



FELLOWSHIP PURPOSE

The pre/post-doctoral medical education fellowship is designed to help individuals with advanced training in the educational, social, or behavioral sciences develop expertise in the design, implementation, and evaluation of education programs in medicine.

FELLOWSHIP ROTATION GUIDING PRINCIPLES

- ✓ Actively engage fellow in meaningful learning experiences.
- ✓ Choose activities that are at the appropriate level of professional development.
- ✓ Provide structured, well-planned activities.
- ✓ Provide adequate supervision and formative feedback.
- ✓ Allow sufficient time for fellow to work on his/her major project and participate in required fellowship activities.

Please complete the information below and submit to biererb@ccf.org.

Rotation Director Information

Director Name **Beth Bierer, PhD**

Title

**Director of
Evaluation
Cleveland Clinic**

Contact info biererb@ccf.org; 216-444-3283

Department

**Lerner College of
Medicine**

Rotation Timeline

Rotation Duration

8 weeks

Months Rotation Offered

April-May or May-June

Cleveland Clinic Lerner College of Medicine, 9500 Euclid Avenue NA25, Cleveland, Ohio 44195

Specifics of Proposed Rotation



Assess area where input/help from a fellow would be beneficial

Rotation description The rotation will serve as an introduction to a portfolio approach to competency based assessment system.



Identify specific goals/objectives and related activities to achieve goals

Goals and objectives

- (1) Identify and describe the principles of a systems approach to assessment.
- (2) Identify and describe the principles of competency-based assessment.
- (3) Review contributions of portfolio in the design of an assessment system.
- (4) Utilize knowledge of a systems approach to assessment to analyze how the various components of the CCLCM assessment system interact to support learning as well as assessment.
- (5) Gain experience with conducting literature review and analyzing data.

List of activities

- (1) Read and discuss assessment articles (see below) in weekly meetings with mentor.
- (2) Observe the various components of the CCLCM assessment system.
- (3) Complete mini project.
- (4) Plan and teach assessment topic.



Describe how fellow's performance will be assessed

Strategies to assess fellow

- (1) Complete the weekly readings and prepare questions for the 2 hour session with the mentor.
- (2) Prepare an educational session on some aspect of assessment to present to the Medical Education Committee
- (3) Set up debriefing sessions with mentor following observations
- (4) Complete mini project



Explain potential products/tangibles resulting from the rotation experience

Learning experiences

- (1) One page summary of topic readings with 4 questions to discuss
- (2) Complete observation worksheet for debriefing
- (3) Mini project write-up that includes brief literature review and guidelines

Recommended Readings and Resources

Weekly Topics

1. Systems Approach to Assessment
2. Overview of Competency-Based Assessment
3. Learning and Assessment Portfolios
4. Role of Advising
5. Framework for Evaluating an Assessment System
6. Principles for Designing an Assessment system

Readings for Curricular Topics

Albanese MA, Mejicano G, Mullan P, Kokotailo P, Gruppen L. 2008. Defining characteristics of educational competencies. *Med Educ*. 42(3):248-55.

Altahawi F, Sisk B, Poloskey S, Hicks C, Dannefer EF. 2012. Student perspectives on assessment: Experience in a competency-based portfolio system. *Med Teach*. March issue.

Dannefer EF, Henson, LC. 2007. The portfolio approach to competency-based assessment at the Cleveland Clinic Lerner College of Medicine. *Acad Med* 82(5):493-502.

Curricular topics

Dijkstra J, van der Vleuten CPM, Schuwirth LWT. 2010. A new framework for designing programmes of assessment. *Adv Hlth Sci Educ* 15(3):379-393.

Holmboe ES, Sherbino J, Long DM, Swing SR, Frank JR, for the International CBME Collaborators. 2010. The role of assessment in competency-based medical education. *Med Teach* 32:676-682.

Schuwirth LWT & van der Vleuten CPM. 2011. Programmatic assessment: From assessment of learning to assessment for learning. *Med Teach* 33:478-485.

Van der Vleuten CPM, Schuwirth LWT, Driessen E, Dijkstra J, Tigelaar D., Baartman LKJ, van Tartwijk J. 2012. A model for programmatic assessment fit for purpose. *Med Teach*. March issue.

Van der Vleuten CPM, Schuwirth LWT. 2005. Assessing professional competence: from methods to programmes. *Med Educ* 39: 309-317.

Van Tartwijk J, Driessen EW. 2009. Portfolios for assessment and learning: AMEE Guide no. 45. *Med Teach* 31:79-801.