Ensuring Fairness in Medical Education Assessment

Macy Foundation Conference Recommendations Webinar

August 2, 2023

Macy Conference on Ensuring Fairness in Medical Education Assessment

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Macy 2022 Conference:
Ensuring Fairness in Medical Education Assessment

Macy 2022 Conference Planning Committee

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Macy Conference Background

- Macy Foundation priority of promoting diversity, equity, & belonging in health professions education

- Conferences to address bias and discrimination:

  - February 2020: *Addressing Harmful Bias and Eliminating Discrimination in Health Professions Learning Environments*

  - November 2022: *Ensuring Fairness in Medical Education Assessment*

JOSIAH MACY JR. FOUNDATION

February 2020 Conference

Vision Statement:

Our nation's health professions learning environments—from classrooms to clinical sites and virtual spaces—should be diverse, equitable, and inclusive of everyone in them, no matter who they are. Every person who works, learns, or receives care in these places should feel that they belong there.

November 2022 Conference

Vision Statement:

Medical education communities must create, implement, and continuously improve programs of learner assessment that confront the historic legacies of racism and oppression; advance diversity, equity, and justice within a culture of compassion, respect, and dignity; and equip learners and faculty to provide equitable, high quality, patient-centered health care.

November 2022 Macy Conference on Ensuring Fairness in Medical Education Assessment

Conference Goals:

- To advance **equity** in medical education assessment

- To develop **recommendations with action steps** to achieve fairness in the assessment of learners in medical education

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Recommendation Focus Areas:

- Culture
- Systems
- Knowledge and Skills
- Data
- Commitment

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Recommendation 1: Create a culture, climate, learning and working environment that promotes, values, and demonstrates fairness in learner assessment

Six Action Steps:

1. Investigate the institution's history & share information publicly
2. Evaluate & improve accessibility in learning and working environments
3. Co-create centralized reporting systems for evaluating inclusivity of educational environments
4. Identify process & outcome metrics that advance DEI and bias-free systems of assessment
5. Co-create a culture with transparent and constructive bidirectional feedback
6. Design physical and virtual spaces that reflect commitment to DEI

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Recommendation 2: Design, implement, and continuously improve learner assessment systems that promote fairness and equity

Nine Action Steps:

1. Align assessment systems with commitment to DEI & improving health equity
2. Prioritize assessment **FOR** learning in combination with assessment **OF** learning to promote growth mindsets
3. Design and implement an evidence-based assessment system that utilizes qualitative and quantitative data from diverse sources
4. Summative assessments of learners should be conducted by committees that review multiple sources of data and information

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Recommendation 2: Design, implement, and continuously improve learner assessment systems that promote fairness and equity

Nine Action Steps (continued):

5. Monitor assessment data for group differences to identify the potential presence of harmful bias

6. Co-create processes for identifying learners' strengths according to clear, criterion-referenced, and competency-based standards

7. Foster development of longitudinal relationships between learners and coaches

8. Develop a safe and transparent mechanism through which learners may access, reflect on, and respond to assessments

9. Adapt assessment tools and mechanisms that allow for broader input on competencies (e.g., patient care data, observer feedback, etc.)

Recommendation 3: Equip faculty and other assessors with the knowledge and skills—as well as the time—to create, implement and continuously improve learner assessment systems

Eight Action Steps:

1. Provide professional development for everyone involved in learner assessment
2. Invite experts in DEI and belonging to critically evaluate faculty development resources, and assessment, coaching, and feedback strategies
3. Protect time for those who provide faculty development programming and serve as coaches and mentors
4. Provide training, support, and resources to all faculty who participate in direct observation of learners

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Recommendation 3: Equip faculty and other assessors with the knowledge and skills—as well as the time—to create, implement and continuously improve learner assessment systems

Eight Action Steps (continued):

5. Review faculty assessments to identify harmful bias
6. Require training in accessibility and accommodations for faculty responsible for assessing learners with disabilities
7. Ensure ready access to experts in learning and assessment, particularly when faculty are assessing, mentoring, and/or coaching learners struggling to meet performance expectations
8. Structure meaningful educational handovers to support individualized learning plans and maximize learner growth in collaboration with learners

Recommendation 4: Assessment data, including exam scores, should be shared and used for the purposes for which each assessment was designed

Five Action Steps:

1. Implement learner performance dashboards that facilitate transparent sharing of performance information
2. Align admissions and selections processes with commitments to DEI and to improving health equity
3. Use holistic review in admissions, hiring, promotion, and selection processes
4. Provide faculty on selection committees with regular training on managing harmful biases and access to the data to assess the equity of their processes
5. Share and utilize normative performance information only in accordance with each assessment tool's intended purposes
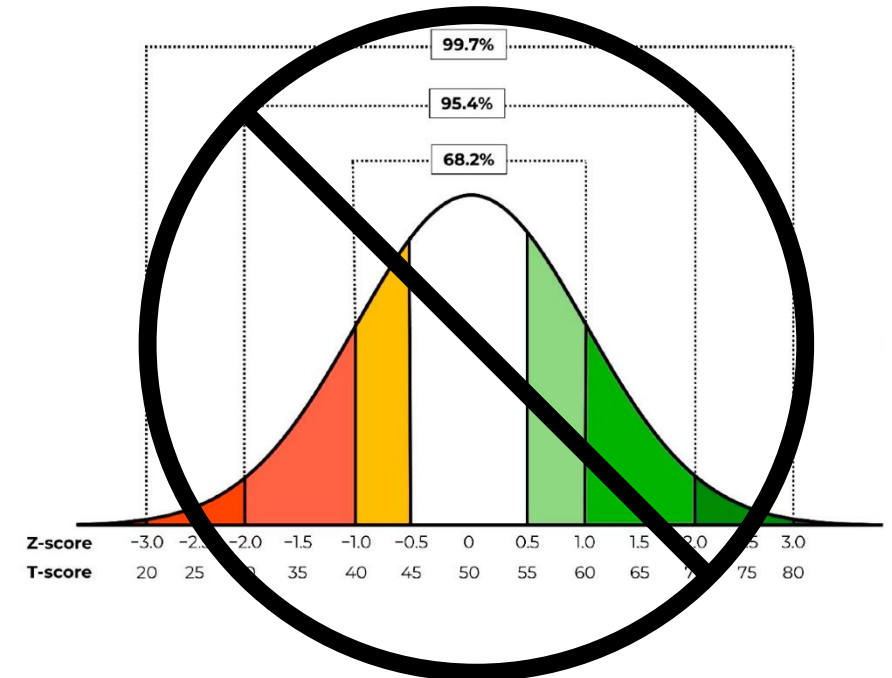
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Recommendation 5: All members of the medical education community must commit to and work toward achieving fairness and equity in learner assessment

Eight Action Steps:

1. Hold accrediting organizations and leaders accountable for examining their roles and the roles of their organizations in fostering or perpetuating harmful biases and unfair learner assessment
2. Require the leaders of UME and GME institutions to demonstrate policies and procedures to achieve and sustain equitable assessment
3. Require assessment and accreditation organizations to include specific requirements for achieving equity and avoiding harmful bias in learner assessment
4. Require licensing and certification boards to demonstrate equitable processes

Recommendation 5: All members of the medical education community must commit to and work toward achieving fairness and equity in learner assessment

Eight Action Steps (continued):

5. Develop systematic strategies for incorporating patient / family experiences and patient outcomes data into learner assessment

6. Promote collaboration to use and share best practices, tools, and strategies for equitable assessment

7. Make funding contingent on demonstrated commitment to equity in learner assessment

8. Identify, commit, share, and/or distribute funding in support of research that advances equitable assessment

Academic Medicine Special Supplement

https://journals.lww.com/academicmedicine/Citation/9900/Josiah_Macy_Jr__Foundation_Conference_on_Ensuring.424.aspx

Macy Conference on Ensuring Fairness in Medical Education Assessment

- Please use the Q & A function to pose questions to the panel.

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- Additional questions: info@macyfoundation.org

- Webinar recording: www.macyfoundation.org

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