### BUSM Collaborative Assessment System

**Approved by:** Medical Education Committee

**Approved:** Mar. 10, 2016

**Revised:** Dec. 21, 2017

<table>
<thead>
<tr>
<th>Clinical Performance Trigger</th>
<th>Criteria</th>
<th>Person responsible for initiating the communication</th>
<th>Communication sent, as appropriate, to:</th>
</tr>
</thead>
</table>
| PrISM, HBM, EPH              | Fail or significant concerns/deficiencies     | Course Director(s)                                   | • Module Director(s) for subsequent modules  
• DRx Course Director(s) at the end of the year  
• SAO  
• MEO |
| ICM-1 Fall; ICM-1 Spring     | Fail or significant concerns/deficiencies     | ICM-1 Director(s)                                   | • ICM-2 Director  
• SAO  
• MEO |
| End of First Year Assessment  | Fail or significant concerns/deficiencies     | EOFYA Director                                       | • ICM-2 Director  
• SAO  
• MEO |
| DRx                          | Fail or significant concerns/deficiencies     | Course Director(s)                                   | • Module Director(s) for subsequent modules  
• Clerkship director of the student’s first clerkship at the end of the year  
• SAO  
• MEO |
| ICM-2                        | Fail or significant concerns/deficiencies     | ICM-2 Director                                       | • Clerkship director of the student’s first clerkship  
• SAO  
• MEO |
| End of Second Year Assessment | Fail or significant concerns/deficiencies     | EOSYA Director                                       | • Clerkship director of the student’s first clerkship  
• SAO  
• MEO |
| Clerkship                    | Clinical fail or significant concerns/deficiencies | Clerkship Director                                | • Clerkship director of the student’s next clerkship  
• SAO  
• MEO |
| End of Third Year Assessment  | Fail or significant concerns                  | EOTYA Director                                       | • SAO  
• MEO |

*If a clerkship director is informed of a student’s difficulty beforehand and is the assessor of the student during the clerkship, there has to be at least 4 other assessors of that student in the block.*

**Purpose of this System:**

- The collaborative assessment system is designed to create an awareness around students at risk of academic difficulty.
- Due to the current design of the curriculum, students may move from one experience to another facing educational challenges that are unknown to course leadership.
- These challenges may be able to be addressed with early resources if identified.
- Prior to this system, only certain courses and students were identified.
• We hope that with the expanded communication between course directors, SAO, MEO and clerkships, students, even those who don’t self-identify, will be identified and assisted with specific knowledge and skills.