

ASSESSMENT PACKAGE: FMS AND LMS 502

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Assessment of student learning in FMS and LMH 502

One of the core principles of the ESFCOM programmatic assessment plan is that the assessment tools, methods, and processes are planned, arranged, and coordinated to give you and the program a comprehensive and holistic picture of student progress. Students will receive feedback about their learning through formative assessments (required and optional assessments that are used to inform a student's own learning but do not count towards end of course grades) and summative assessments (assessments that count towards end of course grades).

All assessments will provide students with feedback about progression through the program and performance in the context of the identified yearly milestones.

Definitions:

Formative: assessments and pieces of feedback that inform learning but do not count towards end-of-course grades. Formative feedback is commonly referred to as assessment *for* learning. Formative assessments may be informal and driven by the student or they may be formal and a programmatic requirement.

Summative: assessments that evaluate student learning at given time points within an instructional unit (weekly, monthly, mid-course and end of course). Scores are generally compared against some standard or benchmark. Summative assessment is commonly referred to as assessment *of* learning. Summative assessments generally contribute to end of course grades.

Assessment Modality: a category of assessment, e.g. ESFCOM uses 5 different assessment modalities: Written Exams, narrative Workplace-based Assessments (WBAs), Performance-based assessments (OSCEs, etc), Course-based Assignments, and Portfolio-based Assessments.

Assessment tool: an individual tool used to evaluate a student's performance.

Competence: The array of abilities across multiple domains or aspects of performance in a certain context. Statements about competence require descriptive qualifiers to define the relevant abilities, context, and stage of training.

Competency: An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to verify their acquisition. Competencies are often grouped into domains. For example, the enabling competencies "Demonstrating Professional Conduct and Accountability" and "Demonstrating Humanism and Cultural Proficiency" both fall under the larger domain of Professionalism.

Core Competencies: The six competencies initially defined by the Accreditation Council for Graduate Medical Education (ACGME) and American Board of Medical Specialties (ABMS) as necessary to be an effective practicing physician.

Enabling Competencies: Specific and measurable behavior that describes a core competency.

Sub-competencies: Additive measurable behaviors that leads toward attainment of a particular enabling competency.

Milestone: A meaningful narrative with behavioral anchors, describing the progress in a particular sub-competency and a way to justify the judgments of progression along the way to competence.

Objective (Goal): A statement in specific and measurable terms that describes what the learner will know or be able to do as a result of engaging in a learning activity.

The following assessment modalities will be used in FMS 502:

A. Written Exams

Weekly quizzes (formative, required). Weekly feedback quizzes are short exams delivered through E.Flo MD that will help students examine how well they have learned the week's material. Each quiz is open-book and can be completed at home. There will be approximately 10-15 multiple choice questions in the weekly quiz, and they will be limited to concepts that are considered key concepts for the week. **The weekly quizzes are formative (0-stakes) but students are required to complete the quizzes by the end of the course. Failure to complete the weekly quizzes will result in a Notice of Concern.** It is recommended that students complete the weekly quizzes that precede each monthly Mastery exam to ensure they are consolidating the material that will be tested on the Mastery exam (please see below). Academic portfolio coaches will review performance on each weekly quiz as part of a monthly review to ensure that students are getting the support they need if a gap in knowledge has been identified. The Associate Dean of Accreditation, Assessment and Evaluation may also review the weekly quizzes as part of any discussions relating to targeted remediation to ensure that students remediation plans are appropriately personalized.

Mastery exams (summative, intermediate-stakes): Mastery exams are mandatory 1.5-hour exams that will take place every three - four weeks, with flexibility in spacing depending on course structure. Each exam will contain 40-50 multiple-choice questions designed to examine how well students are able to integrate and apply concepts. The questions will include a mixture of knowledge, comprehension, and application levels; however, the emphasis will be on comprehension and application. The Assessment unit will complete a performance

review following each Mastery exam to provide students with feedback about their strengths and gaps, and to help inform the development of learning plans. The mastery exams are considered intermediate-stakes and **students must achieve a grade of 70% on each Mastery exam to receive a pass in the course.** Students will bring their own computer devices to write each exam.

Progress Tests (formative). Progress tests are one of the various assessment methods used in the ESFCOM MD curriculum to help you understand how you are progressing in the program. A progress test is a comprehensive knowledge-based test that assesses your progress towards exit-level MD Program competencies – which are competencies you are expected to attain by completion of the MD Program. You do not need to study for Progress Tests. In fact, the comprehensive nature of Progress Tests is intended to discourage students from preparing specifically for a test. The best preparation for the test is to engage in the curriculum and to stay up to date throughout the program. Progress Tests will be taken at the end of each FMS course (3 times per year) and will be designed to mimic National Board of Medical Examiner questions. Each test is formative (120-150 questions) and will provide valuable feedback about the growth and development of each student's functional medical knowledge, and the overall preparedness for the USMLE Step 1 exam. The Assessment Unit will review student progress on each test to ascertain progress/development in the program. **Progress Tests are a programmatic requirement and are therefore considered a mandatory element.**

B. Workplace-based assessments. Workplace-based assessments (WBAs) are tools designed to assess a student's observable skills and behaviors. WBAs are narrative assessment tools that capture skills in the domains of preparation/participation/professionalism. WBAs are used in all small group learning environments where students are connected with an instructor for 4 weeks or longer and in clinical environments where students are working with a preceptor. The skills and behaviors listed in the WBA forms are developmental in nature and increase in complexity as students' progress through the curriculum. Each skill and behavior is linked to yearly milestones to ensure that students are progressing towards the appropriate competencies. WBA narratives will be used summatively (but still low-stakes) to provide opportunities for mid-course correction and to provide support for any perceived weaknesses or areas of concern.

C. Course deliverables. Students will be required to submit deliverables (reflections, reports, presentations) that demonstrate their abilities in a variety of domains such as knowledge for practice, professionalism, scholarship, and communication. Deliverables will be considered complete if they meet the minimum standard set in the deliverable-specific grading rubric. Timely completion of each deliverable will be tracked in E.Flo MD and students will receive a notice of concern for deliverables that are late or remain incomplete.

D. Clinically-based assessments (formative and summative): In 502, your clinically-based assessments will focus on the **Objective Structured Clinical Examination (OSCE)**. An OSCE is an assessment tool that uses one or multiple stations that assess communication skills, problem solving skills, clinical reasoning, decision making, and clinical skills. A standardized grading scheme specific for each case is used. To pass this component of the course, students will be required to complete 2 formative OSCEs and achieve 70% or higher on one summative OSCE. Learning objectives assessed in the OSCEs will come from all areas of the course, with the heaviest focus on skills and topics taught in the Art and Practice of Medicine.

E. Portfolios. The ESFCOM curriculum is a competency-based curriculum with 6 Core Program Competencies that students are expected to have achieved upon graduation. The ESFCOM portfolio is a four-year educational and assessment tool that will provide you with the opportunity to use individual learning experiences to inform your continuous professional development and monitor your progression towards meeting core program competencies.

Students will meet with their academic portfolio coaches twice per course to undergo a formative portfolio review. The first formative portfolio review will occur at the mid-course point and involve a self-assessment exercise and a one-on-one meeting with the academic portfolio coach. Students and coaches will discuss the student's performance in the course based on written exams (weekly quizzes and mastery exams), narrative assessments (work-place based assessments) and OSCEs, and co-construct a learning plan to address any weaknesses or learning needs. Coaches will then follow up with students during the last 2-3 weeks of each course to discuss the progress on learning plans and monitor continue progression towards meeting course and program objectives. **Engagement with the portfolio is a course and program requirement and is therefore considered a mandatory element.**

End of course grades:

All end of course decisions will be made by a Student Assessment Panel (SAP). This panel will review all assessment components within each course and assign a "Satisfactory" or "Fail" (Years 1 and 2) based on the evidence presented. To receive an overall grade of "Satisfactory" at the end of each course, students must pass all assessment modalities of the course. If a student does not meet expectations for any given assessment modality, the SAP will recommend targeted remediation. Course grades and recommended remediation will be communicated to course directors and to the Student Evaluation Promotions and Awards Committee (SEPAC).

Failure of any assessment modality will result in a detailed review of performance by the SEPAC. The student may be offered a remedial activity (if available), at the discretion of the Course Director and the SEPAC board.

Notice of concern:

The following actions will result in a Notice of Concern:

1. Missing a required curricular session: students will receive one Notice of Concern per day or per part of a day that a required session is missed.

Please refer to the Attendance Policy in the Student Handbook.

2. Missing pre-arranged meetings with faculty and staff, including portfolio coaches and remediation sessions.

Please refer to the ESFCOM Student Affairs and Professionalism Code of Conduct in the Student Handbook.

3. Missed or late deliverables; missed required assessments and examinations.

Recording and Follow-up of Notices of Concern:

Notices of Concern relate to issues in the Professionalism Competency. Missing required sessions and completing required assignments late are considered issues of professionalism. All Notices of Concerns will be recorded by the Assessment Office. Any student receiving **three** Notices of Concern will be asked to meet with the Associate Dean of Curriculum and the Associate Dean of Accreditation, Assessment and Evaluation for a discussion and review of the Notices of Concern. Please note that an accumulation of three or more Notices of Concern could result in remediation and/or failure of the impacted course or courses.

Assessment of student performance in FMS 502

Student overall performance in the Foundations of Medical Sciences course and the Leadership in Health Care Certificate course in 502, will be designated as “Satisfactory” or “Fail”. Students must receive a passing mark for each assessment component within each course to receive an overall “satisfactory” grade for the course.

The following assessment modalities will inform end of course grades in Foundations of Medical Sciences 502:

1. Written exams
 - I. Mastery exams (3)
2. Workplace-based assessments
 - CBL, APM, EBM journal club
3. OSCEs
4. Course Deliverables
5. Portfolio

All courses in 502 will be graded on a Satisfactory/Fail basis. All assessment modalities are designed to measure achievement of specific objectives related to each course for successful completion of the MD program. Therefore, students must **pass each**

assessment modality independently; passing one assessment modality will not offset failure in another.

Remediation in FMS 502

Targeted Remediation for Mid-Course Correction:

If a student does not meet expectations in one or more of the **assessment modality** the student will receive an **internal grade of incomplete and a notice of targeted remediation**. Targeted remediation is viewed as an opportunity to course correct and address any weakness before the end of a course. Therefore, targeted remediation will be offered as the course progresses. Students needing targeted remediation are required to meet with the appropriate course or component director, as well as with their portfolio coach, to discuss the process of remediating targeted component(s) within each course.

Successful targeted remediation will result in a change of “Incomplete” to a “Satisfactory” on the assessment component that did not meet expectations. If a student does not successfully complete the targeted remediation, the assigned grade will remain as “incomplete” and the student will be required to remediate the assessment modality during the exam and remediation week at the end of the course.

End of Course Remediation

If a student does not meet expectations in one or more assessment modality in the course, the student will receive a grade of X on their transcript and a notice of targeted remediation. Students needing targeted remediation are required to meet with the appropriate course or component director, as well as the Associate Dean of Accreditation, Assessment and Evaluation, to discuss the process of remediating targeted component(s) within each course. Successful remediation of each targeted component will result in a change of “X” to a “Satisfactory.”

Students who do not pass the assigned end of course remediation may fail the course.

Note: The examination and remediation week scheduled for the last week of 502 is scheduled curriculum time. Students are advised not to book travel during this time in the event that they require remedial activities or time to meet with faculty or coaches. If meetings with faculty or a remedial activity is required for this week, students will be required to cancel travel plans and remain on campus to complete the remaining work for the course.

Assessment Tables for FMS 502

Requirements for FMS 502				
Assessment Modality	Assessment Elements	Formative /Summative	Requirement to Pass Modality	Consequence if requirement not met
Written exams	Weekly exams	Formative	Required to complete	Remedial activity may be offered
	Monthly mastery exams	Summative (intermediate - stakes)	70% on each exam	Remedial exam may be offered
WBAs	Preceptorships CBL APM Journal club	Summative (low-stakes)	An expert panel will review the forms, assign the Satisfactory/fail and make remediation recommendations	Remedial work may be offered
OSCE		Formative	Required to complete	Deferred exam may be offered
		Summative (high-stakes)	70% or higher	Remedial exam may be offered
Course	Reflections, reports, presentations	Summative	Required to complete by deadline; expectations communicated in grading rubric	Remedial activity may be offered
Portfolio		Formative	Required to participate in sessions and complete assignments by deadline	Remedial activity may be offered

Written Exams FMS 502

Assessment Modality	Assessment tools	Date
Written Exams	Weekly quizzes	Released weekly; Friday afternoon Suggested completion dates: (i) Quizzes for weeks 15-20: by Week 20 (i) Quizzes for weeks 21-24: by Week 25 (i) Quizzes for week 24-27: by Week 27
	Mastery exams	Week 18 – Monday December 18, 2017 Week 23 – Monday February 5, 2017 Week 29 – Tuesday March 13, 2017

Workplace-based assessments FMS 502

Assessment Modality	Curricular Component	Date
WBAs	Preceptorships (Intersession)	Week 15
	CBL	Week 19 (formative) Week 22 Week 27
	APM	Week 20 (formative) Week 27
	Scholarship/EBM	Week 21 Week 27

Objective Structured Clinical Examinations (Performance-based assessments) FMS 502

Assessment Modality	Formative /Summative	Date
OSCEs	Formative	Week 21 (Day TBD)
	Summative	Week 28 (Monday March 12, 2018)

Course Deliverables in 502

Assessment Modality	Curricular Component	Week	Completion Date
Course Deliverables	Standardized Patient History Write up #2	Week 18	Wednesday 12/20/17 11:59 pm
	Online pre-service learning module (on Cougsync)	Week 19	By 11/12/2018; 11:59 pm
	IHI Open School Course PS 104: Teamwork and Communication in a Culture of Safety	Week 20	1/22/2018; 11:59 pm
	EBM Journal Club: Peer-evaluation	Week 20	Friday 1/22/2018, 11:59 pm
	Standardized Patient History Write up #3	Week 21	Wednesday 1/24/2018; 11:59 pm
	EBM Journal Club: Peer-evaluation	Week 24	Friday 2/16/2018; 11:59 pm
	APM Reflection #3	Week 24	Monday 2/12/2018
	Verbal report on medication MOA to entire class in LGAL session	Week 24	In-class delivery
	Standardized Patient History Write up #4	Week 26	Wednesday 2/28/2018; 11:59 pm
	EBM Journal Club: Peer-evaluations	Week 28	Friday 3/16/2018; 11:59 pm

Portfolio in 502

Assessment Modality		Due Date
Portfolio	One-on-one with coach	Week 20 or 21
	Follow-up with coach	Week 25

Leadership in Medicine and Health Care 502

MED Leadership in Medicine and Health Care Certificate courses (LMH 502):

The following assessment elements will be used in the Leadership in Medicine and Health Care Certificate course:

1. Workplace-based assessments
2. Course assignments

Remediation in Leadership in Medicine and Health Care Certificate courses

If a student does not meet expectations in one or more assessment components in the course, the student will receive a grade of incomplete and a notice of targeted

remediation. Students needing targeted remediation are required to meet with the course director, as well as their portfolio coach, to discuss the process of remediating targeted component(s) within each course. Evidence of successful remediation must be provided in the portfolio. Successful remediation of each targeted component will result in a change of “Fail” to a “Satisfactory”. Students who do not pass the assigned targeted remediation may Fail the course.

Assessment Tables for LMH 502:

FMS 502 Requirements to Pass Assessment Components				
Assessment MODALITY	Assessment tool	Formative /Summative	Requirement to Pass Modality	If requirement not met
WBAs (narrative)		Summative (low-stakes)	An expert panel review, assign the Satisfactory/fail and make remediation recommendations	Remedial work may be offered
Course Deliverables	Reflections, reports, presentations		Required to complete; expectations communicated in grading rubric	Remedial activity may be offered

Workplace-based assessments in LMH 502

Assessment Modality	Curricular Component	Date
WBAs		Week 27

Course Assignments in LMH 502

Assessment Modality	Curricular Component	Completion Date
Course Assignments	Team Observation Worksheet and Reflection	12/1/17 5:00 pm
	Revised SIGDP	3/9/18. 5:00 pm

Programmatic Requirement for Year 1: Progress Tests

Requirement to Pass Programmatic Assessment

Assessment Modality	Formative/Summative	Requirement to Pass	If requirement not met
Progress Test	Formative	Completion	Deferred exam may be offered

Assessment Modality	Programmatic Week	Date	Formative/Summative
Progress Test 1	Week 14	November 21, 2017	Formative
Progress Test 2	Week 28	March 16, 2017	Formative
Progress Test 3	Week 41	TBD	Formative