

Standard 6.8- Student Assessment Process and Procedure

Figure 1 is a diagram that provides an overview of student assessment process and procedures. Data input is collected from a variety of sources. This is shown in the top box of the figure and includes information from: Admissions, Academic Affairs, Curriculum Committee, Student Success Committee, Alumni Affairs, American Osteopathic Association, Center for Rural Health, and Career Development Specialist. Data from these sources provides specific core information on COMLEX Level 1 and 2 passage rates, PE pass rates, licensure, geographic area of practice, completion of postdoctoral program, and AOA or ABMS board certification. In addition, OSU-COM requires analytics on other types of data to help us understand our students, faculty and educational programs. Course grades, class rank, discipline sub-scores, admissions information (MCAT, GPA, advanced science courses, etc.), statistical analysis of course exam questions, student feedback and course evaluations are examples of data that will provide formative and summative information on curriculum effectiveness and educational quality.

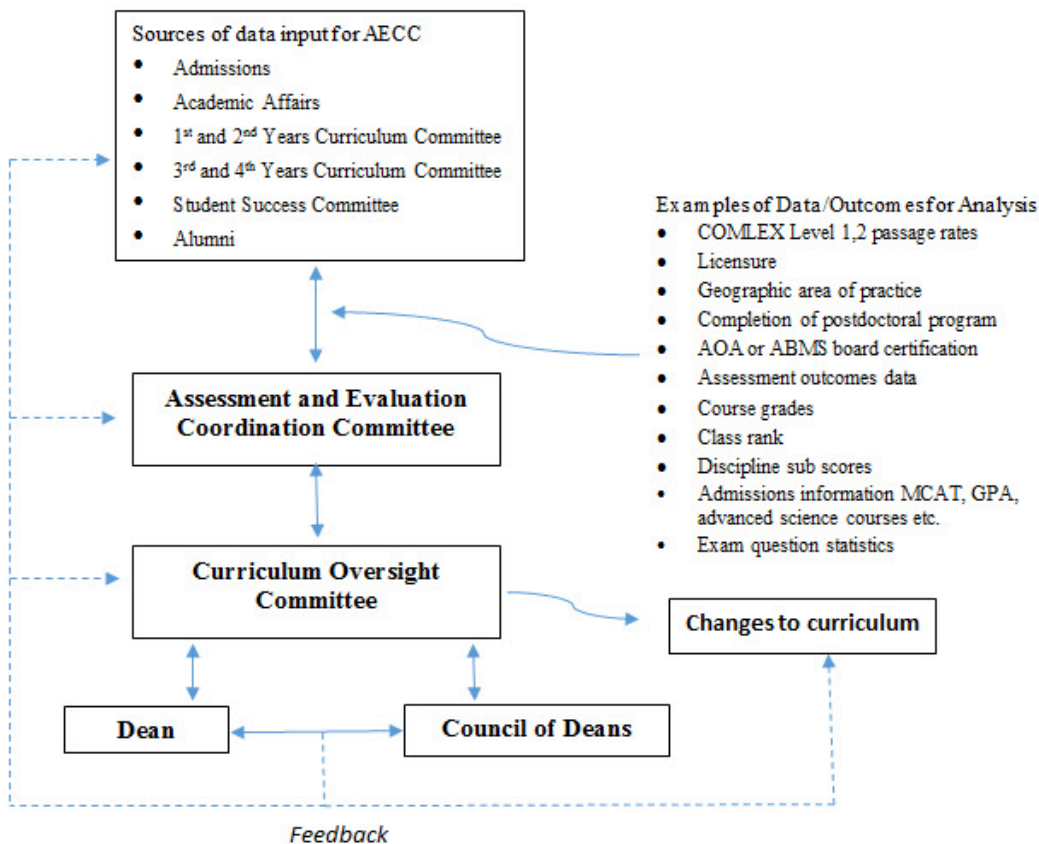


Figure 1

Tables 1 and 2 provide a description of typical assessments for Years 1 through 4 of the medical curriculum. These assessments are mapped to curricular objectives which are designed to meet the goals of OSU-COM. The assessments are also mapped to AOA Competencies.

Table 1: Years 1 and 2 Assessments

On Campus Assessments	Years 1 and 2		
Type of Assessment	Description	Curricular Objectives*	AOA Competencies**
Course Assessments	Multiple - choice exams, lab exams, case studies, professional communications, team projects, and reflective writing	1, 2	1, 2, 4, 7
	Small Group Activities - problem based learning sessions, laboratory exercises, team-based learning activities, oral presentations, etc.	1, 2, 3, 4	1, 2, 4
	Standardized Patient Encounters - Graded experiences with review by faculty; focus on interviewing basic physical exam skills, interpersonal skills, medical knowledge (basic and clinical sciences), professionalism, patient - centered care	1, 2, 3, 4, 5	1, 2, 3, 4, 5
	Human Patient Simulator Exercises - Graded experiences with review by faculty; focus on physical exam, medical knowledge (basic and clinical sciences), professionalism, and patient-centered care	1, 2, 3, 4, 5	2, 3, 4, 5
	Practical Examinations - Hands on, one-on-one observation of general approach and verification of safety, efficacy, and accuracy of diagnostics and treatment	1, 2, 3, 4, 5	1, 2, 3, 4, 5
	Clinical Exams using standardized patients for focused encounters as well as comprehensive history and physical exam assessing specific competency skills	1, 2, 3, 4, 5	1, 2, 3, 4, 5
	Clinical Osteopathic Experiences - Hands on diagnosis and treatment (including writing a SOAP note) of volunteer patients by students under direct supervision of OMM faculty and residents	1, 2, 3, 4, 5, 10	1, 2, 3, 4, 5
COMSAE TrueLearn Combank Exam	COMPLEX - style self-evaluation instrument COMPLEX - style self-evaluation instrument	1, 2, 3, 4 Prior to COMPLEX-USA	1, 2, 3, 6, 7
COMPLEX-USA Level 1	Computerized one-day exam covering basic sciences and osteopathic principles in clinical contexts	Before entry into Third year	1, 2, 3, 6, 7

Table 2: Years 3 and 4 Assessment

Clinical Rotation Assessments	Years 3 and 4		
Please refer to the online Clinical Rotations Student Manual for details			
Type of Assessment	Description	Curricular Objectives*	AOA Competencies**
Clerkship Specific Assessments	End of Clerkship Examinations	1-10	1, 2, 3, 6, 7
Clinical Evaluations	Completed by preceptors at the end of each clinical rotation. Covers clinical knowledge, skills, professionalism, and Osteopathic skills. All students must pass all rotations including: required and elective to graduate.	1-10	1, 2, 3, 4, 5, 6, 7
Case Presentation	Report based on a clinical case encounter. An evaluation of the Case Presentation is conducted by a Regional Coordinator.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
Case Logs (Skills Card)	Completed by students and approved by preceptors at the end of each of the following rotations: Community Clinic, Rural Clinic, Community Hospital, and Emergency Medicine.	1-10	1, 2
Phase II COMSAE Exam	Standardized exam from NBOME	1-10	1, 2, 3, 5, 6, 7
Additional Assessments	Book club, Personal Statement Workshop, Telehealth Workshop, & Video Lecture Evaluations	1-10	1, 2, 7
NBOME COMAT Exams	Standardized exam from NBOME taken by all students	1-10	1, 2, 3, 6, 7
COMLEX-USA Level 2 - CE	One-day computerized exam	1-10	1, 2, 3, 6, 7
COMLEX-USA Level 2 - PE	Standardized patient (CPX) exams	1-10	1, 2, 3, 4, 5
Didactic Weeks	Didactic weeks include observed simulations	1-10	1, 2, 3, 4, 5
Transition Week	Transition week helps prepare students for 3rd Year rotations. Activities include BLS, ACLS training as well as EPIC, Team Stepps and HIPAA training. There is also a session on library services and a discussion on professionalism. Students are introduced to Course Coordinators and get a brief overview of the required rotations.	Week before Third year rotations start	1, 2, 3, 4, 5
CPX Exams	Four Mock PE exams (1 - OMM and 3 - Family Medicine) must be taken for preparation for COMLEX -USA Level 2 PE	1-10	1, 2, 3, 4, 5
Observed SP encounters	Students practice advanced interviewing skills with a standardized patient on their behavioral health/psychiatry rotation. Instruction & peer feedback given.	1-10	1, 2, 3, 4, 5

***OSU-COM Curricular Objectives**

1. Identify, critically analyze, and solve problems that consider issues across multiple contexts as osteopathic practitioners related to patient care.
2. Demonstrate knowledge of evidence-based practice in the treatment of patients and the application of relevant research.
3. Perform appropriate diagnostic and treatment skills that encompass the understanding and application of new scientific knowledge to patient care.

4. Effectively lead and communicate with peers and healthcare team members
5. Demonstrate effective physician-patient interactions.
6. Initiate and sustain life-long learning in order to remain well-informed of relevant scientific evidence related to patient care and medical research.
7. Effectively provide premier quality of care driven by compassion, integrity, honesty, cultural awareness, and ethical principles.
8. Demonstrate the osteopathic philosophy in medical practice while upholding the Osteopathic Oath in professional conduct.
9. Apply medical knowledge and skills to provide exemplary patient care to underserved and rural Oklahoma communities
10. Incorporate osteopathic manipulative medicine as a diagnostic and treatment modality in patient care

****AOA Core Competencies**

1. Osteopathic Philosophy Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice