



UW SCHOOL OF MEDICINE

COMPASS

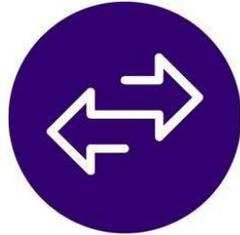
Competency Mapping and Programmatic Assessment System

Thanks to Michael Champion, Director of Academic & Learning Technologies, *Alan Yang, MD & Tomoko Sairenji, MD, MS for their slides*



UW School of Medicine is moving towards pass/fail grading system using a **Competency-Based Medical Education** model with **Entrustable Professional Activities (EPAs)** for clerkships

What is CBME?



Shift the focus from grades to patient care



Remove peer comparisons



Focus on Learning rather than performance



Focus on development over judgement

Competency-based medical education (CBME) is an outcomes-based approach to the design, implementation, and evaluation of a medical education program and to the assessment of learners using an organizing framework of competencies.

The goal of CBME is to ensure that all learners achieve the desired patient-centered outcomes during their training.

Competency

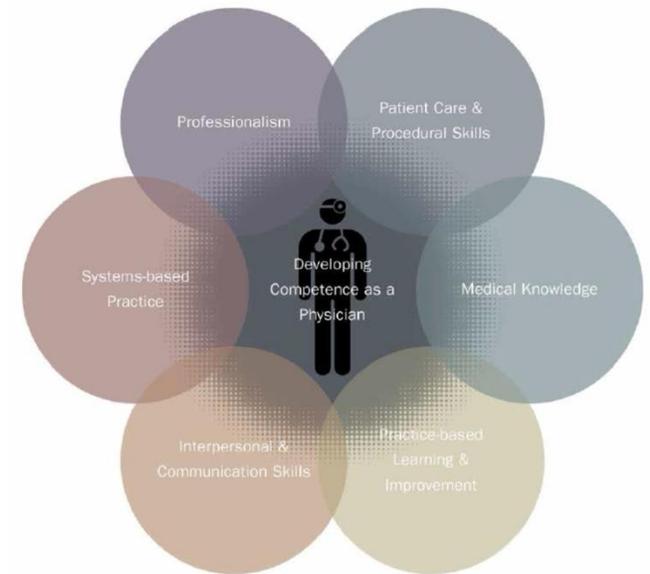
An **observable ability** of a health professional, **integrating multiple components** such as knowledge, skills, values, and attitudes.

Since competencies are observable, they can be measured and assessed to ensure their acquisition



AAMC/ACGME Core Competencies

- Practice-Based Learning and Improvement
- Patient Care and Procedural Skills
- Systems-Based Practice
- Medical Knowledge
- Interpersonal and Communication Skills
- Professionalism





Entrustable Professional Activities (EPAs)

EPAs are units of professional practice, defined as tasks or responsibilities that trainees are entrusted to perform unsupervised once they have attained sufficient specific competence.

- **Something is commonly done in a clinical day**
- **Something that can be measured and observed**



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Workplace-Based
Assessments (WBAs)

Time to Practice!



WBAs

6 EPAs will be assessed in all required core clerkships ...

... using the following entrustment scale

EPA	Description
1	Gather a history
2	Perform a physical examination
3	Prioritize a differential diagnosis following a clinical encounter
4	Recommend appropriate diagnostic and screening tests
5	Interpret common diagnostic and screening tests
6	Provide an oral presentation of a clinical encounter

Level	Descriptor
1	I stepped in and did it, they observed
2	I talked them through it
3	They mostly did it, I directed them from time to time
4	I was available just in case and I checked their work



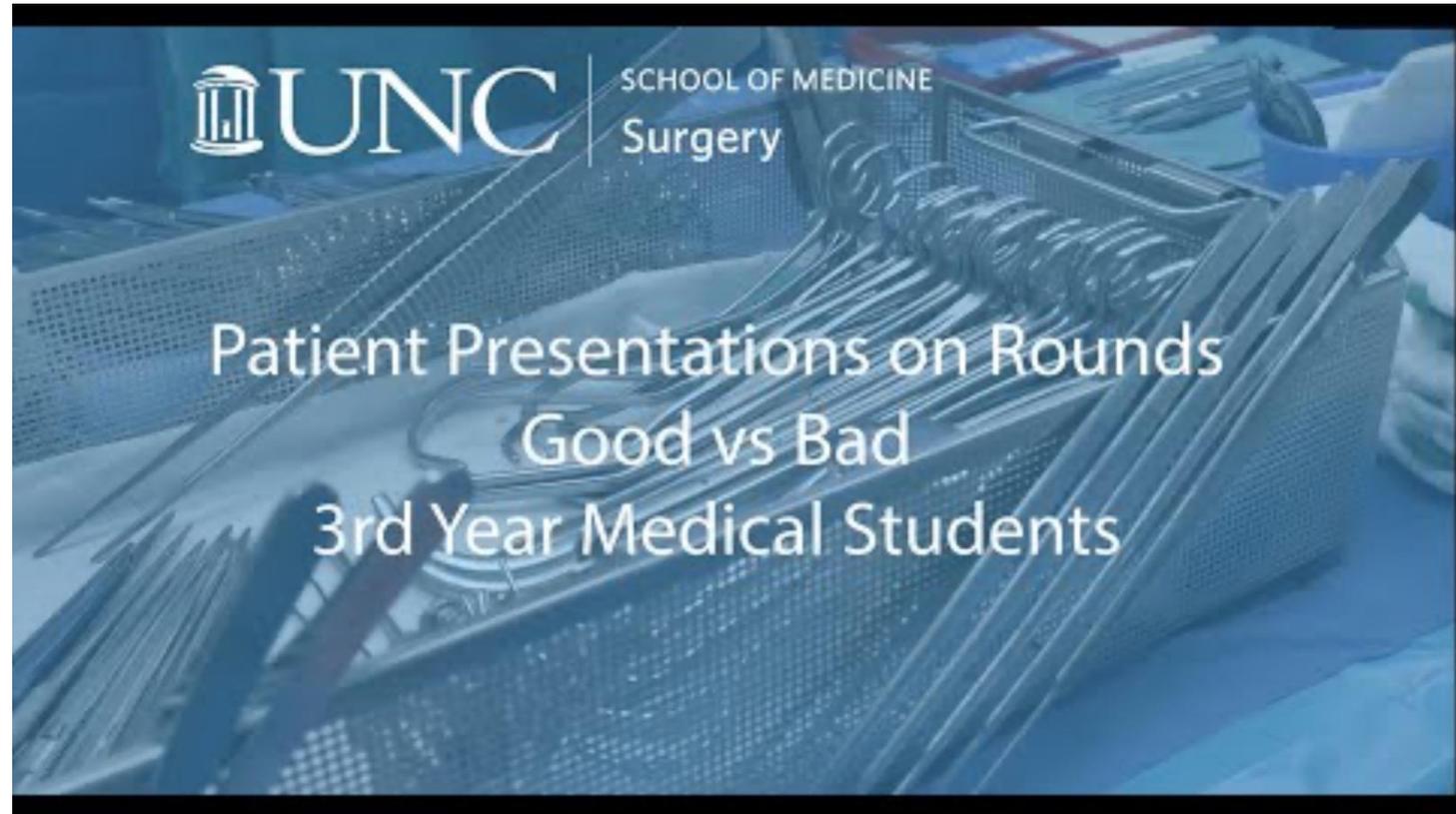
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Workplace-Based
Assessments (WBAs)

Time to Practice!



WBAs



<https://www.youtube.com/watch?v=DmOKjdMdJ28>

Run time 0:10-3:337



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Workplace-Based
Assessments (WBAs)

Time to Practice!



WBAs

Think about the oral presentation your student just gave and reflect on the level of entrustment you witnessed/ experienced

Level	Descriptor
1	I stepped in and did it, they observed
2	I talked them through it
3	They mostly did it, I directed them from time to time
4	I was available just in case and I checked their work

Practice #1: Preceptor submits the WBA

Scenario:

Your student is in the second week of their General surgery clerkship. They have said they would like to use a patient from morning rounds to complete their WBA on providing an oral presentation.

Who is filling out this form: Choose “Preceptor”
Name of Preceptor: Type your name
Email address of Preceptor: Type your email address



https://bit.ly/MichaelCampion_E23

Practice #1: Feedback

Were you able to access the form easily?

Was the form easy to fill out?

Did you receive an email notifying you of the submission?



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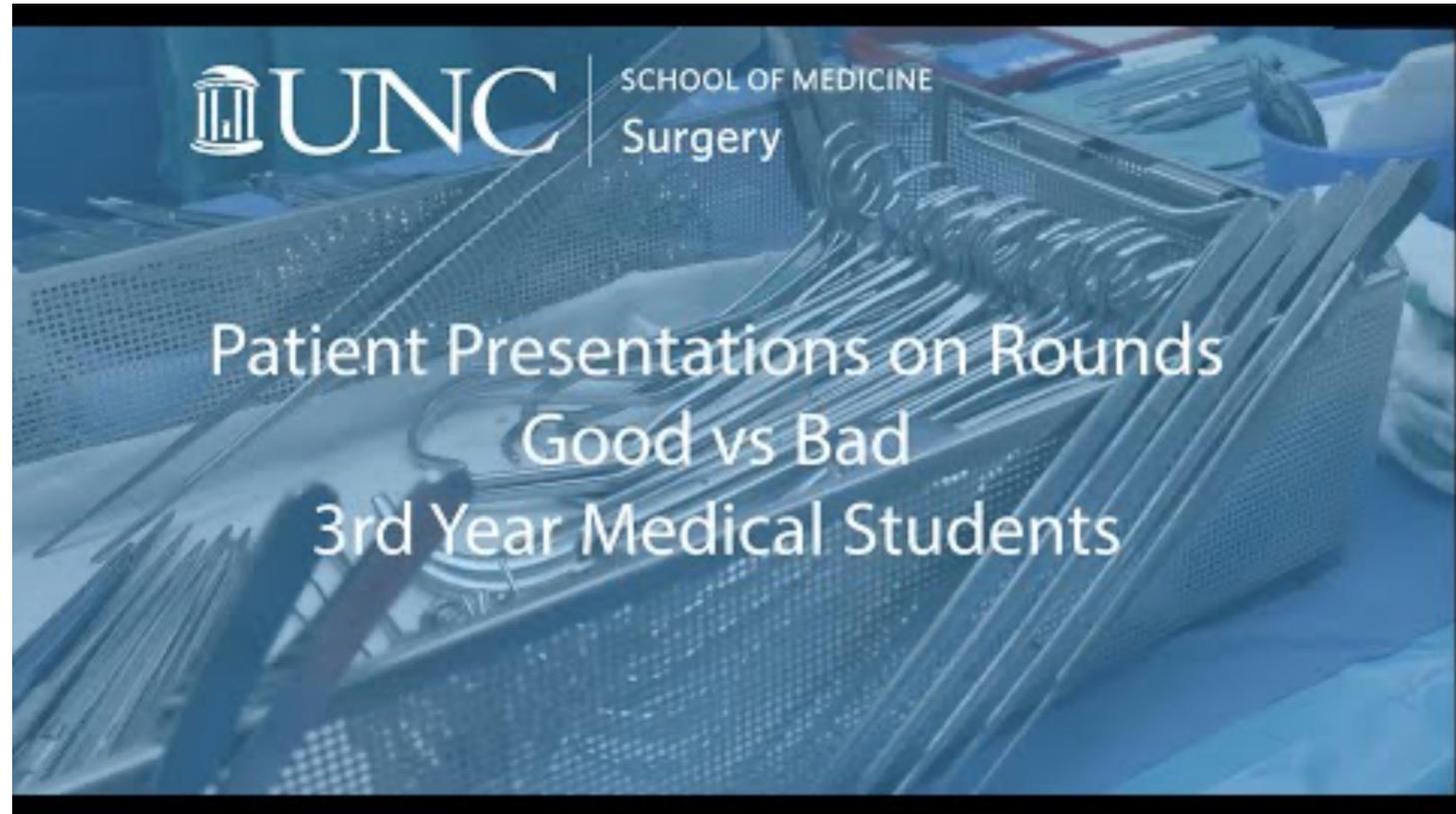
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Workplace-Based
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Time to Practice!



WBAs



<https://www.youtube.com/watch?v=DmOKjdMdJ28>

Run time: 3:41 -5:32



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Workplace-Based
Assessments (WBAs)

Time to Practice!



WBAs

Think about the oral presentation your student just gave and reflect on the level of entrustment you witnessed/
experienced

Level	Descriptor
1	I stepped in and did it, they observed
2	I talked them through it
3	They mostly did it, I directed them from time to time
4	I was available just in case and I checked their work

Practice #2: Student submits the WBA

Scenario:

Your student is in the second week of their General surgery clerkship. They have said they would like to use a patient from morning rounds to complete their WBA on providing an oral presentation.

Who is filling out this form: Choose “Preceptor”
Name of Preceptor: Type your name
Email address of Preceptor: Type your email address



https://bit.ly/MichaelCampion_E23

Practice #2: Feedback

Did you receive an email as the preceptor asking you to confirm the submission?

Were the instructions for submitting the confirmation form clear?



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Workplace-Based
Assessments (WBAs)

Time to Practice!



WBAs

6 EPAs will be assessed in all required core clerkships ...

... using the following entrustment scale

EPA	Description
1	Gather a history
2	Perform a physical examination
3	Prioritize a differential diagnosis following a clinical encounter
4	Recommend appropriate diagnostic and screening tests
5	Interpret common diagnostic and screening tests
6	Provide an oral presentation of a clinical encounter

Level	Descriptor
1	I stepped in and did it, they observed
2	I talked them through it
3	They mostly did it, I directed them from time to time
4	I was available just in case and I checked their work



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Workplace-Based
Assessments (WBAs)

Time to Practice!



WBAs



<https://www.youtube.com/watch?v=PrxpptpbMt0>

Run 3:05 -7:30



COMPASS

Workplace-Based
Assessments (WBAs)

Time to Practice!



WBAs

Think about the oral presentation your student just gave and reflect on the level of entrustment you witnessed/ experienced

Level	Descriptor
1	I stepped in and did it, they observed
2	I talked them through it
3	They mostly did it, I directed them from time to time
4	I was available just in case and I checked their work

Practice #3: Preceptor submits the WBA

Scenario:

Your student is in the second week of their Internal Medicine clerkship. They have said they would like to use a patient from morning rounds to complete their WBA on prioritizing a differential diagnosis.

Who is filling out this form: Choose “Preceptor”
Name of Preceptor: Type your name
Email address of Preceptor: Type your email address



https://bit.ly/MichaelCampion_E23

WBA Student Dashboard – Preliminary Draft



WBA QR Code



Student, John

Rotation/Week	1	2	3	4	5	6	7	8*	9
Family Medicine	0	0	0	0	0	1	3	2	0



Activity

Activity

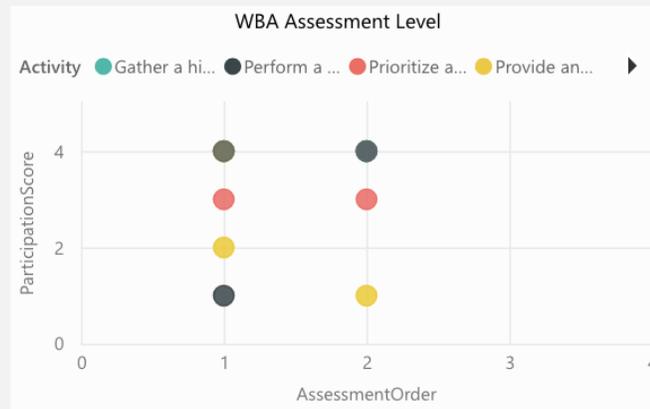
History	Physical Exam	DDx	Recommend tests	Interpret tests	Oral presentation
1	1	3	0	0	1

ActivityShortName

- History
- Physical Exam
- DDx
- Recommend tests
- Oral presentation

Rotation

- Family Medicine
- Internal Medicine
- Psychiatry



Submitted and Confirmed WBAs

Rotation	AssessmentDate	Site Of Care	PreceptorName	PreceptorEmail	Activity	PreceptorParticipation	StudentWellComment
Family Medicine	2/18/25	Outpatient/Ambulatory	Michael Campion	campion@uw.edu	Perform a physical examination	I stepped in and did it, they observed	Test comment text for student dashboard
Family Medicine	2/19/25	Outpatient/Ambulatory	Michael Campion	campion@uw.edu	Provide an oral presentation of a clinical encounter	I stepped in and did it, they observed	Test comment text for student dashboard
Psychiatry	2/4/25	Outpatient/Ambulatory	Michael Campion	campion@uw.edu	Provide an oral presentation of a clinical encounter	I talked them through it	Test comment text for student dashboard

WBAs Pending Confirmation

Rotation	AssessmentDate	Site Of Care	PreceptorName	PreceptorEmail	Activity
Family Medicine	2/18/25	Outpatient/Ambulatory	Michael Campion	campion@uw.edu	Perform a physical examination

WBA Preceptor Summary – Preliminary Draft



Hello Recipient First Name,

Below are all the submitted workplace-based assessments submitted by you or on your behalf.

6 Responses

**Michael
Campion**

Rotation	Date	Activity	Preceptor Participation	What did this student do well?	What can this student do better next time to improve?
Internal Medicine	Feb 07 2025 12:58pm MST	Perform a physical examination	They mostly did it, I directed from time to time	Stuff	Other stuff
Internal Medicine	Feb 07 2025 1:14pm MST	Perform a physical examination	They mostly did it, I directed from time to time	Excellent lung exam	Percussion
Internal Medicine	Feb 05 2025 7:33pm MST	Perform a physical examination	They mostly did it, I directed from time to time	Got me coffee.	Learning
Psychiatry	Feb 05 2025 7:31pm MST	Perform a physical examination	They mostly did it, I directed from time to time	Test	Test
Internal Medicine	Feb 07 2025 12:48pm MST	Perform a physical examination	They mostly did it, I directed from time to time	The positioned the patient well. Positioned themself well. Mindful of comfort and modesty for the patient.	Avoid auscultation over clothes and hospital gown.

Speaking CBME

Competencies

At UWSOM, the design, implementation, and evaluation of our MD program and the assessment of learners are all structured around the competencies described in UWSOM's 32 Program Objectives

Milestones

To understand where a student is in their progress toward achieving competence in each of the 32 program objectives, each program objective has an associated set of milestones.

Clinical Competence Committees

CCCs match a student's overall performance across multiple clerkships to milestones to ensure that students are meeting expected levels of performance and help identify struggling learners early.

Competence Coaching

Coaches provide individualized, learner-centered, developmental guidance to students around competencies.

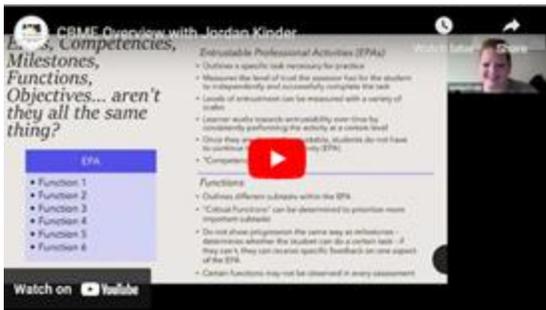
Entrustable Professional Activities (EPAs): EPAs are key discipline tasks that an individual can be trusted to perform in a given healthcare context once sufficient competence has been demonstrated. EPAs are linked to a specific stage of the competence continuum and integrate multiple milestones from various medical school objectives.

Think of these as everyday student activities in the clinical environment!



Workplace-based assessments (WBAs) are brief, formative assessments completed by a preceptor after a clinical encounter that rate a student's performance and provide feedback for that specific encounter.

Website and Targeted Toolkit



Quick Start Guide to CBME

This guide has been created for busy physicians who want a brief introduction to CBME so that they can quickly grasp its impact on them, their program, and their colleagues. It introduces concepts that can be explored further when time permits.

Why the change?

There are significant gaps and challenges in the current assessment model that need to be addressed:

- **Equity & Inequity:** The current grading system often rewards more gender and racial/ethnic diversity. Additionally, many students are anxious about how their clinical grades and assessments affect residency their learning, growth mindset & coping needs of disengagement during the clinical phases. Nationally, more of students fail residency for residency and practice impacting our ability to meet the healthcare needs of our communities.
- **Changing role of physicians:** We need to introduce our educational framework to better prepare all students and prepare them to meet the needs of their future patients.

What is CBME?

CBME is an outcomes-based approach to the design, implementation, and evaluation of education programs and is an exemplar of a learning-centered approach to education. The goal of CBME is to ensure all students achieve the desired patient-centered outcomes during their training. CBME is a student-centered approach that requires input of a broad of students and a student's achievement is dependent on having achieved those expected outcomes. CBME comprises:

- An outcomes-based competency framework
- Progressive sequencing of competencies
- Learning experiences tailored to competencies
- Teaching tailored to competencies
- Programmatic assessment



This guide has been created for students, faculty, and staff impacted by upcoming changes to clinical assessments at UWOM. For more information about upcoming changes, including pass/fail grading in 2026, please visit: <https://education.uwmedicine.org/>

What is the WBA pilot?

The University of Washington School of Medicine will be transitioning to a competency-based medical education (CBME) model, including pass/fail grading for required core clerkships, beginning in Spring 2026.

In preparation for this significant shift, we will be piloting Workplace Based Assessments (WBAs) during the 2025-2026 academic year. This pilot will focus on our required Patient Care core clerkships and will help us assess how these workplace-based assessments can be effectively integrated into our current curriculum. Your input and collaboration will be invaluable as we refine our approach ahead of the full implementation.

Key Things to Know

WBA Requirements

Beginning in Spring 2025, all students enrolled in required Patient Care core clerkships will be required to complete additional WBA requirements. Students will need to be assessed on at least 2 WBAs per week and complete at least one assessment for each of the following 6 different activities over the course of the clerkship:

Activity
Gather a history
Perform a physical examination
Prioritize a differential diagnosis following a clinical encounter
Recommend appropriate diagnostic and screening tests
Interpret common diagnostic and screening tests
Provide an oral presentation of a clinical encounter

LEARN MORE <https://education.uwmedicine.org/>

Define the Assessment

1

- The student will identify the activity they would like to be assessed on. Review the key functions and competencies associated with the activity, if needed.
- Decide whether you or the student will submit the assessment. Use the student's unique form link or QR code to open the assessment form.

Observe the activity

2

- **Observe** the student as they perform the activity in an authentic clinical setting.
- **Note** specific behaviors being demonstrated and any deviations from expectations.

Provide Feedback

3

- **Ask** the student to reflect on their performance. Allow them to articulate their own perceived strengths and areas for growth based on the experience.
- **Discuss** the observed performance with the student. Identify measurable and achievable goals for the student to work towards in their development.
- **Review** your observations. Highlight strengths and areas for improvement.

Complete The Assessment Form

4

- If you are submitting the assessment, complete all required fields on the WBA form and click submit. You and the student will both receive a copy of the assessment.

Verify Submission Details

5

- Review the submitted assessment for accuracy when prompted, making corrections, as needed.



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<https://education.uwmedicine.org/>