

Clinical Assessment Workgroup

Phase 2: Subgroup Charges and Checklist Items

Subgroup	EPAs, WBAs, & Clerkship Grading	APCs, Sub-Is, & Electives	Milestones, CCCS, & Competency Coaching	Software & Technology	Training & Educator Development
Charge	<ul style="list-style-type: none"> (a) Develop a strategy for determining clerkship grades, including suggested criteria and a standardized decision-making process. (b) Develop a set of staged, longitudinally assessed EPAs, including their use, timing, and any required revisions to clerkship curriculum. 	<ul style="list-style-type: none"> (a) Develop a strategy for addressing anticipated downstream effects on APCs and electives. 	<ul style="list-style-type: none"> (a) Develop a comprehensive set of competencies based on CLOOM's revised program objectives and corresponding milestones that illustrate expected learner progression in each domain of competency. (b) Determine the structure and role of clinical competency committees, including guidelines for promotion, remediation, and graduation. (c) Develop a model for coaching to competencies, including the role of competency coaches. 	<ul style="list-style-type: none"> (a) Determine requirements for and intended use of the technology support systems necessary for a CBME assessment model. 	<ul style="list-style-type: none"> (a) Determine requirements for staff & faculty development around CBME, EPAs, software & technology, and the new clinical assessment system.
Checklist Items	<ol style="list-style-type: none"> 1. Determine what WBAs will be utilized and how they will be assessed 2. Identify other assessments that can be utilized for programmatic assessment 3. Decide how clerkship grades (pass/fail) will be determined 4. Identify any required changes to curriculum and/or policy for core clerkships 5. Identify critical deadlines for curriculum and policy revisions 	<ol style="list-style-type: none"> 1. Develop a plan for the transition from pass/fail to tiered grading in the fourth year 2. Identify any required changes to curriculum, assessment, and/or policy for non-core clerkships 3. Identify additional opportunities for differentiation and/or greater availability of sub-Is and electives 4. Identify critical deadlines for curriculum and policy revisions and availability changes 	<ol style="list-style-type: none"> 1. Draft a set of competencies and corresponding staged milestones that align with revised program objectives 2. Map curriculum to competencies and identify competencies that are not adequately addressed 3. Determine the structure of clinical competency committees, including when and how decisions about student competency will be made 4. Determine remediation requirements for students who do not achieve competency 5. Define role and responsibilities of competency coaches, including scope (e.g., MS3s & MS4s) 6. Identify avenues for distinction and differentiation (e.g., portfolio), including criteria 7. Identify critical deadlines for creation of CCCs, a coaching program, and remediation options 	<ol style="list-style-type: none"> 1. Identify what additional functionality is required for CBME teaching & assessment 2. Identify critical integrations 3. Determine how will WBAs will be collected, analyzed, and reported (subject to change pending recommendations from EPAs, WBAs, & Clerkship Grading subgroup) 4. Define permission levels, including what data each level will have access to and how it will be displayed 5. Identify critical deadlines for procurement, development and customization, and implementation 	<ol style="list-style-type: none"> 1. Define training levels, including content categories for each level 2. Determine requirements for consistent, high-quality assessments, including narrative comments 3. Identify critical deadlines for training and educator development