

## **GENERAL LEARNING CONTRACT**

The CICBC endeavors to use Student-Centered processes appropriate to Problem-Based Learning to assign a letter grade. The General Learning Contract (GLC) for the CICBC class is intended to be a transparent agreement to maximize the chance that each student receives the letter grade they want. The following principles apply:

1. Attend all scheduled class meetings, participate in all agreed-upon processes (e.g., check-in, check-out, feedback).
2. Cooperate with your group members to establish a process that allows you as an individual to give and receive critical feedback throughout the unit regarding behaviors in class.
3. Participate in the Formative Assessment<sup>1</sup> process: complete all formative quizzes or exams during the time allotted; listen for informal feedback from your tutor; assist in scheduling as well as participate in individual mid-unit and end-unit conferences with your tutor. Complete required submission of the Formative Portfolio.
4. Become familiar with the JMP Professionalism Form<sup>2</sup>, discuss it with your tutor at mid-unit, and review your evaluations when posted to your student folder on the Hub.
5. Participate in the Summative Assessment<sup>3</sup> process: complete the final written exam for the unit, the Triple Jump Exam, and the meeting with your Unit Steward (although the content of the meeting is formative, completing the tutor meeting is a summative requirement).
6. As soon as you know you must miss a class, notify your group and your tutor by email. Finish any make-up work within the time agreed upon with your tutor.
7. Complete any remedial work required as a result of your Summative Assessment.
8. Attend any Screening Committee<sup>4</sup> meetings you are notified to attend. Clear any incomplete grades in accordance with Graduate Division and JMP rules.
9. Post a new Individual Learning Contract (ILC) to the Hub within two weeks of the beginning of each unit.
10. Do not disclose or discuss any specifics of the curriculum with students in other years of the program. This includes content of cases, learning issues, learning objects, quizzes, exams, and the selection of core concepts for exams provided by unit stewards. However, subject to confidentiality agreements, you are encouraged to discuss anything with your classmates except the in-progress Triple Jump exams.
11. Do not discuss Triple Jump Exam specifics with anyone during the exam, and do not discuss the exam with students who have not yet taken it.
12. Make a diligent effort to attend all Experientia<sup>5</sup>, particularly those featuring guest patients.

Grading policy<sup>6</sup>: A letter grade of 'C' will be assigned for meeting all GLC principles above. A grade of 'B' requires meeting all GLC principles and a minimum score of 60% on the final exam. An 'A' will be assigned for completion of all GLC principles and a score of 75% or above on the final exam.

## **INDIVIDUAL LEARNING CONTRACT**

At mid unit, each student's progress will be reviewed based on the Individual Learning Contract (ILC) which is filed (or updated) by the student sometime after the beginning the unit but no later than Friday of week 2 of each unit. The ILC should include:

1. An introductory sentence indicating you accept the General Learning Contract (GLC).
2. A grade objective (A, B, C, etc.).
3. Your objectives for the unit, described (categorized) with the appropriate competencies (Clinical Skills, Medical Knowledge, Communication, Professionalism, or "Other").

Your objectives for the unit should be based on reflections on your practice in the following three areas:

**Knowledge:** How am I doing with learning medical science? For example, which core concepts are problematic for me? Have I kept up with my basic learning objectives? What specific goals do I have for the time ahead? Do I feel I am learning the 'right stuff' for boards and wards?

**Skills:** How am I doing with basic communication and study skills? For example, do I explain my ideas effectively? Do I listen effectively? Can I use writing and drawing to express myself? Do I participate effectively in the small group?

**Attitude:** Is my basic attitude in class one that facilitates learning and communication? For example, do I express compassion for difficulties, provide assistance when it is requested, express my thoughts without attaching value judgments, give effective critical input when appropriate? Is my behavior appropriate for a medical professional? (see the *Professionalism Evaluation form*).

**Note:** The ILC shouldn't be long but should be substantive. It should be filed electronically using the HUB submission process. Reviewing and refining the ILC is expected. What you file in the first several weeks may well change. Please file revisions as necessary.

---

<sup>1</sup> **Formative assessment:** A description of one type of assessment tool which is intended to inform the individual of his/her level of mastery. Outcomes suggest future steps for teaching and learning. The function of formative assessment is not to determine a minimum level of competency or to discern readiness for advancement.

<sup>2</sup> **Professionalism Assessment:** The JMP uses an evaluation form similar to the form used by UCSF for MS1 and MS2 years. The form is used to give you *formative* feedback on areas of professional behavior. Unit tutors complete the Professionalism Evaluation using a rating scale of 1 through 5. The four *formative* evaluations you receive each year are reviewed by the Chair of the JMP Assessment Committee, and converted to a 'Fulfills' or 'Does not Fulfill' summary. This summary is the only document that is forwarded to UCSF as part of your permanent record. A low professionalism *formative* rating may trigger the JMP remediation process.

<sup>3</sup> **Summative assessment:** A part of assessment intended to certify a specific level of competency or mastery.

<sup>4</sup> **Screening Committee:** Faculty committee convened when necessary to discuss individual student progress.

<sup>5</sup> **Experientia:** some speakers feel offended by low turnouts and may not want to return for future invitations, so please make every effort to attend. Please suggest Experientia topics to your unit steward. Experientia time encompasses all arms of the curriculum.

<sup>6</sup> **Grading Policy:** The Graduate Division requires that at least two-thirds of all coursework units taken on the Berkeley campus be letter-graded.