

Assessment System for M.S. in Health Professions Education (rev. 4/2011)

Health professions education programs - Conceptual framework

The University of Rochester interdisciplinary program in Health Professions Education was motivated by the realization that there is an increasing need to train health care professionals to more effectively teach and educate, as an increasing number of them are asked to perform educational tasks as part of their job – for example, as doctors and nurses in teaching hospitals supervise residents assigned to their departments, lab technicians have to train new hires, and professionals in all areas of health care are called to contribute to the continuing professional development of individuals in their field as well as to educate their clients about health issues and health promotion strategies. Yet most health practitioners are not prepared for these tasks, as the technical degree that led to their credentials did not include any education training. In contrast, we believe that health care professionals whose job involves some form of health care education could become more effective by learning about how people – and adults in particular - learn best and what can support their learning, both in general and in the unique context of health care.

To achieve the goal of preparing health professionals to be better teachers/ educators, we have created a truly interdisciplinary program, designed by and offered through a collaboration of the Warner School of Education, the School of Nursing, and the School of Medicine and Dentistry at the University of Rochester. More specifically, the program is characterized by the following principles and related program standards:

- *Integration of Content & Pedagogy:* Candidates should come to the program with a solid understanding of their field and discipline, and exit the program being able to translate that knowledge into their teaching.
- *Integration of Theory & Practice:* Candidates should understand that theory and practice are inextricably linked, and be able to use knowledge gained through research and practice to construct environments where quality teaching and learning can take place.
- *Commitment to Diversity and Inclusion:* Candidates should understand and be respectful of differences (with respect to race, class, gender, age, ability, language, etc.) in constructing learning experiences and interacting with the people they teach/ educate.

Health Profession Education Candidates Targeted Proficiencies

1. Candidate demonstrates an understanding of the history and context of health professions education.
2. Candidate demonstrates an understanding of the current research on how people learn and how learning can be best supported
3. Candidate demonstrates the ability to design instruction that supports diverse learners
4. Candidate demonstrates the ability to employ effective pedagogical practices in their clinical teaching, using the most appropriate instructional method in light of the audience, context, and purpose.

Core required courses and proficiencies addressed

List of core courses:

- ❑ **EDU 497: Teaching and Learning in Higher Education** (3 credits)
- ❑ **EDU 580: Foundations of Health Professions Education** (3 credits)
- ❑ **EDU 581: Clinical Teaching in Health Care Professions Education: Teaching and Instructional Methods** (3 credits)
- ❑ **ED 437: Diversity and Equity in Higher Education** (3 credits)
- ❑ **ED 406: Master's Research Methods** (3 credits)

In what follows we provide a brief description of each course, along with the list of the key targeted proficiencies the course is designed to help develop.

All courses are 3 credit hours unless otherwise indicated.

EDU 497: Teaching and Learning in Higher Education

(Targeted competencies: 2 & 3)

A study of theory-based effective teaching, learning, and assessment practices for use in higher education and learning organizations. Stresses teaching, learning, and assessment practices that facilitate meaningful learning. Designed to meet the diverse needs and interests of a broad range of graduate students, teachers, and working professionals who are interested or currently working in higher education or learning organizations.

EDU 580: Foundations of Health Professions Education

(Targeted competencies: 1 & 2)

A foundational study of the historical, scientific, social and political roots of health professions education, educational theory, and the continuum of this education. This course provides the contextual framework for education in the health professions and emphasizes the historical and sociological theory of the evolution of this education. We will also critically examine the roles and responsibilities in the assessment and certification of graduates, as well as discuss the framework for accreditation and licensing of health care professionals. Current program assessment methods and tools are reviewed, as well as ethics and responsibilities of education leaders in different roles.

EDU 581: Clinical Teaching in Health Care Professions Education: Teaching and Instructional Methods

(Targeted competencies: 1, 2, 3 & 4)

This course presents traditional and innovative methods used in clinical teaching to enhance student and practitioner knowledge, skills and attitudes, and critically examines the theories behind different teaching methodologies. Current and potential future uses of technology in active learning strategies in the clinical environment will be discussed. Ethical and patient safety issues are also explored.

ED 437: Diversity and Equity in Higher Education

(Targeted competencies: contributes to all competencies)

This course raises and explores equity issues related to race, ethnicity, class, gender, disability and other dimensions of diversity, with a special focus on higher education institutions in particular, and adult education more generally.

ED 406: Master's Research Methods

(Targeted competencies: contributes to all competencies)

Introduces research methods and research design in education, emphasizing both qualitative and quantitative research design and analytic thinking. Prepares students to be literate consumers of different types of education research using multiple methodologies.

Major Summative Assessments for Health Professions Education Candidates
(in addition to other formative assessments taking place within each course)

Name of Assessment:	Type or Form of Assessment:	When the Assessment is Administered:	Evaluator(s):
<i>Common assessments:</i>			
1. Admissions portfolio	Portfolio (including a combination of grades, self-reflection, performance assessment, expert opinion, interview)	Prior to admissions	Program faculty
2. EDU580 Paper #1 (Historical forces shaping health professions education)	Essay/ Performance assessment	EDU 580	Course instructor
3. EDU580 Final Group Project (Proposal for a reform effort in health care education)	Project/ Performance assessment	EDU 580	Course instructor
4. EDU497 Final Project	Project/ Performance assessment	EDU 497	Course instructor
5. EDU497 Final Course Reflection	Self-report	EDU 497	Course instructor
6. EDU581 Final Project	Project/Performance assessment	EDU 581	Course instructor
7. Final transcript review	Grades	Prior to graduation	Student Services staff
8. Final Portfolio	Portfolio	At the completion of coursework but prior to graduation	Candidate's advisor and a second reader
9. Alumni survey	Survey/ self-report	Post graduation	Candidate

Detailed description of Health Professions Education program assessment system

ON-GOING FORMATIVE ASSESSMENT:

How do we ensure that we monitor candidates' learning fairly and consistently, and use this information to provide them with useful feedback and to improve instruction throughout their program?

- Multiple assessments are used, at different points in each course (as articulated in the syllabus of each course).
- Assessment is aligned with course goals and overall program standards:
 - The syllabus of each “core” course identifies the course goals
- Candidates are evaluated fairly and consistently:
 - Candidates receive written guidelines for each main assignment in the course, including an articulation of the evaluation criteria to be used.
 - The program has also prepared “template rubrics” for some types of assignments which individual instructors can use and adapt if they wish.
 - Each course syllabus identifies how the grade for the course will be determined.
- One F or two C's in any course will cause a candidate to be withdrawn from the program.
- As assignments are given throughout each course, the course instructor can use the information thus gathered to both (a) provide timely feedback to candidates about their progress in the course and take specific actions when needed, and (b) make immediate adjustments in his/her teaching to maximize candidates' learning opportunities.
- Every time a course is offered, it has been our faculty's practice to review and revise the course activities, readings and other assignments, and assessment rubrics, based on candidate assessment data as well as the feedback received through course evaluations.

SUMMATIVE ASSESSMENTS WITHIN CORE COURSES:

The combination of the three core courses (EDU497: Teaching & Learning in Higher Education, EDU580: Foundations of Health Professions Education, and EDU581: Clinical Teaching in Health Care Professions Education: Teaching and Instructional Methods) have been designed so that, in combination, they will develop the four program targeted proficiencies. Therefore, the key assessments given in these courses were designed to measure achievement of a subset of the program targeted proficiencies. More specifically

- EDU580 Paper #1:** In this paper students are expected to describe and critique the historical forces that have shaped health professions education, drawing upon course readings and discussions.
- EDU580 Final Group Project:** This project requires students, in small groups, to develop and present a written proposal that outlines a comprehensive effort to reform health professions education, focusing on one specific discipline and addressing the following topics: (1) major historical forces informing development; (2) the current social context; (3) the current state of health professional education practice; (4) recommendations for change at the system level and course level that include curriculum, pedagogy and assessment. The proposal should draw upon course materials as well as additional research, as necessary.

- **EDU497 Final Project:** As a culmination of this course, each candidate designs a lesson for an audience of his/her choice integrating their emerging theories of the teaching and learning of adults.
- **EDU497 Final Reflection:** At the end of the course, students are asked to reflect in writing on their learning and how it is influencing their teaching. This informal paper should include specific references to both readings and experiences that were instrumental to the learning identified.
- **EDU581 Final Project:** As a culmination of this course, each candidate designs and teaches a 1-hour clinical lesson to the audience of his/her choice, is observed by course instructors and classmates while teaching this lesson and has a debriefing meeting with the observers, and then prepares a final report on this experience. The report must include a detailed description revised in light of the implementation, an evaluation of the lesson, and reflections about what the candidate learned from this experience.

Assessments for Graduation:

- **Major assessments:**
 - **Transcript review** – to determine that all course requirements have been completed and the grade received is at least B- (with at most one exception).
 - **Comprehensive Portfolio**, prepared by each candidate at the end of all coursework to collect evidence to demonstrate that they have acquired all the proficiencies identified as program goals. Comprised of a narrative reflection + documents provided as evidence, this portfolio is reviewed and evaluated by the candidate’s advisor and a second reviewer using rubrics developed by the program. The advisor compiles a summative evaluation that reflects agreed-upon scores for each rubric (which is entered into Warner Assessment Database).
- **Threshold:** In order to graduate from the program, candidates need to (a) have completed all coursework agreed upon in their program of study (w/ no more than one C), (b) have scores at the “basic proficiency” level (3) or above for all proficiencies measured in the portfolio.

Map of targeted proficiencies, their development and assessment:

PROFICIENCY	REQUIRED COURSES DEVELOPING IT:	KEY SUMMATIVE ASSESSMENTS MEASURING IT:
1. Candidates will demonstrate an understanding of the history and context of health professions education.	EDU580; EDU 581	<input type="checkbox"/> EDU 580 Paper #1 <input type="checkbox"/> EDU 580 Final Project <input type="checkbox"/> Portfolio
2. Candidates will demonstrate an understanding of the current research on how people learn and how learning can be best supported	EDU 497; EDU 580; EDU 581	<input type="checkbox"/> EDU 497 Final Project <input type="checkbox"/> EDU 497 Final Course Reflection <input type="checkbox"/> EDU 581 Final Project <input type="checkbox"/> Portfolio
3. Candidates will demonstrate the ability to design instruction that supports diverse learners	EDU 497; EDU 581 EDU 580; EDU 437	<input type="checkbox"/> EDU 497 Final Project <input type="checkbox"/> EDU 581 Final Project <input type="checkbox"/> Portfolio
4. Candidates will demonstrate the ability to employ effective pedagogical practices in their clinical teaching, using the most appropriate instructional method in light of the audience, context, and purpose	EDU 581	<input type="checkbox"/> EDU 581 Final Project <input type="checkbox"/> Portfolio

Final Portfolio for M.S. in Health Professions Education

Goals of the portfolio

This “Final Portfolio” assessment has been designed to assess the extent to which you have achieved the set of proficiencies we have established as the goal of our M.S. in Health Professions Education program. We also expect that creating the portfolio will be a valuable learning experience for you, as it will require you to look back at your entire experience in the program, reflect on what is required to be a good educator in the context of health care, and examine what you have accomplished so far and what you would like to develop further in your practice.

Candidates who do not receive a passing grade in this portfolio will not be able to graduate from their program.

Targeted proficiencies

The following is the set of proficiencies that all students in the M.S. in Health Professions Education program need to be able to demonstrate in order to graduate:

1. *Candidate demonstrates an understanding of the history and context of health professions education.*
2. *Candidate demonstrates an understanding of the current research on how people learn and how learning can be best supported*
3. *Candidate demonstrates the ability to design instruction that supports diverse learners*
4. *Candidate demonstrates the ability to employ effective pedagogical practices in their clinical teaching, using the most appropriate instructional method in light of the audience, context, and purpose.*

Portfolio content and organization

Your portfolio will need to include the following three sections:

1. A **Personal Statement**, where you introduce yourself as a health care educator and provide information that you think would be helpful for a reviewer to know before looking at the rest of the documents included in your portfolio. Among other things, this section should articulate your area of specialization within the health care professions, your career goals, and “what kind of educator” you want to be and why. (1-3 pages single-spaced)
2. A **Narrative** section, where you “make the case” that you have achieved each of the targeted proficiencies. This will require that, for each targeted proficiency, you identify the extent to which you believe you have achieved that proficiency as a result of your experiences in the program and provide evidence to support your claim. In

most cases, the evidence will consist of referring to samples of your best work within the program that illustrate that proficiency, as included in the *Exhibit* section. Your narrative must be organized in four sections, one for each of the program targeted proficiencies.

3. An **Exhibits** section, where you collect samples of your best work in the program and other relevant artifacts you refer to as evidence in your narrative. While you can select most of these documents based on your narrative and unique experiences in the program, we require at a minimum every student to include a copy of the graded version of EDU580 paper # 1 and final project, EDU497 final project and final reflection paper, and EDU581 final project. For easy reference and retrieval, each document included in the Exhibit needs to be clearly titled and listed in the Table of Contents.

We encourage students to submit their Portfolio electronically, so that relevant documents included as evidence in the Exhibits section can be easily accessed when mentioned in the Narrative section by clicking on a link. Students who prefer to submit a paper copy of their portfolio, however, can do so, as long as they number the pages in the Exhibits section consecutively, and clearly label each document for easy retrieval.

Evaluation rubrics

For each of the targeted proficiencies, we have created a holistic rubric that makes explicit what we consider as:

- Insufficient** – i.e., the evidence provided in the portfolio suggests that the candidate has not attained the proficiency in question at the minimum acceptable level for graduation
- Emergent** – i.e., the evidence provided in the portfolio is not sufficient to demonstrate that the candidate has attained the proficiency in question at the minimum acceptable level for graduation, but it suggests that minimal additional evidence or experiences may be acquired within no more than 16 weeks
- Basic proficiency**– i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at least at the minimum acceptable level for graduation
- Target proficiency** – i.e., the evidence provided in the portfolio suggests that the candidate has attained the targeted proficiency at or above the level we would ideally like graduates to achieve at the completion of this program or above.

Portfolio evaluation process

Your portfolio will be evaluated by two faculty members – your advisor in the Warner School and a “second reader” from the health care field assigned by the program director in consultation with your advisor.

Evaluations by the course instructor of the program summative assessments (i.e., EDU580 paper # 1 and final project, EDU497 final project and final reflection paper, and EDU581 final project) will be honored by the portfolio reviewers. This means that if you earned at least “basic proficiency” with respect to a specific targeted proficiency on these assignments, you can be assured that that targeted proficiency has been met. However, if you earned less than basic proficiency for a specific targeted proficiency on the program

summative assessments or you want to demonstrate your current level of proficiency, you must include other exhibits as evidence to be evaluated by the portfolio reviewers.

Each reviewer will independently score your portfolio according to the program rubrics; if there is disagreement in their evaluation for any proficiency, the two reviewers will discuss it and reach consensus. Whenever a proficiency is evaluated as “Insufficient” or “Emergent” a detailed explanation of the identified shortcomings and what needs to be done to overcome them will be provided. You will receive the result of the reviewers’ combined evaluation

You need to receive an evaluation of 3 or 4 on each of the targeted proficiencies in order to pass this final comprehensive portfolio evaluation and graduate from the program.

If you were marked as “Insufficient” or “Emergent” in one or more proficiencies, you will have one chance to revise and resubmit your portfolio **within the next 6 months** (unless a resubmission is contingent on taking or re-taking a course that is not offered within the next 6 months).

Portfolio resubmission guidelines

If you did not pass your first portfolio submission, you have to resubmit the entire portfolio, along with a copy of your original evaluation and a cover letter that explains in detail what additions and other changes you have made, and why you think that the revised portfolio addresses all the deficiencies identified by the original reviewers.

Whenever possible and desirable, the same original two reviewers will usually review the resubmission.

Students who fail to receive a passing grade in this resubmission are involuntarily withdrawn from the program.

Portfolio submission dates

Because of its comprehensive nature, this portfolio needs to be submitted at the end of your program, after you have successfully completed all the coursework required for your program and with sufficient time to ensure its evaluation before our graduation deadlines.

Therefore, there are three deadlines for the submission of the comprehensive portfolio during each academic year:

- For May graduation:* April 30
- For October graduation:* September 1
- For March graduation:* February 1

General tips about preparing your portfolio

- Do not wait until the last minute to work on your portfolio – or you may easily discover at that point that you threw away or misplaced important artifacts that could have provided evidence of your achievements! Make sure you set up a meeting with your advisor early in your program to verify your understanding of what is required and set a timeline.
- Become familiar with the elements of the portfolio from the very beginning of your program.
- As you move through your program, begin to collect evidence that you think would be relevant to any of the targeted proficiencies, indicating which proficiency(s) it addresses.
- As you begin to work on your narrative for a specific targeted proficiency, look through the artifacts you have collected that are relevant to it and think about all your experiences in the program that are relevant to your growth in that particular area. Don't include all, but rather be selective in what you mention in the narrative and include in the Exhibit section.