

Clinical Epidemiology and Health Services Research Learning Assessment Response Form

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1 & 2: Learning goals & Outcome measures – please list the program’s formal learning goals and associated outcomes measures	
<i>Learning goal</i>	
Learning Goals and Skills	Outcomes/proficiencies
Understand the theoretical and conceptual foundations for clinical epidemiologic and health services research	Be able to design interventional and observational studies Satisfactorily complete all didactic courses Complete presentations/papers for courses
Master critical evaluation of the literature	Use critical evaluation of the literature as a foundation for the research project Synthesize the weaknesses/strengths of the literature Present synthesis at Advanced Seminar and include in research papers
Adept at quantitative and qualitative data collection and analysis	Ability to create quantitative and qualitative data collection instrument Develop computer based tools for data input Analyze quantitative data Analyze qualitative data
Conduct own independent research project	Apply their knowledge and skills to their project. Design and conduct their own research with mentors Conduct secondary projects with different designs Present proposals at Advanced Seminar Address the challenges in implementation of research
Develop productive multidisciplinary interactions	Work productively with multidisciplinary mentorship Present to colleagues in diverse fields for feedback Provide feedback to colleagues in diverse fields
Hone management skills	Set and meet timelines Balance commitments to other responsibilities Arrange for periods of intensive coursework Train research staff to assist
Understand how to conduct responsible human research	Complete IRB application/fulfill IRB requirements Learn to obtain informed consent and confidentiality Fulfill CITI, Tri-institutional course requirements

	Monitor participant safety	
Develop technical writing and presentation skills	Prepare and submit abstracts as first author Prepare and submit two papers as first author Present at WCM events (Depart/Div. rounds, other) Present in rotation at Advanced Seminar Prepare posters, podium presentations Present at scholarly meetings Defend the final thesis	
Professional development	Prepare research grants Attend RMC and WCM symposia	
Provide program evaluation and feedback	Rate courses, provide feedback Provide follow up publications, abstracts and grants	
3: Learning assessment – List the names of the meeting(s) that will be used to conduct learning assessment, including key participants		
<i>Meeting title Key participants (e.g., program chair, program dir., course dirs., student reps)</i>		
1.	Advanced Seminar Program -- Directors and Faculty mentors and all students	
2.	Annual Faculty Meeting --Program Directors and Program faculty	
4: Learning assessment process – Confirm that annually the program will (a) discuss the overall approach to learning assessment (i.e., in terms of learning goals, outcome measures, and review process), and (b) submit a report to the Dean of the Graduate School, summarizing the findings of the annual assessment review.		
(a) Annual discussion of approach to learning assessment: CONFIRMED		
(b) Annual learning assessment report to Dean: CONFIRMED		

The overall success of the program can be judged on the subsequent career trajectories, the number and quality of peer-reviewed publications, and the fellows' ability to attain peer-reviewed support, which we track long term measures.