

## Methods by Which Students Can Provide Feedback in the Bridges Curriculum

Students are provided an opportunity to evaluate their educational experiences and faculty members and residents with whom they work. Although there are many ways for students to provide feedback, it may be difficult at times to navigate through the process. In addition to formal evaluations, students can share their experience in other methods. Below is a compiled list of methods by which students can provide feedback.

### **Ongoing Course Evaluations\***

Students will have the opportunity to evaluate their courses and instructors in our online evaluation system, E\*Value. All students will be assigned to evaluate small group leaders with whom they have had at least 3 hours of contact. A randomized subset of students will be assigned to evaluate a full course, which includes lectures, labs, and the overall course. These formal evaluations will be assigned in E\*Value by the Educational Evaluations Unit.

### **Program-Specific Evaluations\***

In addition to ongoing course evaluations, students will be asked to evaluate specific curricula, programs, or topics that are novel and significant changes in the Bridges curriculum. These evaluations are assigned in the E\*Value and/or Qualtrics systems by the Educational Evaluations Unit. These program evaluations as of July 2016 are as follows:

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| a) Coaching program                | b) Student identity development       |
| c) Inquiry curriculum overall      | d) Diagnostic reasoning curriculum    |
| e) Clinical Microsystems Clerkship | f) UCSF Student Dashboard             |
| g) Weekly Assessment Check Points  | h) Diversity and cultural sensitivity |

### **Ongoing Bridges Focus Groups\***

A limited number of randomly selected students will be invited to participate in focus groups to share their feedback about the overall student experience, workload, integration, and diversity and cultural sensitivity in the curriculum in order to build upon best practices, and/or improve the curriculum. These focus groups will be conducted and reported on by the Educational Evaluations Unit during mid- and end-of-year.

### **Feedback Sessions**

Students may be invited to informal feedback sessions with element directors to share their perspective on a given element. Feedback sessions serve three core purposes: (1) Provide the element directors and students a chance to informally dialogue with each other about the student experience, (2) Ensure the students feel that the element leadership values their opinion, and (3) Effect real time changes during an element.

### **Bridges Curriculum Debrief Survey**

In addition to formal evaluations in E\*Value, students can share their experience in the Bridges Curriculum at any time via the Bridges Curriculum Debrief [Survey](#) in Qualtrics, which is available on the Medical Student Experience website and emailed monthly to students via the MSE Email Digest. Student responses are anonymous and routed to the Associate Dean for Curriculum and the curriculum leaders who oversee the specific areas that students designate on their survey response.

### **Student Mistreatment Form**

Students are provided an opportunity to evaluate their faculty members and residents with whom they work. Although there are many ways for students to provide feedback, it may be difficult at times to navigate through the process. On occasion, a student will work with a problematic faculty member or resident but is not asked to evaluate that individual. In that situation, they can provide feedback in a confidential manner by completing the *Supporting A Fair Environment (SAFE) Form* in Qualtrics. The information on the SAFE form is not visible to the educator and is routed to the Associate Deans and then the element, course, or clerkship director and it is at their discretion what is done with the feedback.