

**UC Riverside, School of Medicine Policies and Procedures****Policy Title:** Policy on Curricular Design, Review, Revision/Content Monitoring; and on Evaluation of Educational Program Outcomes**Policy Number:** 950-06-032

<b>Responsible Officer:</b>	Associate Dean for Medical Education Quality and Integration
<b>Responsible Office:</b>	Office of Undergraduate Medical Education
<b>Origination Date:</b>	7/8/2021
<b>Date of Revision:</b>	
<b>Scope:</b>	All Medical Students, Faculty and Staff

**I. Policy Summary****A. Purpose**

To ensure that the UCR School of Medicine enhances the quality of its medical education program as a whole by collecting a variety of outcome data, including national norms of accomplishment, that demonstrate how well its medical students are achieving the medical education program objectives.

**B. Overview**

The Liaison Committee on Medical Education requires that:

“The faculty of a medical school, through the faculty committee responsible for the medical curriculum, are responsible for the detailed development, design, and implementation of all components of the medical education program, including the medical education program objectives, the learning objectives for each required curricular segment, instructional and assessment methods appropriate for the achievement of those objectives, content and content sequencing, ongoing review and updating of content, and evaluation of course, clerkship, and teacher quality. These medical education program objectives, learning objectives, content, and instructional and assessment methods are subject to ongoing monitoring, review, and revision by the responsible committee.” [LCME element 8.3]

“A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance the quality of the medical education program as a whole. These data are collected during program enrollment and after program completion.” [LCME element 8.4]

Related LCME Standards

8.1: Curricular Management

8.2: Use of Medical Education Program Objectives

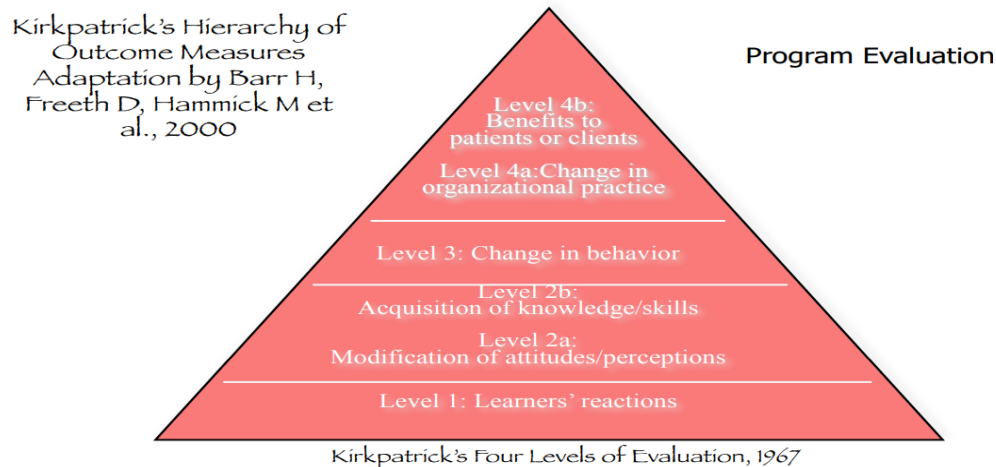
**8.3: Curricular Design, Review, Revision/Content Monitoring**

**8.4: Evaluation of Educational Program Outcomes**

## II. Principles

Medical students eligible for graduation from the University of California, Riverside School of Medicine will have demonstrated to the faculty their competence in the medical school's educational program objectives. Thirteen of the competency objectives are derived from the [Association of American Medical Colleges' entrustable professional activities](#). A novel fourteenth competency objective addresses the UCR School of Medicine's distinctive mission.

The faculty of the medical school follow Kirkpatrick's hierarchy as an overarching framework to inform decisions about methods for determining how well the medical education program is performing on horizontal and vertical integration, content (sufficiency, appropriateness of placement), curricular structure, and methods of instructional delivery and assessment:



## III. Process

The faculty of the UCR School of Medicine summarize the educational program objectives as follows:

1. Gather a history and perform a physical examination.
2. Prioritize a differential diagnosis following a clinical encounter.
3. Recommend and interpret common diagnostic and screening tests.
4. Enter and discuss orders and prescriptions.
5. Document a clinical encounter in the patient record.
6. Provide an oral presentation of a clinical encounter.
7. Form clinical questions and retrieve evidence to advance patient care.
8. Give or receive a patient handover to transition care responsibility.
9. Collaborate as a member of an inter-professional team.
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
11. Obtain informed consent for tests and/or procedures.
12. Perform general procedures of a physician.

13. Identify system failures and contribute to a culture of safety and improvement.

14. Conduct empathic and effective conversations with patients, families and colleagues of diverse backgrounds to promote health equity, social justice and anti-racism.

#### **IV. Policy Text**

The UCR School of Medicine uses its formally-adopted educational program objectives to guide:

- A.** How the faculty develop, design, and implement all components of the medical education program, including ongoing monitoring, review, and improvement of curricular content, effectiveness of teaching skills, and quality of the medical education program as a whole; and
- B.** How the faculty assess the medical students' competencies in all required knowledge, skills and behaviors.
  - 1. The Medical Education Committee and its Pre-Clerkship Curriculum and Clinical Curriculum Subcommittees collect and use deidentified and aggregated outcome data from multiple sources to evaluate the medical school's educational program objectives.
  - 2. The faculty of the medical school jointly charge the Office of Assessment and Evaluation and the Office of Medical Education Quality with providing broad oversight of the evaluation of medical education program objectives, and with ensuring that the results are made available to the students, faculty, and staff.

#### **V. Procedures**

- A.** Sources for evaluating the medical school's educational program objectives include deidentified and aggregated data from:
  - 1. Faculty assessments of students,
  - 2. Average scores on internal examinations including objective structured clinical examinations (OSCEs),
  - 3. Students' performance on nationally standardized examinations, and
  - 4. Aggregated student evaluations of their instructors and of their curricula.
- B.** The Office of Assessment and Evaluation collects and reports these program evaluation data.
- C.** The faculty directors of each course and clerkship receive and report the program evaluation data to the associate deans for preclinical and clinical medical education.
- D.** For all courses in the pre-clerkship phase, the Pre-Clerkship Curriculum Subcommittee conducts annual block reviews and reports the results to the Medical Education Committee.
- E.** For all clerkships and rotations in the clerkship phase, the Clinical Curriculum Subcommittee conducts semiannual reviews and reports the results to the Medical Education Committee.

- F. As part of its annual review of the medical education curriculum as a whole, the Medical Education Committee oversees its Pre-Clerkship Curriculum and Clinical Curriculum Subcommittees in conducting annual phase reviews for the pre-clerkship and clerkship phases respectively.
- G. The Office of Medical Education Quality oversees continuous quality improvement of all four years of the medical education curriculum and ensures that results of curricular reviews are made available to students, faculty, and staff.

**VI. Forms/Instructions**

N/A

**VII. Related Information**

Please also see:

- 1. *Policy on Use of Medical Education Program Objectives*, approved \_\_\_\_\_.
- 2. *Curricular Change Policy 950-06-002*, approved 05/01/2021.

**VIII. Revision History**

N/A

Approvals:

MEDICAL EDUCATION COMMITTEE (09/16/2021)  
COMPLIANCE COMMITTEE (12/10/2021)

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Elizabeth Morrison-Banks  
ELIZABETH MORRISON-BANKS, M.D., M.S.ED.      \_\_\_\_\_  
ASSOCIATE DEAN FOR MEDICAL EDUCATION      DATE  
QUALITY AND INTEGRATION,  
SCHOOL OF MEDICINE

\_\_\_\_\_  
BRIGHAM WILLIS, M.D., M.ED.      \_\_\_\_\_  
SENIOR ASSOCIATE DEAN FOR      DATE  
MEDICAL EDUCATION,  
SCHOOL OF MEDICINE

\_\_\_\_\_  
PAUL HACKMAN, J.D., L.L.M.  
CHIEF COMPLIANCE AND PRIVACY OFFICER,  
SCHOOL OF MEDICINE

\_\_\_\_\_  
DATE

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DEBORAH DEAS, M.D., M.P.H  
VICE CHANCELLOR, HEALTH SCIENCES  
DEAN, SCHOOL OF MEDICINE

\_\_\_\_\_  
DATE