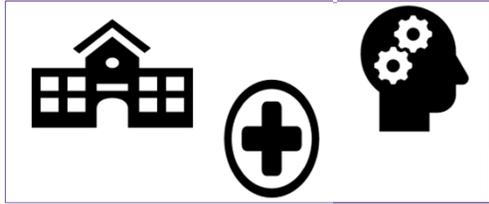


Assessment and HSS at Jefferson

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Consortium projects

Project 1: With 275 students/class and learner assessment data collected and stored in multiple platforms, we sought to create a central repository of assessment data mapped to competency frameworks called JeffCAT (Jefferson's Competency Assessment Tool) that would include clinical assessment integration with New Innovations.

Project 2: Design and phase-in implementation of a 4 year longitudinally integrated HSS curriculum with an experiential component in Phase 1 at Jefferson clinical sites.

Project to Date

Project 1

Jeff CAT Early Outcomes:

Faculty and administrators resoundingly agreed on JeffCAT's utility for monitoring longitudinal progress. Feedback from Year 1 students demonstrated 73% felt JeffCAT enabled them to effectively monitor their progress, 71% agreed it helped identify areas for improvement and 80% planned to access it again within 3 months. Additional user data will be forthcoming.

Innovation's strengths/limitations:

JeffCAT successfully aggregates and maps assessment data enabling outcome monitoring across multiple frameworks; allowing learner self-correction, academic support, and meaningful information for the UME-GME handover. Cost for development, mapping, and manual input of NBME performance data are limitations.

Feasibility/Generalizability

Jefferson designed JeffCAT will be available to other medical/health schools through our industry partner; customizable for other competency frameworks to monitor the achievement of outcomes.



Project 2 HSS Integration and Phase 1 Clinical Experience Lessons learned:

1. Communicate clear goals to align with student expectations
2. EHR access critical to achieve student buy-in
3. Training and turnover of community health workers challenging
4. Competing time pressures for USMLE Step 1 preparation difficult

Need/Gap Addressed

Project 1: Mapping each assessment to session learning objectives as well as to SKMC Graduation Competencies, AAMC competencies and EPAs will allow more accurate competency ascertainment by aggregating many data points of various modes of assessment to these outcomes for individual learners. This information could be used for an educational handover or for identifying gaps to target for improvement. It can also be used at the cohort level to assess curricular components. This tool would be appropriate for both UME and GME purposes.

Project 2: SKMC's new four year curriculum, JeffMD has been designed with a longitudinal HSS thread. Phase 1 of this curriculum has been launched with HSS concepts integrated throughout case-based learning sessions, patient panels and lectures. It also includes an experiential component as student advocates at our clinical sites to address non-medical barriers to care with documentation in the EHR. Students are supervised by community health workers and a social worker applying HSS principles in these encounters. Integration of HSS into Phases 2 and 3 of the curriculum is currently underway.

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