

Session 1:

Technology Tools for Assessment at the Course & Program Levels

Moderator: Vanessa Boland Edouard, Director of Strategic Educational Initiatives, SPH

Using Qualitative & Quantitative Assessment Methods to Improve Teaching & Learning in the Spanish Language Program

- Alison Carberry Gottlieb, Head of the Spanish Language Program, Lecturer in Spanish, CAS
- Molly Monet-Viera, Lecturer in Spanish, CAS

E-Portfolio as an Assessment Tool in the School of Theology

- Laura Chevalier, Doctoral Teaching Fellow, STH

Technology Tools for Assessing Resident Performance in Clinic

- Gouri Gupte, Assistant Professor, Health Law, Policy & Management, SPH



Using Qualitative & Quantitative Assessment Methods to Improve Teaching & Learning in the Spanish Language Program

Alison Carberry Gottlieb, Head of the Spanish Language
Program, Lecturer in Spanish, CAS

Molly Monet-Viera, Lecturer in Spanish, CAS

Presentation



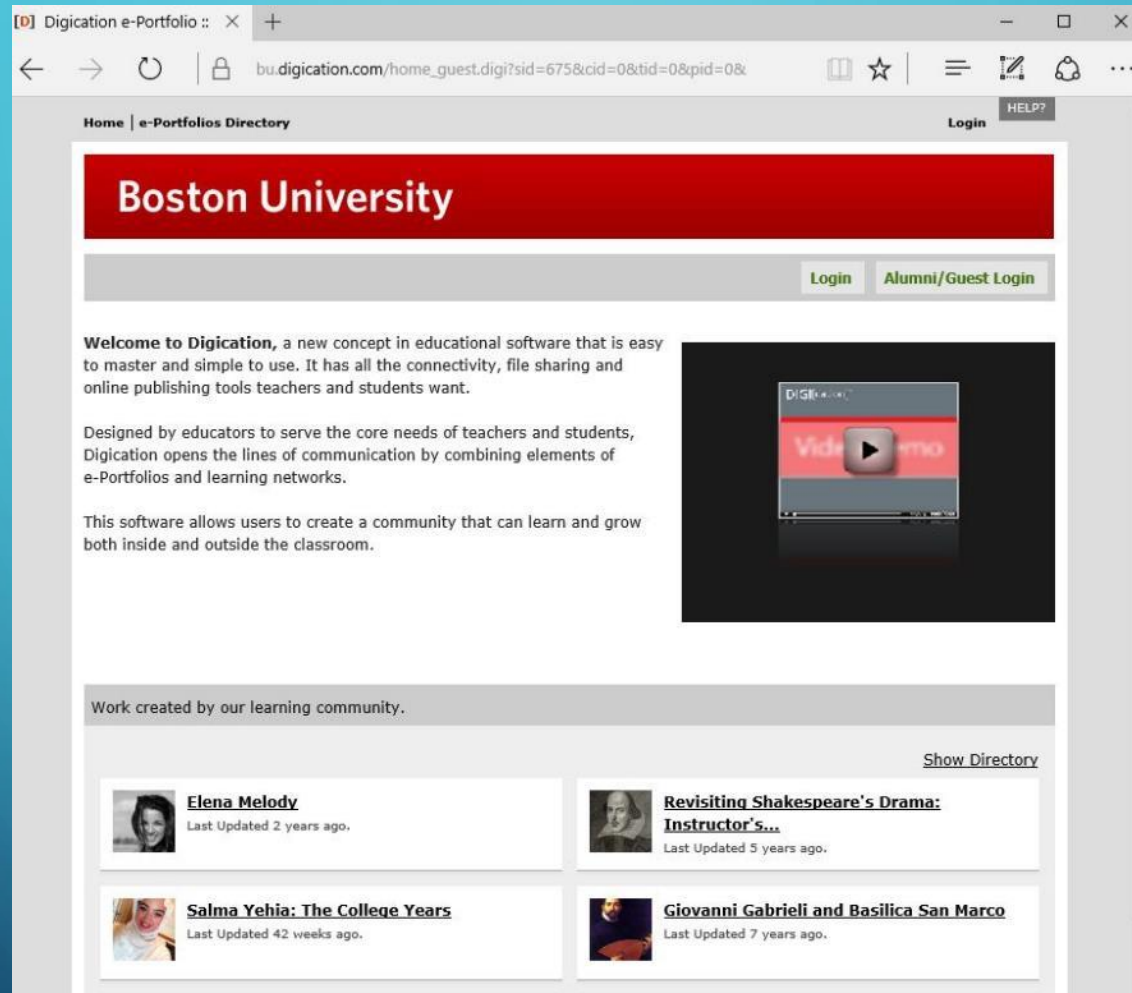


E-PORTFOLIO AS AN ASSESSMENT TOOL IN THE SCHOOL OF THEOLOGY

LAURA A. CHEVALIER

DOCTORAL FELLOW

WHAT IS AN E-PORTFOLIO?



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STH THEOLOGY CLASSES

- Academic level of courses:
 - Online – Doctor of Ministry
 - On campus – Master's
- Christian Mission: Christian engagement in the world
- Sabbath: time set apart

SETTING UP COURSES

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[Quick Start Guide \(pdf\)](#)

CALENDAR ?

Calendar

My Calendar
9 August - 4 2016
Sun Mon Tue Wed Thu Fri Sat Sun
1 2 3 4 5 6 7 8
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USE OF THE E-PORTFOLIO

	MISSION	SABBATH
ONLINE	Default final project format	Required format for all major assignments with some flex in use of multimedia
ON CAMPUS	Required final project format	Optional scrapbook project format

ON CAMPUS MISSION TEMPLATE

Christian Mission :: Portfolio

Digication e-Portfolio :: X

← → ↺

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Preview

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Template for TM815 Christian Mission

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Title Page

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Foundations

Missional Themes

Context

Action/Reflection Plan

Resources

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ONLINE SABBATH TEMPLATE


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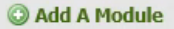
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Add/Edit



Home

[Introduction](#)

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Edit

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Introduction to e-Portfolios

e-Portfolios are basically personal websites that students create using software that simplifies the process. We are using e-Portfolios in this class so that you can gather your personal reflections, research, and resources in a single location in a form that you can easily take with you and share, revise, and supplement later. The software allows you to mix text and multi-media in a way that is not possible in traditional text-only assignments, adding many possibilities to how you approach assignments. We encourage you to be creative and integrate multi-media with your textual posts.

STUDENT SUPPORT STRATEGIES

BU's online training videos for students:

www.bu.edu/eportfolio/howto

Tailored e-Portfolio guide: tips and sample ideas

Workshops

Individual Meetings/Email correspondence

FAQs

E-PORTFOLIO GUIDE


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Preview

Published

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Guide and Ideas for TM815 Christian Mission

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View Sections

Add/Edit

[Getting Started Guide](#) | [Introduction](#) | [Foundations](#) | [Missional Themes](#) | [Context](#) | [Action/Reflection Plan](#) | [Resources](#)

View Pages

Add/Edit

Add A Module

Getting Started Guide

View Text

Edit

Publish

Delete

Drag to reorder

Getting Started

Basics

How-to

Project Info

- Project Description
- Project Rubric
- Calendar Checklist

Resources from TM909

- Best Practices: The Transcultural Congregation in Mission
- Toolkits
- A Balanced Portfolio Approach

Getting Started

The ePortfolio is the tool you will use to demonstrate what you have learned throughout this course. Your ePortfolio will provide you one location to compile your personal reflections, action plan, and resources throughout the course, providing a platform from which to showcase your own missional commitments. It will allow you to bring in text and multi-media in a way that is not possible in traditional hardcopy papers. By using the ePortfolio, you may shape your own vocational missional commitments into a form that can be shared, revised, and supplemented through the years. We hope that the ePortfolio represents a useful and convenient format not only to demonstrate what you know, but to focus your missional priorities in your ministry context, and out into the world!

As you know, you can access the ePortfolio online software through the tab in the

ASSESSMENT RUBRICS

MISSION

Structure

Reflective commentary

Written form

Multimedia elements

Documentation

SABBATH

Integration

Practice: rich description
of activities

Theological reflection

Presentation

Feedback: Comments with grade sent via email

MISSION OUTSTANDING EXAMPLE

identity missional
solidarity gospel local work
neighborhood disciples relationships
movement churches neighbor
love Bible God story

Living Hope

[site map](#)

[Seeing Hope](#)

[Mission Foundations](#)

[Missional Church](#)

[Changing Neighborhoods in NWTX](#)

[Living Hope - Action/Reflection Plan](#)

[Resources](#)

Seeing Hope

[Title Page](#)

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[Executive Summary](#)

[Border Crossing](#)



Living Hope



MISSION OUTSTANDING EXAMPLE

Embodying Mission

an e-portfolio by Alexx Wood

TM815-awood

[site map](#)

[Title Page](#) | [Executive Summary and Rationale](#) | [Embodiment in God's Mission](#) | [Head](#) | [Heart](#) | [Hands](#) | [Feet](#) | [The Mission Field](#)
[Resources](#)

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[Title Page](#)
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EMBODYING MISSION

Final e-portfolio project

TM-815 Christian Mission
Professor Dana Robert
Boston University School of Theology

by
Alexx (Alice) Wood, MDiv
December 2015

OPPORTUNITIES

Ability to easily incorporate multimedia

Evidence of integration

New ways of thinking

Houses ongoing work

Practice in presenting ideas on the web

Potential to capture essence of traditional pedagogical tools and create new feedback loops

SABBATH OUTSTANDING EXAMPLE



Welcoming Sabbath

[site map](#)

[Home](#) | [Sabbath Practice Journal](#) | [Sabbath Reflections](#) | [Lectio Divina](#) | [Interfaith Dialogue](#) | [Short Project or Reflection Paper](#)
[Final Project](#) | [Reading Notes](#) | [Sabbath Resources](#)

Home

Welcoming Sabbath

Introduction

Images and imagination

On July 3rd of 2015 I carried a small box out of my office at First United Methodist Church of Tucson. It held my three withered potted plants, a few books that I wanted to read and the stole I received at ordination. Six months earlier I had imagined this box would be packed with every earthly belonging I stored in my church office and would be the sign of the end of my career as a United Methodist Elder serving in the Desert Southwest Annual Conference. Instead, this box was only a sign of a temporary leave. Instead of closing and locking my office door forever, I would only be gone for two months.

SABBATH OUTSTANDING EXAMPLE

Sabbath: Theology and Practice



Longsdorf_Brittany_Sabbath_eportfolio

[site map](#)

[Home](#) | [Sabbath Practice Journal](#) | [Sabbath Reflections](#) | [Lectio Divina](#) | [Interfaith Dialogue](#)
| [Love Revealed in Rest: A Sermon on Sabbath](#) | [Final Project](#) | [Reading Notes](#) | [Sabbath Resources](#)

Home

Introduction

"There are a hundred ways to kneel and kiss the ground" -Rumi



CHALLENGES

Greater time commitment: students and teachers

Lack of current integration with Blackboard

Resistance to or intimidation by software

Cannot change template once students use it

Fair assessment of creative expression

Equity between hardcopy or traditional forms of assessment
when e-Portfolio is optional format

LESSONS LEARNED

Training is key

Reiterate software potential

Set appropriate boundaries and expectations

Leave extra time for grading

Be considerate of generational and personal
Differences

Expect that instruction time will include software
instruction

Technology Tools for Assessing Resident Performance in Clinic

MYFANWY CALLAHAN, MD, SCHOOL OF MEDICINE, BOSTON UNIVERSITY

AMBILI RAMACHANDRAN, MD, MS, SCHOOL OF MEDICINE, BOSTON UNIVERSITY

CRAIG NORONHA, MD, SCHOOL OF MEDICINE, BOSTON UNIVERSITY

GOURI GUPTE, PHD, MHA, SCHOOL OF PUBLIC HEALTH, BOSTON UNIVERSITY

Agenda

Why the program?

What is the program?

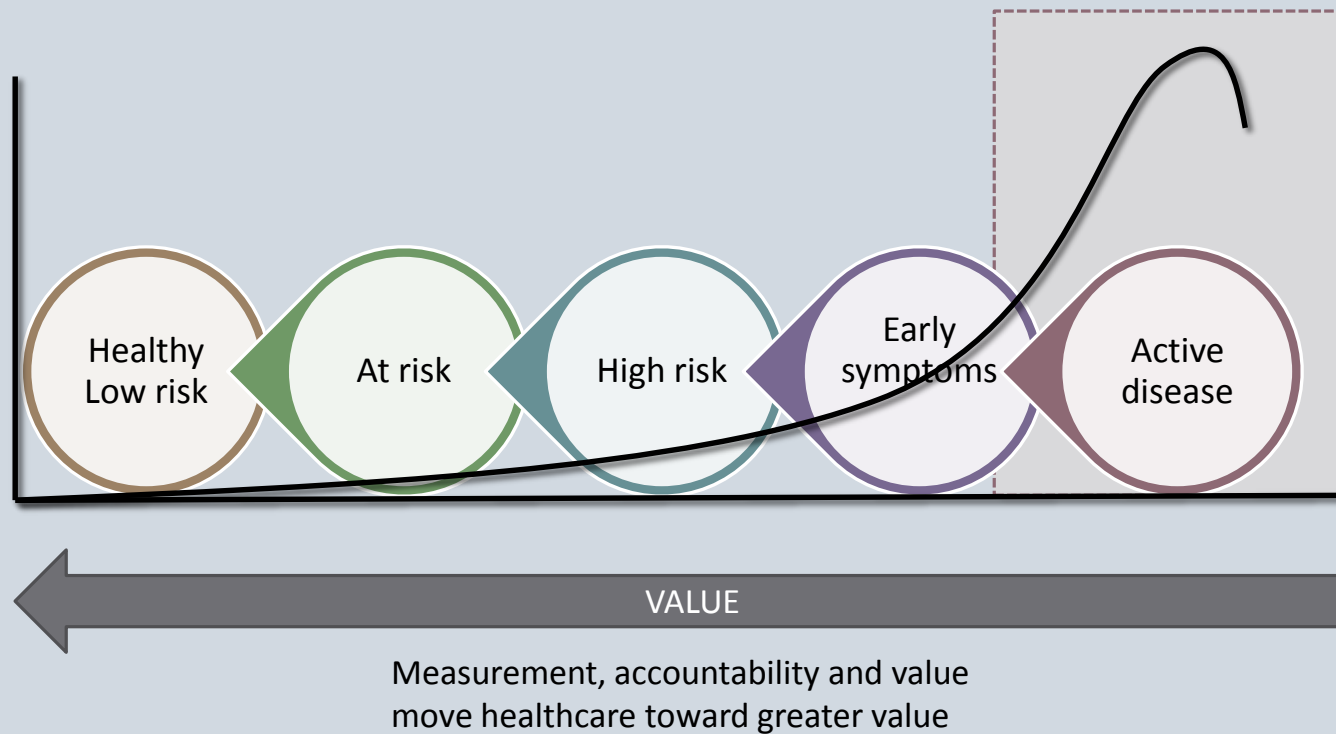
How are we assessing it?

What are we learning?

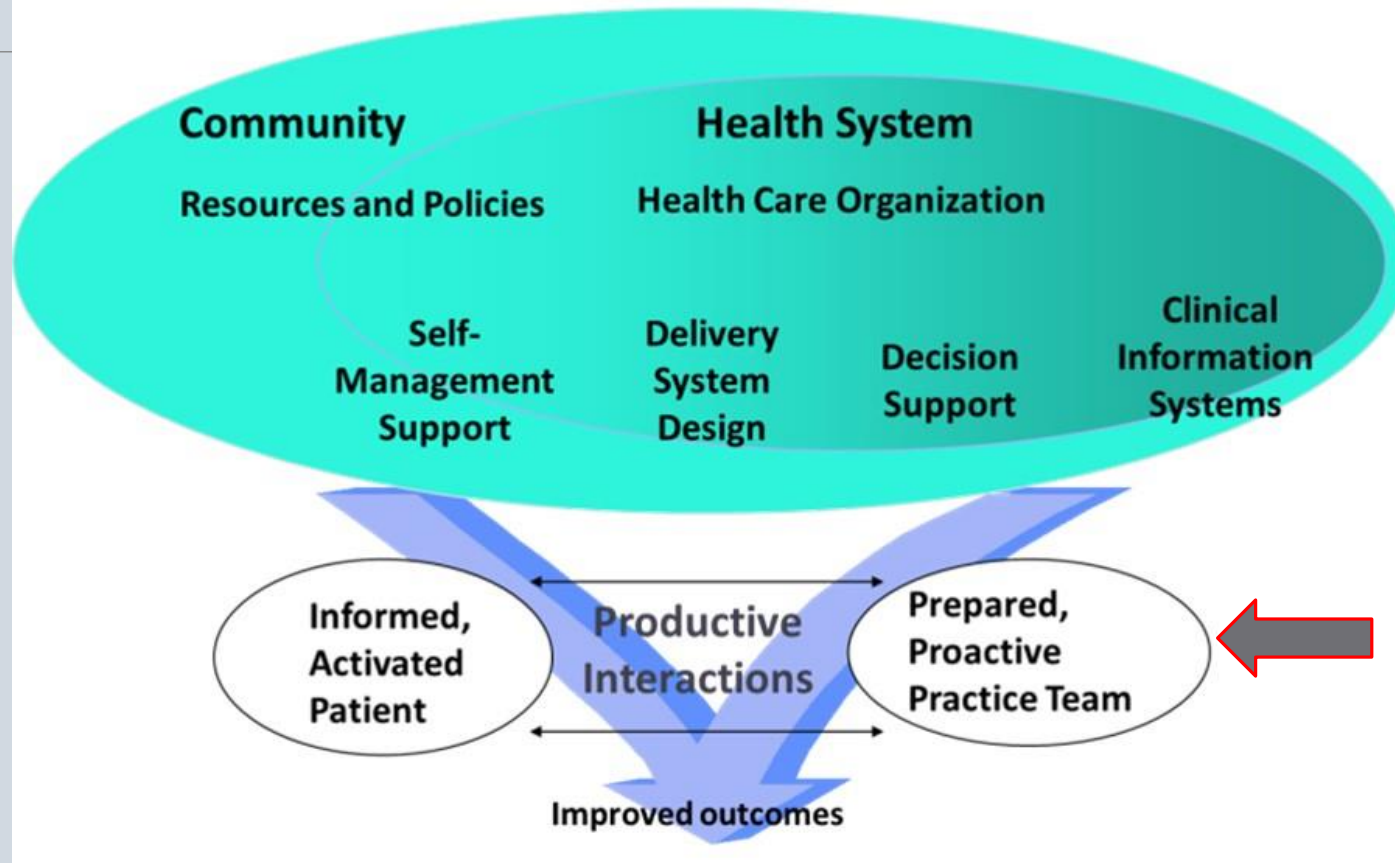
What's next?

Why?

Goal: Delivering High Value Care



Chronic Care Model



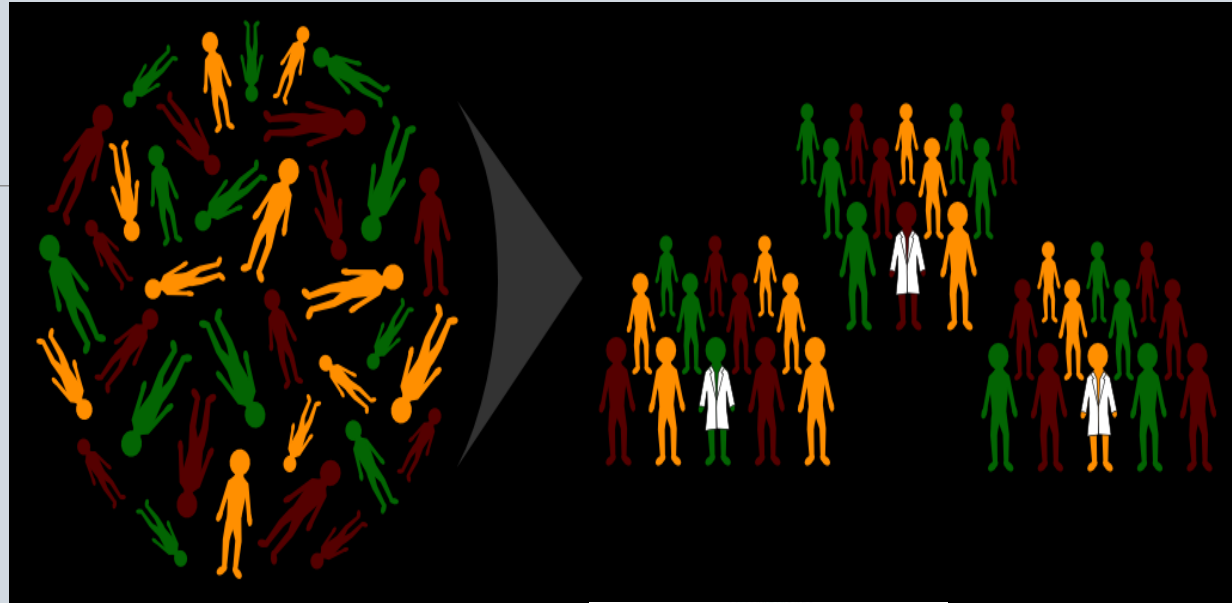
Source: Wagner EH. Chronic disease management: What will it take to improve care for chronic illness? Effective Clinical Practice. 1998;1(1):2-4.



Panel is a list of patients assigned to each care team in the practice

Panel management = Population management

“Population” means the panel of patients associated with a provider or care team.



What is a Practice Improvement Project?

A Quality Improvement project that identifies and quantifies an improvement opportunity in a clinical setting, implements a change to address that opportunity, and measures the impact of the change

Practice Improvement Modules are standardized projects that guide a provider through a practice improvement module

Rationale for our program

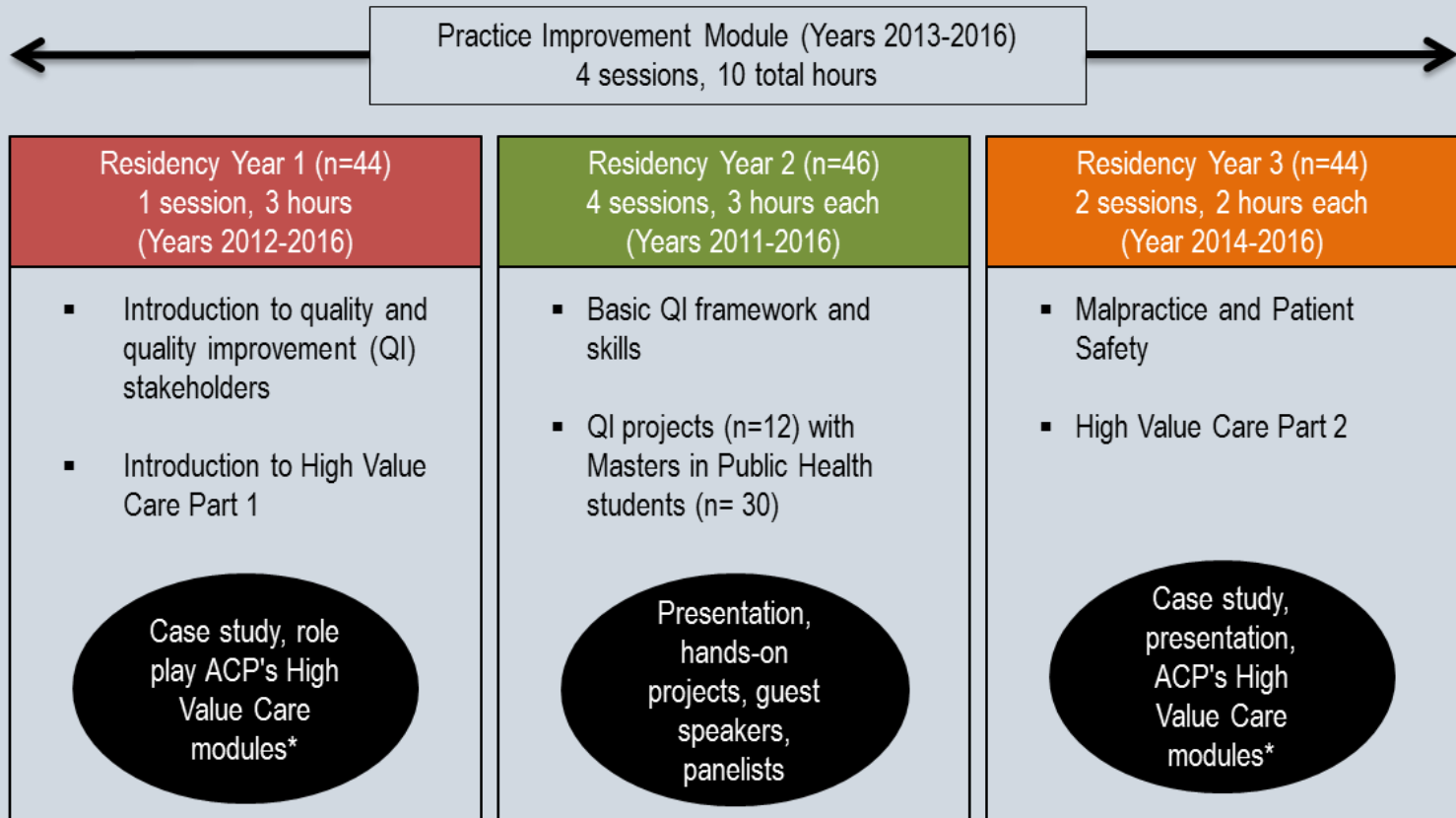
- Evaluation of performance data for each resident's continuity panel of patients.
- Residents must receive faculty guidance for developing a data-based action plan and evaluate this plan at least twice a year.
- As part of the New Evaluation System, 4 curricular milestones under the Practice Based Learning and Improvement Core Competency have been required
- Currently available practice improvement modules are expensive and unwieldy
- Also difficult to track resident completion

Goal

- Residents will learn and implement panel management, measure clinical effectiveness and improve quality in a clinical microsystem.

Competency	Practice Based Learning and Improvement	System based practice	Quality Improvement	Medical Knowledge	Patient Safety	Communication	Professionalism
Appreciate the responsibility to assess and improve care collectively for a panel of patients PBLI-A 1	√	√			√		√
Perform or review audit of a panel of patients using standardized, disease-specific, and evidence-based criteria PBLI-A2	√		√	√	√		
Reflect on audit compared with local or national benchmarks and explore possible explanations for deficiencies, including doctor-related, system-related, and patient-related factors PBLI-A3	√	√	√	√	√		
Identify areas in resident's own practice and local system that can be changed to improve the processes and outcomes of care PBLI-A4	√		√	√	√	√	
Develop the knowledge and skills to build awareness, assess, diagnose, treat, lead, and develop quality improvement focus	√	√	√		√		√
Identify some of the barriers to improving the functioning of microsystems	√	√	√		√		

Figure 1: Quality improvement curriculum spanning three years of the residency program



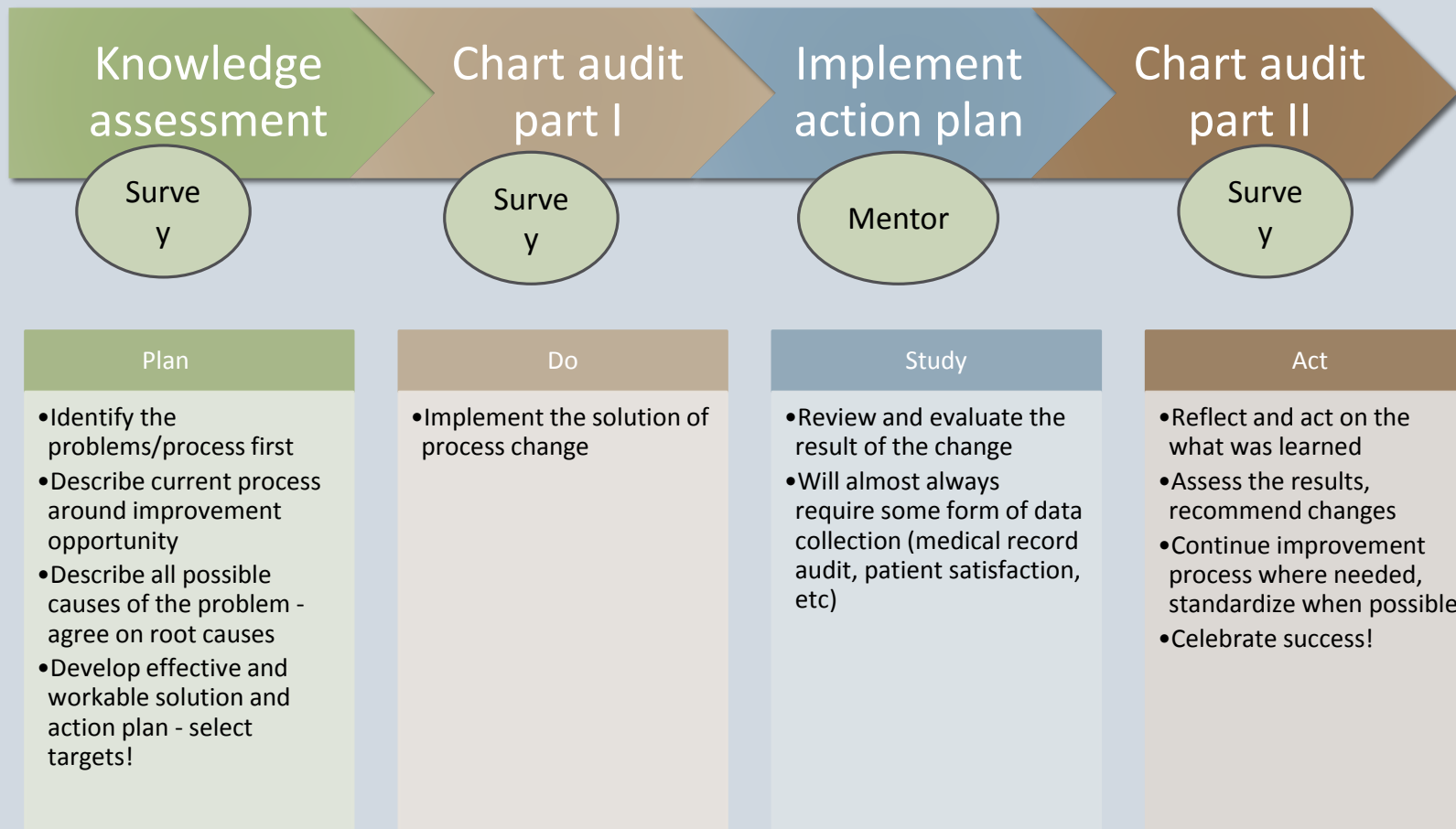
*American College of Physicians. High Value Care. 2013 (<http://hvc.acponline.org/>)

Boston University Internal Medicine Resident Physicians and Primary Care

- Total Residents=134
- All practice primary care in Urban primary clinics under supervision of attending physicians for all 3 years of residency
- Typical patient panel size of 110-150 patients per resident
- 95 residents have primary care clinics at main hospital (Boston Medical Center)
- 39 residents with primary care clinics at Veterans Affairs Healthcare System Boston and several associated community health centers

Cervical and Colorectal Cancer Screening Practice Improvement Module

- ☐ Baseline knowledge assessments
- ☐ Distribution of significant guidelines and reviews for self learning
- ☐ -Chart audits to assess current state
- ☐ Identification and implementation of Action Plan
- ☐ Chart audit to assess impact of changes
- ☐ Post module knowledge assessment



Timeline.....



Part 1: Complete online PIM and develop improvement plan

- Pre-clinic conference time for (**October 19th-November 13th**) are reserved for completing the PIM including the chart audit. Ambulatory administrative time should also be used.
- Work with your preceptors and fellow clinic residents to develop an improvement plan that you will implement in your direct patient care. You can either work on an individual plan or a plan shared by all the residents in your clinic.

Part 2: Implement your improvement plan

- From **October 20th to March 28th**, you should be carrying out the improvement plan to increase your cancer screening rates.

Part 3: Re-assess performance with online PIM

- In the **March 28th-April 22nd 2016** ambulatory block, you will again perform a chart audit to measure your cancer screening performance and then reflect on the changes in your practice.

You have chosen CERVICAL CANCER SCREENING for your practice improvement module.

Please complete a short quiz on your knowledge of cervical cancer screening guidelines. You will be directed to the current guidelines after completion of this quiz.

Thank you!

Cervical cancer screening is associated with decreased incidence and mortality of cervical cancer. Most cases of cervical cancer occur in women who have never been screened or have not been screened appropriately

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Please answer the following questions about your experience with quality improvement initiatives and panel management.

- 13) During my residency I have learned to assess and improve care collectively for a panel of my patients

Strongly disagree Strongly agree

Strongly agree

[illegible]

(Place a mark on the scale above)

- 14) I know how to perform or review an audit of a panel of patients using standardized, disease-specific, and evidence-based criteria.

Strongly disagree Strongly agree

Strongly agree

[illegible]

(Place a mark on the scale above)

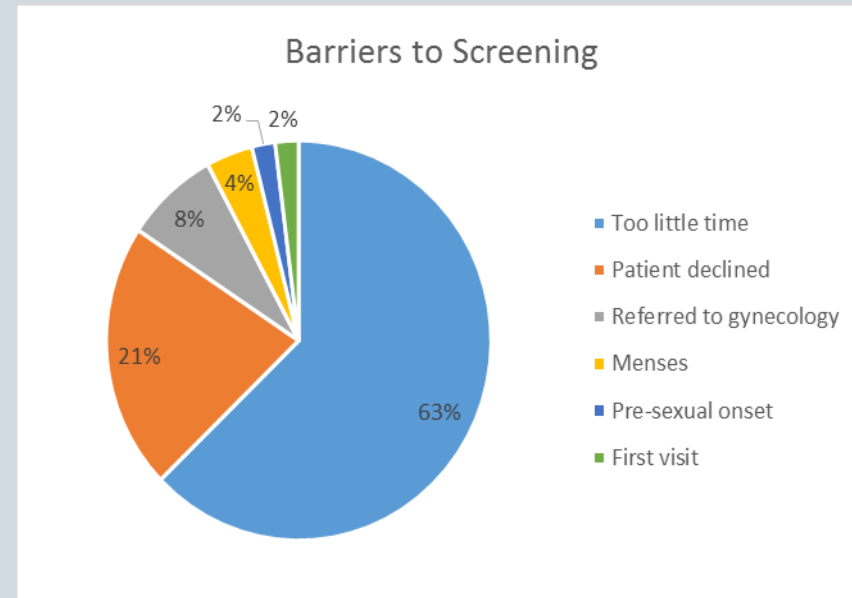
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www.projectredcap.org



Results of chart audit (n=91 residents)

	Due for screening	Screening completed	National goal
Cervical cancer screening	49%	67%	93%
Colorectal cancer screening	43%	57%	70.5%



Conclusion

