**Session:** Service update: NBME/USMLE/FSMB Update

**Presenters:**

**Contact Information:**

**Date and Time:** Friday, Nov 7 2014 4:30-6pm

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**Summary:**

Notes:

* Step 1:
	+ [Arrived late, started notes here]
	+ New score reporting with graphical feedback
* Step 2 CS: meaningful feedback without giving away content
	+ Series of graphs, with mean from individual school vs national
	+ Informational materials - detailed description about expectations might be best way to think about remediation
	+ USMLE SIG (score interpretation guidelines)
		- Recently added to USMLE website
* Step 3:
	+ More distinction between exam days in terms of what is being assessed
	+ Day 1 - foundations of independent practice
		- All multiple choice qs
	+ Discontinued state board sponsorship (computer based testing is more standardized, don't need to have individual boards administer)
	+ Increased prominence of foundational science
	+ Content targeted at skills in evidence-based medicine and patient safety
	+ Coding system changed - competency framework
	+ In next few yrs:
		- will focus more on physical-exam related competencies
		- Integration across all Steps - committee centralization rather than having separate 1, 2, 3 committees / subject matter experts
		- More multimedia (breath sounds, video, etc.)
		- Content enhancement
			* Patient safety items
			* Pharmaceutical ads
			* Scientific abstracts
			* Epidemiology
* Stemmler Fund
	+ Call for faculty submissions
	+ Undergoes Peer review and Committee review
	+ Focus research on assessment
	+ Send questions to Stemmlerfund@nbme.org
	+ Complete letter of intent and sign up for mailing list
* NBME strategic priorities
	+ Adding value to assessments through additional constructs and competencies
	+ Finding other metrics for what may be helpful to assessing future physicians
	+ Developing New Products
		- Product Development Design Plan: Exploration, prototyping, development, then launch of new products and/or services for assessment
		- Want 2-5 new products/services per year
		- New plan allows more broad cooperation
	+ Want faculty/student feedback
* Assessments
	+ Subject Examination Program
		- Progressing rapidly from pen/paper to web-based
			* Pros: enhanced security, streamlined score reporting, new opportunities for growth
			* Growth & innovation- inclusion of different media
		- Assess needs of medical schools for innovative items
		- Decreased percentage of basic science examinations used in favor of more CAS (customized assessment program), but overall increase in use of NBME exams
	+ Balance of customization and standardization
		- Outreach from NBME, align programs to meet needs
		- Use starters to build organ system exams
			* Also many discipline-based exams such as genetics
	+ Evaluating how to provide normalized data
	+ Scaled scored feedback and general feedback provided
	+ Summary report provided as well
		- Content analysis report
			* Mean
			* Item difficulty
			* P value and proportion of total test
	+ Subject tests
		- Medicine and emergency medicine subject test
		- Now has additional 10 pretest items
		- Other clinical sciences will include pretest items in 2015
	+ Future direction
		- Provide scores with performance profiles
		- Give students direct access (under investigation)
			* AAMC collecting feedback
			* Schools may have more selective control
	+ Clinical science mastery series new
		- Clinical neurology
		- Medicine
		- OBGYN
		- Performance equivalents and breakdown of incorrect by content/category/ability to review
	+ Student outreach & Comm- Task force of student rep and faculty
		- Recommendations
			* Orientation packet for USMLE and NBME assessments
			* Centralized & pooled information
			* First year students find summary of process of licensing helpful
			* Enhance communication with students and faculty
			* Electronic orientation package-1st qtr of 2015
				+ Includes roadmap to licensure
				+ Slide presentation for faculty to present to students
	+ Use of Youtube and informative webcasts, announcements
* NBME U
	+ Online lessons to provide brief overview of assessment topics
	+ Free for learners through May 2015
	+ Test design, blueprinting
	+ Lessons brief, portable, and accommodating
	+ Today, added 10 lessons, total of 20 lessons
	+ Adding 14 more in late winter 2014
	+ i.e. principles, multiple choice questions methods
	+ access from nbme.org
* 2015
	+ focus groups of students and faculty with longitudinal and clerkship assessment
	+ meeting with schools and faculty to design these assessments
	+ share ideas with cscott@nbme.org
* Q&A 1: Test center capacity and its effect on timely applications to residencies
	+ Issue: students taking only open spots for Steps which are extremely late and are running into difficulty with applying for residencies in a timely fashion
		- Issue from NBME perspective:
			* Tracking 4500 students drop out, 1200 out, hour before exam
			* Doing everything they can to open up more slots
			* Many reschedule within 2 weeks of exam
			* Can’t make students show up to exams. PLEASE DO NOT RESCHEDULE
			* Students- please schedule exams as soon as possible
			* Faculty- if systematic issue is observed, please contact NBME
* Q&A 2: Should communication skills such as delivering bad news and negotiation be on the exams in year 3?
	+ Medical educators at the NBME say YES
* Q&A 3: Will students testing with accommodations have it noted in their file?
	+ NBME board belief: ALL information about testing conditions important
	+ However, Core Court Case: Dept of Justice ruled against reporting of test accommodation notations on grounds of discrimination
		- As of 10 weeks ago, test accommodations will not be noted in file
		- HOWEVER, “cheating” or irregular behavior will still be noted.