## Purpose
Provide students with an integrated case-based self assessment for the opportunity to integrate and review knowledge from the first seven months of medical school.

## Background
Long-term retention of knowledge acquired in the preclerkship years has been a challenge in medical education across the country. Providing multiple exposures to concepts is one way to increase students’ retention. In the current UCSF medical curriculum the courses are distinct systems-based entities that do not necessarily reinforce the concepts from previous blocks. As patients will not present with one isolated concern, integration of medical knowledge is key to quality patient care. UCSF students have expressed anxiety about the lack of long-term retention tools when thinking ahead to USMLE Step 1 and to the beginning of clinical rotations. Providing students with an integrated self assessment is one way to re-expose students to salient topics and encourage review of material. The mid-point of the Metabolism and Nutrition block was chosen as the time point for this self-assessment, both because mid-first year is a natural break point for assessment of competency and because it is close to when the new formative Custom Comprehensive Exam will be offered.

## Methods
I interviewed course directors from the three blocks that students will have completed: Prologue, Organs and Metabolism and Nutrition. I elicited the topics they felt vital to master as part of achieving competency in the medical knowledge domain, as well as for board exams and patient care. I also spoke to fourth-year medical students to learn what they felt would have been helpful to review.
I adapted one case from a previous course and created a new case in order to address a wide range of the topics that were elicited. I obtained questions from previous self-assessments as well as created new questions. Questions and cases were revised in multiple rounds of editing with Dr. Fulton, Dr. Zimmerman and Dr. Kruidering.
The exam was blueprinted with attention to the subject areas, “Bloom’s” taxonomy of skill level and medical knowledge sub-domains.
After reviewing the content I then adapted to Moodle and distributed it to other curriculum ambassadors for feedback as well as again to Dr. Fulton and Dr. Zimmerman.

## Evaluation Plan
Limited feedback was obtained from several curriculum ambassadors (all current 2nd-year students), who felt that the length of the assessment should be less than an hour, and the assessment should not be required. There questions at the end of the self-assessment asking the students to rank its value as a both a review tool and an integration tool will provide evaluative feedback from the students who take it.
Comparison of the blueprint for this assessment to that for the Custom Comprehensive Exam, will allow refinement of the self assessment for future classes.

## Dissemination
This assessment will be housed in the Metabolism and Nutrition course and available to students before the comprehensive exam. It may be possible to allow MS2’s to access this tool as well.

## Reflective Critique
I presented the project twice to curriculum ambassador summer program and reviewed with advisor and other faculty members. These opportunities helped me incorporate feedback about the scope, depth and length of the cases.