



LATIN AMERICA GRANTS

## 2020 Latin America Grants Projects

Established in 2018, the Latin America Grant Program promotes collaboration among regional health professions school consortia. The program offers institutions grants of up to \$50,000 over a two-year period to fund innovative and sustainable projects that relate to assessment and address local needs and priorities.

Learn more about the 2020 projects.

### **Silvia Olivares, PhD**

*Academic Dean of the School of Medicine and Health Sciences at the Tecnológico de Monterrey*



#### **Professional Identity and Professionalism Assessment in Three Medical Schools in Latin America**

##### **Objective**

To assess the development of professional identity and professionalism in medical students based on the use of an app to systematize experiences in a virtual portfolio.

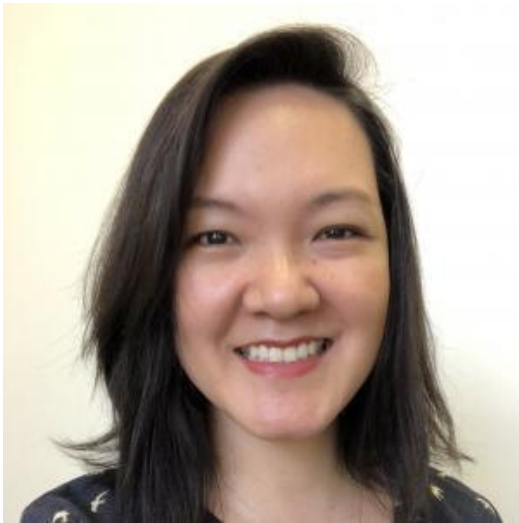
##### **Impact**

The project was conducted in three Schools of Medicine: Tecnológico de Monterrey (Mexico), Universidad de Los Andes (Colombia) and Pontificia Universidad Católica de Chile (Chile). It involved the participation of 110 students per institution in the initial clinical phase for a period of one year.

Upon completion of the project, qualitative and quantitative assessments of the professional identity of medical students in the three institutions was completed, in addition to a profile of critical factors of professional identity recognized by the students and an assessment of behaviors related to professionalism.

## **Mariana Kiomy Osako, PhD**

*Assistant Professor at Ribeirao Preto Medical School of University of Sao Paulo & Coordinator of the Committee for Teaching Evaluation and Student Assessment*



### **Professional Competence Assessment in HPE: The Next Steps**

#### **Objective**

To help faculty implement best practice for assessing knowledge, skills, and professional attitudes, and to integrate the approaches into an electronic portfolio for students.

#### **Impact**

The project brought together three institutions and 16 programs in the field of health care with the potential to impact the formation of 800 professionals per year.

The project allowed faculty members to implement methods beyond cognitive assessment and provide students access to an electronic portfolio with integrated strategies covering the mastery of skills and attitudes.

## **Pedro Tadao Hamamoto Filho, MD, PhD**

*Neurosurgeon at UNESP and Coordinator of the Educational Research Department, Pedagogical Support Center, Botucatu Medical School*



### **Implementation of a National Network for Practices and Research Using the Progress Test**

#### **Objective**

To increase the number of Brazilian schools that adopt progress testing in their student assessment programs by implementing a Rede Nacional de Práticas e Pesquisa com o Teste de Progresso (National Network for Practices and Research using the Progress Test, RNTP).

## Impact

The project was led by the Universidade Estadual Paulista (São Paulo State University), the Universidade Estadual de Campinas (Campinas State University) and the Associação Médica (Brazilian Association for Medical Education).

Implementation of the RNTP will provide the opportunity to exchange experiences among the schools using the test as a means for student assessment. In the future, periodic national examinations will be able to provide consistent data regarding knowledge acquisition among Brazilian medical students.