

**Indiana University School of Medicine  
2010-2011 PRAC Learning and Assessment Report**

**Narrative:**

The Indiana University School of Medicine has nine campuses located throughout the state of Indiana. The locations include: Bloomington, Evansville, Fort Wayne, Indianapolis, Lafayette, Muncie, Northwest, South Bend, and Terre Haute. All nine IUSM campuses have a competency based curriculum with common learning objectives and common statewide assessment tools, but the pedagogy used at each site varies depending on the interest and expertise of the faculty at each location. There is a common core of material required for every discipline, a set of clinical skills each student must observe or perform, types of patients each student must see (either real patients, standardized patients, or through case presentations), core competencies each student must achieve, common knowledge based examinations, and common performance based examinations each student must pass.

The IUSM competency-based educational program has nine competencies that can be mapped to the IUPUI Principles of Graduate and Professional Learning. They include:

<b>IUPUI Principles of Graduate and Professional Learning</b>	<b>IUSM Competencies</b>
Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field	Effective Communication (1), Basic Clinical Skills (2), Using Science to Guide Diagnosis, Management, Therapeutics & Prevention (3)
Thinking critically, applying good judgment in professional and personal situations	Lifelong Learning (4), Social and community Contexts of Health Care (6), Moral Reasoning and Ethical Judgment (7), Problem Solving (8), and Professionalism (9)
Communicating effectively to others in the field and to the general public	Effective Communication (1), Basic Clinical Skills (2), Social and Community Contexts of Health Care (6)
Behaving in an ethical way both professionally and personally	Self-Awareness, Self-Care, and Personal Growth (5), Social and community Contexts of Health Care (6), Moral Reasoning and Ethical Judgment (7), Professionalism (9)

## Assessment of Competencies:

IUSM students are required to demonstrate competence in each of the nine areas at two levels. The first level (intermediate knowledge and skill) is assessed during the first two years and the second level (proficiency) is assessed during the third year. Competency assessment occurs both at the classroom level as well as a statewide level. Students must also select three Level 3 experiences from the nine areas to achieve advanced knowledge and skill. The IUSM Schedule of Assessments is listed below.

### 2010 – 11 IUSM Schedule of Assessments

<b>Undergraduate Medical Education (UME)</b>					<b>Residency (GME)</b>	
Level 1 (intermediate skill and knowledge) in all 9 Competencies			Level 2 (proficiency) in all 9 Competencies	Level 3 (advanced) in 3 Competencies		
Year 1		Year 2		Year 3		Year 4
<b>Fall</b> + Biochemistry ◊ + CMB ◊ + CPS + Genetics ◊ + Gross Anatomy ◊ + ICM I	<b>Spring</b> + CPS + Histology ◊ + ICM I + Immunology ◊ + Microbiology ◊ + Physiology ◊	<b>VACATION</b>	<b>Fall</b> + CPS + EBM ◊ + ICM II + NCN ◊ + Pathology (General) + Pharmacology	<b>Spring</b> + ICM II ◊ + Pharmacology ◊ + Pathology (Systemic) ◊		GLIC 1 <b>Mega-Block 1</b> + Medicine ◊ + Neurology ◊ + Psychiatry ◊ GLIC 2 <b>Mega-Block 2</b> + Family Medicine ◊ + Pediatrics ◊ + Vacation/Elective GLIC 3 <b>Mega-Block 3</b> + Ob/Gyn ◊ + Surgery ◊ + Surgery Specialty & Anesthesia ◊
◊ = Statewide Exams		Hist. Taking OSCE Peer/Self Assmt	SCT 1	Peer/Self Assmt	Peer/Self Assmt	EO2Y OSCE Head-to-Top OSCE USMLE Step 1 EO3Y OSCE SCT 2 USMLE Step 2 (CK and CS) USMLE Step 3

**Assessment Findings have driven the following:**

1. *Creation of the Office of Undergraduate Medical Education.* The UME office is organized into three pillars (Student Assessment, Program Evaluation, Curriculum Development). These three pillars will work together to study data and make suggestions for improvement in IUSM medical education. More information about the pillars can be found at:

<http://medicine.iu.edu/ume/>

2. *Curricular Reform.* IUSM is going through a curricular reform process that involves faculty, students, administrators, and other interested health professionals. The curricular reform teams are identifying learning units and assessments to address student outcomes.

3. *Student Remediation.* The Committee on Student Assessment is continuing to refine strategies that will be utilized for students who do not pass the statewide Observed Structured Clinical Experiences (OSCE).

4. *Student Assessment Portfolio.* The Office of UME and Committee on Student Assessment is exploring the development of an assessment portfolio for student review in the Medical Student Interactive Site (MSIS).