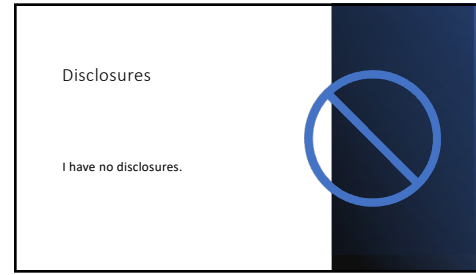
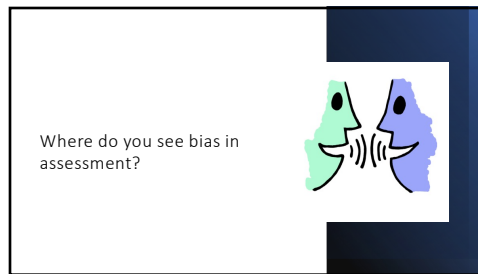




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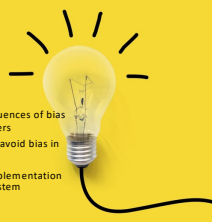
### What is fairness in assessment?

- Opportunities to learn, feedback
- Transparency of expectations
- Accountable for own learning
- Equal and equitable summary, decisions

Brown Assmt in Educ 2008  
Colbert Perspec Med Ed 2017  
Tierney Studies in Educ Eval 2014

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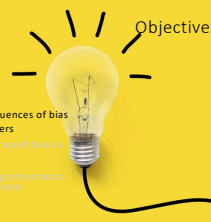
### Objectives



1. To identify causes and consequences of bias in assessment of clinical learners
2. To apply recommendations to avoid bias in assessment
3. To describe the design and implementation of an equitable assessment system

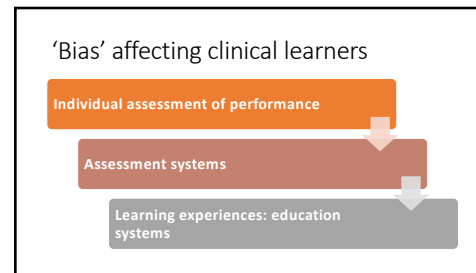
6

### Objectives



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Example

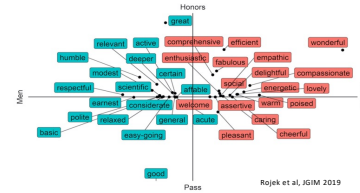
INTERN cared deeply about her patients showed steady compassion. She was helpful and kind. Always a joy to work with her. Stayed late and always willing to help the other team members.

- What is helpful about this evaluation?
- What should be improved?



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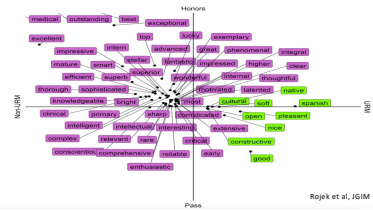
Narrative evaluations: gender



Rojek et al, JGIM 2019

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Narrative evaluations: race/ethnicity



Rojek et al, JGIM 2019

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Rethinking Culture of Excellence



Faculty myth: I can identify the best and brightest



Medical culture myth: meritocracy

For a lot of students, grades are based on how much they're liked, and from my personal experience, both when I was a student, and now from the other side, I think it is easier to like someone or think favorably of someone who reminds you of yourself.... I also believe that when I give out grades, there is a large degree of objectivity, even if there is some bias there

Dhalwal Perspec Med Ed 2021  
McDonald et al, Acad Med 2020  
Bazack et al, Med Educ 2018

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Objectives

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Feedback: "Keep, Stop, Start"

- F** •Frequent
- A** •Accurate
- S** •Specific
- T** •Timely

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Validity evidence for using narrative comments to assess medical learners: systematic review

Write comments

- Question prompt
- **Observing** learner
- Assessor qualified
- Detailed comments

Use the comments

- Interpretation process
- Triangulate with other data
- Make defensible decisions

Hatala Acad Med 2017

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Equity in Assessment Checklist UCSF School of Medicine

Getting started

- Participate in training
- Reflect on your own potential biases
- Establish a relationship, know your student as an individual
- Observe student with patients and the team

Problems that Lead to Biased, Inequitable Assessment	Recommendations: Checklist of Good Practice for Assessment of Students
Performance expectations are unclear to students	<ul style="list-style-type: none"> <li>• Share clerkship expectations and your personal expectations with the student upfront</li> <li>• Discuss feedback frequently; the final feedback you discuss with the student should match your written evaluation</li> </ul>
Supervisors do not observe students' activities with patients or recognize the unique contributions of URM students to their patients	<ul style="list-style-type: none"> <li>• Describe observed behaviors in written evaluations; after you watch the student with a patient or with the healthcare team, or review student's written work</li> </ul>

UCSF Equity in Assessment Guidelines and Checklist at [meded.ucsf.edu](http://meded.ucsf.edu)

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Avoiding Stereotypes and Bias in Evaluations		
Caution: avoid this language	Analysis	Instead, consider using this language
'She was quiet yet participatory.'	'Quiet' can be associated with gender or race/ethnicity.	'She listened well; she participated thoughtfully.'
'She was warm, caring and empathic.' (as the only descriptors)	These are strengths but are also the characteristics that evaluators tend to focus more on for women than men; the evaluator should comment on other competencies as well.	Describe clinical skills, knowledge and interactions with patients and team.
'He worked hard through the rotation.'	Effort is commendable; it is also important to describe performance and connect effort to accomplishments.	'Due to his hard work creating a discharge plan, our team was able to discharge the patient safely to home.'
'He did well despite his many outside responsibilities.'	Qualified language detracts from the student's accomplishments.	'He contributed to the team by doing...' 'She gained knowledge and applied it to her clinical practice.'

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Faculty development

- Implicit bias reduction and management
- Perspective taking
- Reflection
- Skills building

Gonzales 12 Tips, Med Teach 2021  
Health 2016 2021  
Sulphera Acad Med 2020  
Vello Annual Review of Public Health 2022

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**Don't Talk about Implicit Bias Without Talking about Structural Racism**

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1. To identify causes and consequences of bias in assessment of clinical learners
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### Equity


Equity in assessment is present when all students have fair and impartial opportunities to learn, be evaluated, coached, graded, advanced, graduated, and selected for subsequent opportunities based on their demonstration of achievements that predict future success

Individualization: an equitable assessment system enables each learner to learn more and learn better



Lucey et al, Acad Med 2020

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**Intrinsic**      **Contextual**      **Instrumental**

3 components to equity in assessment

Lucey et al, Acad Med 2020

26


*Intrinsic → contextual*

### Bias: 2 views

**Measurement problem**



**Sociocultural problem**



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### Assessment for learning



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Assessment drives learning: true?

**Context: Assessment *of* learning**

- Assessment drives learning for assessment
- Superficial assessment promotes surface learning
- Assessment can inhibit learning (performance focus)

**Context: Assessment *for* learning**


- Assessment motivates and engages learners
- Assessment improves learning for practice

McCachlan Med Educ 2006

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*Intrinsic*

Equity in assessment: UIM learner perspective



**Sound assessments that capture achievements**

• frequent observations with real-time feedback  
• pre-defined expectations  
• supportive, longitudinal clinical supervisors



**Equitable assessments**

• avoid comparison to peers  
• use narrative assessment  
• assess patient care and growth  
• train supervisors to avoid bias  
• acknowledge learner identity

Teherani et al, Acad Med 2020

30

*Contextual*

Monitor and continuously improve the learning environment



Assess the Climate:  
Data Review



"Diversify the Halls  
and the Walls"



Coaching  
Approach

Anderson Acad Med 2021

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**UCSF** School of Medicine MEDICAL EDUCATION  
Anti-Oppression Initiatives

**Evaluation Plan for Anti-Oppression Education**

- Streamline feedback opportunities – constructive, positive
- Timely response – during course/clerkship
- Action group uses aggregate feedback to develop recommendations for continued growth
- AI to screen student feedback about courses, educators

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Contextual

### Psychological safety

Clark, The 4 Stages of Psychological Safety 2020  
Edmondson, The Fearless Organization 2018

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Contextual

### Teaching practices to support equity

- Explicitly set expectations
- Coach trainees
- Attend to language
- Support trainee agency and responsibility
- Position trainees as competent
- Support a nurturing environment – relationships, culture
- Consider identity, power

Wash State Health Care 2022

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### Example

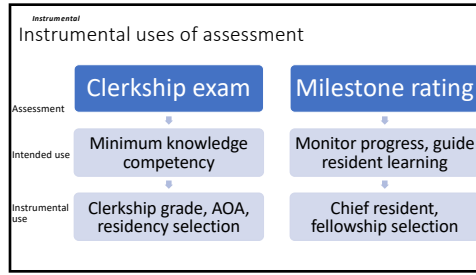
RESIDENT is a mature physician with good reasoning skills and experience, but he continues to have some gaps in overall fund of knowledge. In addition, he missed some opportunities to participate in patient care and procedures due to appointments he had.

- What is helpful about this evaluation?
- What should be improved?

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### Instrumental (in)equity

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### Recommendations

Values	align assessment design w/ values centered on patients, communities develop policies to reduce bias, promote equity
Design assessment to foster learning, outcomes	implement assessment as a system maximize formative assessment
Assessment procedures	consider bias use rating procedures that minimize bias use narrative assessment group decision-making
Continuous quality improvement	engage diverse individuals monitor data
Equitable environment	optimize context of learning faculty development: bias, fairness

Harvey et al. Acad Med 2022

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New Joint Initiative Launches to Create Common Set of Foundational Competencies

**InCUS** Interdisciplinary Collaborative on Undergraduate Training

**USMLE** United States Medical Licensing Examination

**IMATCH** Interdisciplinary Medical Assessment Tool for Core Health Professions

**Coalition for Physician Accountability**

Reviewing the transition from UME to CME

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