

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

Center MS3 Peer and Self-Assessment Schedule

Observation Phase

- **June 17, 2012– March 3, 2014:** Students observe interactions with their peers in the classroom, group work, and clinical settings, focusing on interpersonal attributes and work habits.

Self-Reflection Phase

- **February 3 – March 3, 2014:** Students will complete an online self-assessment. **All self-assessments must be completed by midnight on March 3, 2014.**

Structured Reflection and Reporting Phase

- **February 3 – March 3, 2014:** Students select faculty reviewers in MSIS and schedule a meeting with that faculty reviewer.
- **March 14– May 2, 2014 *:** Students access M32 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, May 2.**

*The extended time frame for faculty meetings allows for students who may be away for a special rotation.

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.