Elements of competency-based learning experiences:

- Explicit and clearly aligned with expected competencies
- Criteria-driven, focusing on accountability in reaching benchmarks and, ultimately, competence
- Grounded in “real-life” experiences
- Focused on fostering the learners’ ability to self-assess
- Individualized, providing more opportunities for independent study

Resources:

- Details on competencies and domains: [http://www.medschool.ucsf.edu/curriculum/competencies/](http://www.medschool.ucsf.edu/curriculum/competencies/)
- Workshop: Competency-Based Education and Evaluation [http://medschool.ucsf.edu/workshops/](http://medschool.ucsf.edu/workshops/)
- Group and individual consultations by appointment.

Office of Research and Development in Medical Education

Patricia S. O’Sullivan, Ed.D., Director
Professor, Department of Medicine
patricia.osullivan@ucsf.edu | 415-514-2281

Victoria Ruddick, Program Coordinator
ruddickv@medsch.ucsf.edu | 415-514-8405

Brainstorm strategies for your rotation:

UCSF School of Medicine
Evidence of Competence in Clerkships

Providing opportunities for teaching and assessing competence in learners
Roles in Formative Assessment

**Learning Activities/Evidence**

<table>
<thead>
<tr>
<th>Ideas for portfolio elements and relationship to competencies:</th>
<th>Patient Care</th>
<th>Medical Knowledge</th>
<th>PBLI</th>
<th>Communication</th>
<th>Professionalism</th>
<th>Systems-Based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of lab results worksheet</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview about patient with another health professional, e.g., RD, RN,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio recording of explanation to a patient about a drug insert</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written evaluation of a drug advertisement including current literature</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verification of acquisition of a procedural skill</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection on a pastoral visit with patient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of the content of a discharge summary</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of the path of a patient’s lab specimen through Lab Medicine</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of a professionalism challenge</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written reflection on delivering bad news</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Activity**

- Mini-CEX
- B-SCO
- Patient education materials developed
- Leadership activities
- Self-identification of learning issues

**Evidence Produced by Learner**

- Evidence of involvement in patient care
- Case presentation
- Reflection with competency coach

**Reflection**

- Determine which competencies are measured by each portfolio element
- Design a rubric for competency measurement
- Design a self-assessment activity with a scoring rubric

**Assessment by: Self, Peer, Competency Coach, Attending**

- Read and score a presentation writeup
- Design an assignment which becomes a portfolio element
- Complete a narrative evaluation on learner performance in the clerkship

**Measurement Criteria**

**Link to Competency Area**

- Engage with the learner by increasing the variety of competency assessments available for the portfolio