

Educator Development – Sample Learning Objectives Sets

From Jay S. Erickson, MD, Assistant Dean for Regional Affairs, Assistant Clinical Dean for Montana, Associate Professor of Family Medicine:

1. Describe the rationale for transitioning to COMPASS (**C**ompetency **M**apping and **P**rogrammatic **A**ssessment **S**ystem) and CBME (competency-based medical education) at UWSOM.
2. Summarize the core components of the COMPASS assessment framework.
3. Describe how workplace-based assessments (WBAs) function within the COMPASS model.
4. Recognize the importance of high-quality narrative feedback in a Pass/Fail grading system.
5. Understand and observe how to perform a WBA and complete a competency assessment.

From Barb Doty, MD, Assistant Clinical Dean for Alaska, Associate Professor of Family Medicine:

1. Gain understanding of the definition, benefits, and implementation of competency-based medical education assessments for student performance evaluation on core clinical clerkships
2. Gain understanding of the process in which UWSOM has developed and implemented their new competency-based medical education system
3. Gain understanding of how workplace-based assessments are integrated into the overall medical student grading system
4. Gain understanding of how to make meaningful narrative comments for student feedback using workplace-based assessments
5. Complete and submit a workplace-based Assessment for a student learner
6. Identify ways in which to optimize completion of workplace-based assessments within busy clinical practice settings

From Jenny Wright, MD, Director, Medicine Required Clerkship, Associate Professor of Medicine:

1. Understand curricular changes occurring at UW School of Medicine starting March 30, 2026
2. Describe the value of direct observation
3. Create strategies to overcome barriers to frequent, high-quality direct observations
4. Use Ask-Discuss-Ask-Plan Together (ADAPT) to provide learners with feedback