

Indiana University School of Medicine Peer and Self-Assessment Program

What is the Peer and Self-Assessment program?

Peer and Self-Assessment (PSA) is a curricular program that allows MS1, MS2, and MS3 students to reflect on and receive feedback about their behaviors and the impact of those behaviors on their colleagues and patients. Since the 2003-2004 academic year, the Peer and Self-Assessment program has been an integral part of the IUSM curriculum and has helped students recognize their strengths and areas for improvement, as well as identify learning goals for each academic year. The purpose of the information gathered and shared through the Peer and Self-Assessment program is to encourage self-reflection and personal and professional growth. Peer and Self-Assessment reports do not become part of a student's academic record nor are they included in any IUSM evaluation. The students and their self-selected faculty reviewers are the only people who see the information contained in Peer and Self-Assessment reports.

In addition to providing students an important and useful opportunity to reflect and provide feedback to peers, the Peer and Self-Assessment program is a partial requirement for the completion of Level 1 and Level 2 in Competency 5: Self-Awareness, Self-Care & Personal Growth and Competency 9: Professionalism & Role Recognition. Students must complete all required components of the program to earn Level 1 (years 1 and 2) and Level 2 (year 3) in Competencies 5 & 9.

How does the Peer and Self-Assessment program work?

- In the **Observation Phase**, students:
 - ✓ Observe interactions with their peers in the classroom, group work, and clinical settings focusing on interpersonal attributes and work habits
- In the **Feedback Phase**, students:
 - ✓ Provide feedback to peers by providing written comments and assessing their peers in the areas of professionalism, communication, and collegiality
 - ✓ Assessments are completed online and are anonymous
- In the **Self-Reflection Phase**, students:
 - ✓ Assess themselves focusing on interpersonal attributes and work habits
 - ✓ Write a response to a prompt asking them to describe a person or event that had a significant impact on their personal or professional development
- In the **Structured Reflection Phase**, students:
 - ✓ Review their summary report and comments
 - ✓ Meet with a faculty reviewer to discuss strengths and areas of improvement as found on the student summary report
 - ✓ Develop a learning plan/goals based on self-assessment and comments from peers
- In the **Reporting Phase**, faculty:
 - ✓ Record specific discussion points and learning goals for the upcoming academic year
- In the **Reporting Phase**, students:
 - ✓ Complete a program evaluation

2013-2014

Indianapolis MS2 Peer and Self-Assessment Schedule

Structured Reflection and Reporting Phase (extended from MS1 Year)

- **August 12 – September 13, 2013:** Students access MS1 summary reports (both the numerical data and the compilation of comments) in MSIS. During the appointment with the faculty reviewer, the student and reviewer discuss the summary reports. Faculty reviewers will record specific discussion points and learning goals in FES. **All Summary Reviews must be submitted electronically through FES or faxed to the UME office by Friday, September 13.**

Observation Phase

- **August 12, 2013 – January 10, 2014:** Students observe interactions with their peers in the classroom, group work, and clinical settings, focusing on interpersonal attributes and work habits.

Feedback and Self Reflection Phase

- **November 22 – December 6, 2013:** Students go online (in MSIS) and select 6 peers not in their ICM2 groups who will provide honest, helpful feedback based on interactions in classes, study groups, lab groups, committees, student interest groups, etc. A computer program will randomly select 10 students to assess each student from this list of peers and peers from the ICM2 groups.
- **January 13 – February 7, 2014:** Students complete online assessments of themselves and up to ten peers. The assessment includes a questionnaire of 15 behavior descriptors that address professionalism, communication, and collegiality and are rated on a 9 point scale. Students are encouraged to provide written feedback comments associated with each behavior descriptor. **All assessments must be completed by midnight on February 7, 2014.**
- ❖ **Note:** All feedback comments written by students will be de-identified and reviewed by the Self-Awareness, Self-Care and Personal Growth Competency Director, the Professionalism Competency Director, as well as a representative from UME. Comments that are egregious or nonsensical may be removed prior to distribution of a student's Peer and Self-Assessment Report.

Structured Reflection and Reporting Phase

- **January 13 – February 7, 2014:** Students select faculty reviewers in MSIS and schedule a meeting with their faculty reviewer.
- **March 10 – April 18, 2014:** Students access MS2 summary reports (both the numerical data and the compilation of comments) in MSIS. During the appointment with the faculty reviewer, the student and reviewer discuss the summary reports. Faculty reviewers will record specific discussion points and learning goals in FES. **DO NOT WAIT until the last week to schedule with your faculty reviewer.** **All Summary Reviews must be submitted electronically through FES or faxed to the UME office by Friday, April 18.**

Note: A reminder will be sent out to students who have not completed the various requirements by each deadline. Any student who has not completed any part of the program will receive a competency concern which will be forwarded to the directors for Competency 5: Self-Awareness, Self-Care and Personal Growth and the Competency 9: Professionalism & Role Recognition Competency.

Please contact Amanda Croy ajcroy@iu.edu with any questions or concerns.