Ask the student for a QR code to complete the Bridges Brief Observation Tool (BBOT)

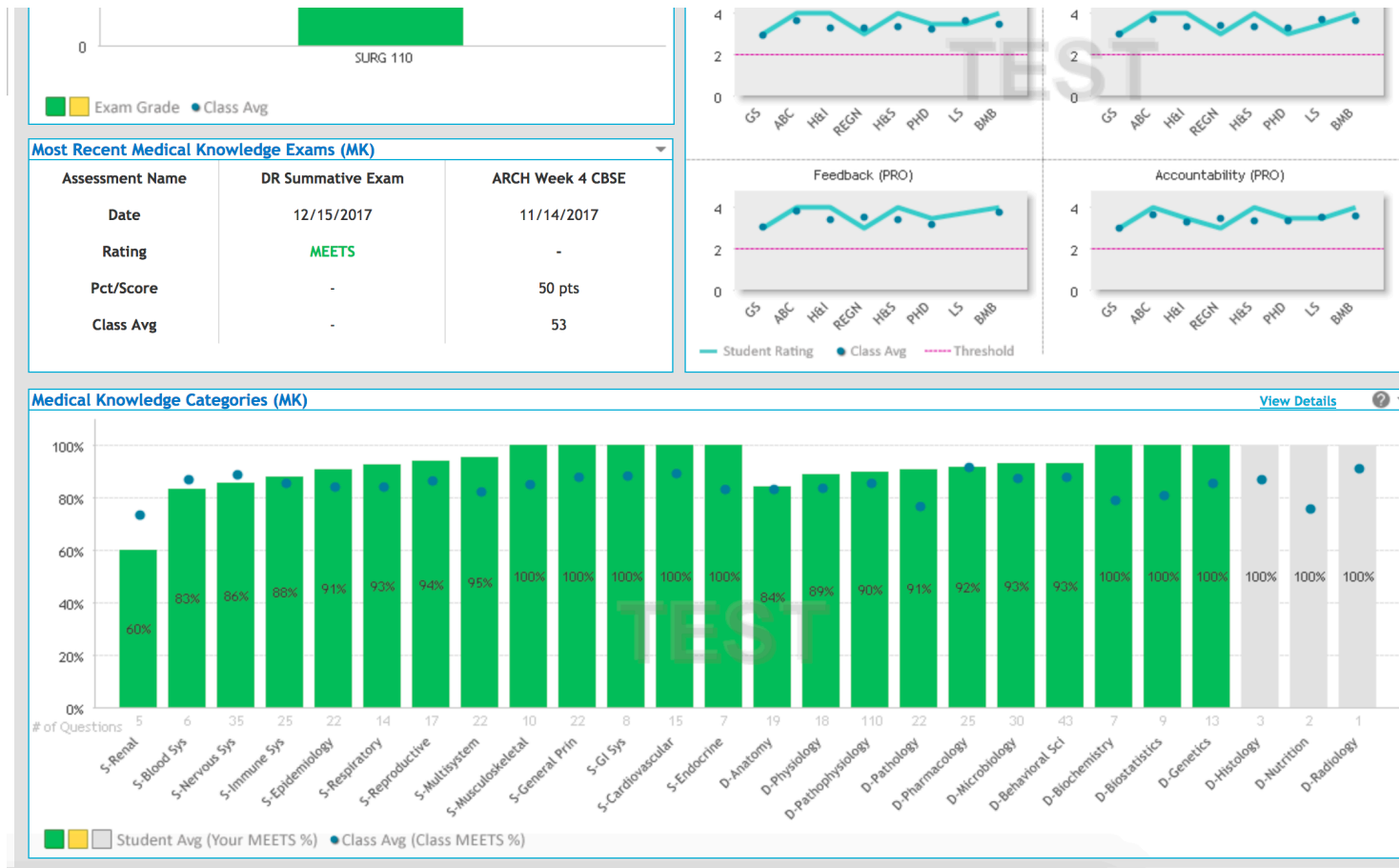
Coaching program

- Longitudinal coaching relationship
- Inclusive learning environment
- Guide student progress, planning and career exploration
- Teach clinical skills
- Promote and model continuous learning and improvement



Hauer Perspect Med Educ 2018
Lovell Med Educ 2018
Palamara JGIM 2018

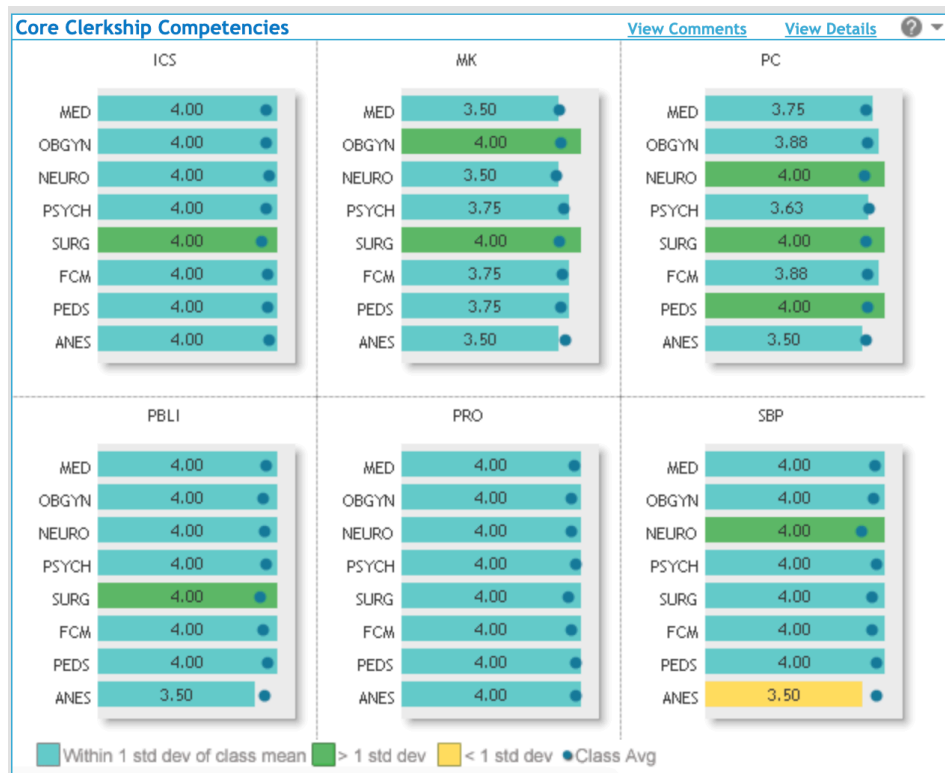
Dashboard: longitudinal data



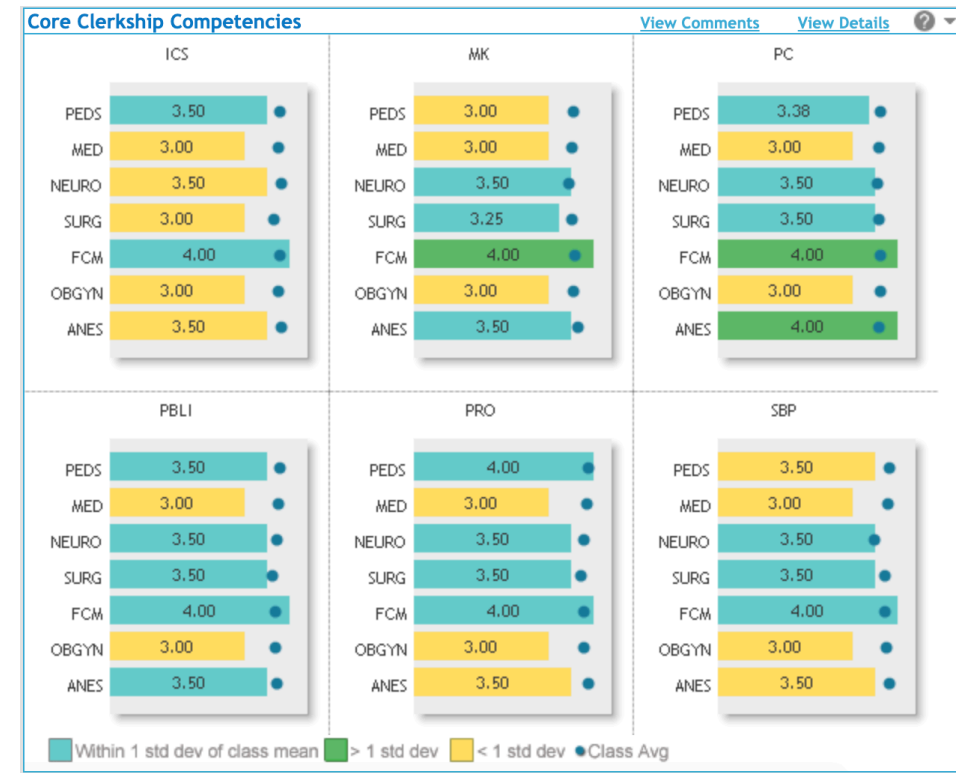
- Actionable data
- Benchmarks: expected competence, peer performance
- Supports evidence-informed learning planning

Dashboard: clinical competency ratings

Student 1



Student 2



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