



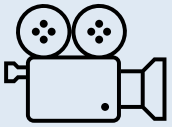
From Clinical Experience to Evidence of Program Quality

Emir Plicanic · Vosaic



Rubric

What happens to all the evidence that gets generated during clinical practice?



Video



Comments

How we can make that evidence more useful from the moment it's created.

Not just for the individual candidate, but eventually for the cohort and the program.

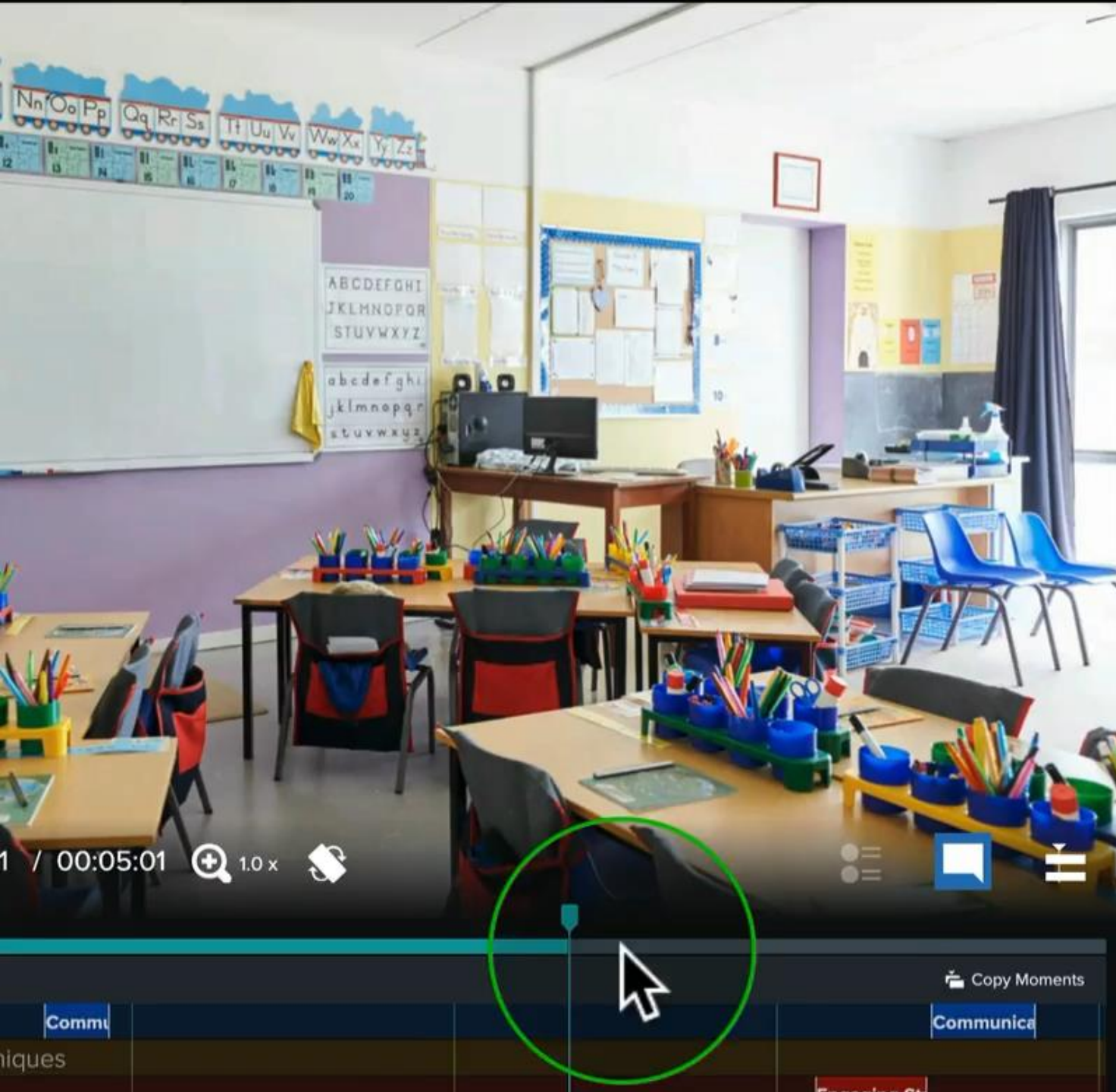
What Makes Clinical Evidence Useful?

Student Engagement



With video we can ask better questions:

1. How often did it happen?
2. When did it happen?
3. And importantly, **for how long did it happen?**



Moments

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Transcript



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Danielsons - Instruction Domain



ADD BUTTON

List View

Grid View

Communicating with Students

[R]



Tags: 7

Using Questioning and Discussion Techniq... [E]



Tags: 4

Engaging Students in Learning

[O]



Tags: 4

Using Assessment in Instruction

[B]



Tags: 4

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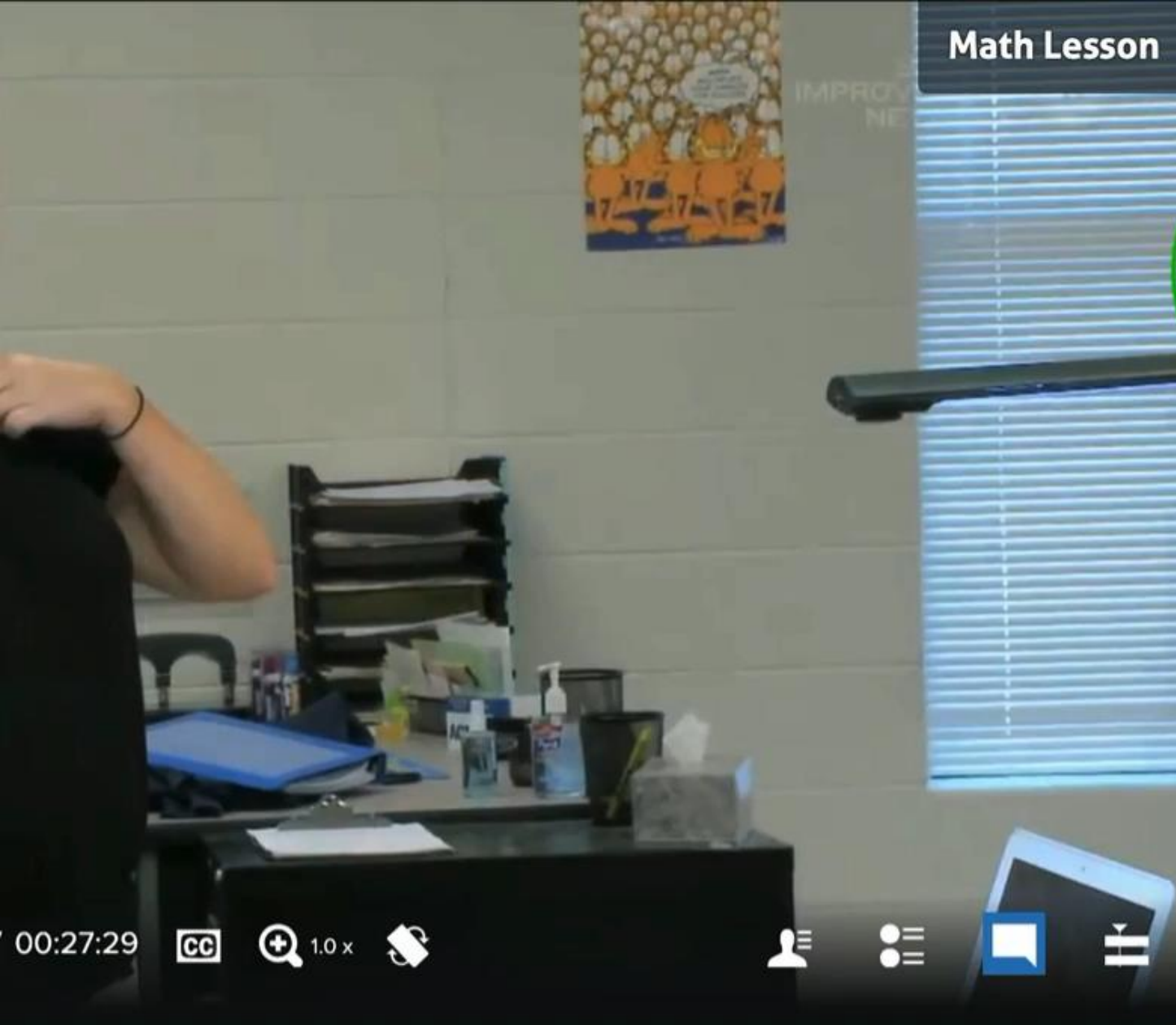
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Math Lesson

Moments

Form

Transcript

AI Mate



Search Transcript

Delete

Transcript

Speakers

Analysis

00:00:00

Good morning. Does anybody know who this gentleman is

Amy

00:00:05

up here? I knew you'd know Donny. That's Michael Phelps.
That is Michael

Amy

00:00:10

Phelps. And what is he famous for?

Amy

Copy Moments

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- ✓ The video gives us the evidence.
- ✓ **Duration-based tagging gives that evidence structure.**
- ✓ And once we have structured evidence, we can start doing much more with it.

From Individual Evidence to Program Evidence

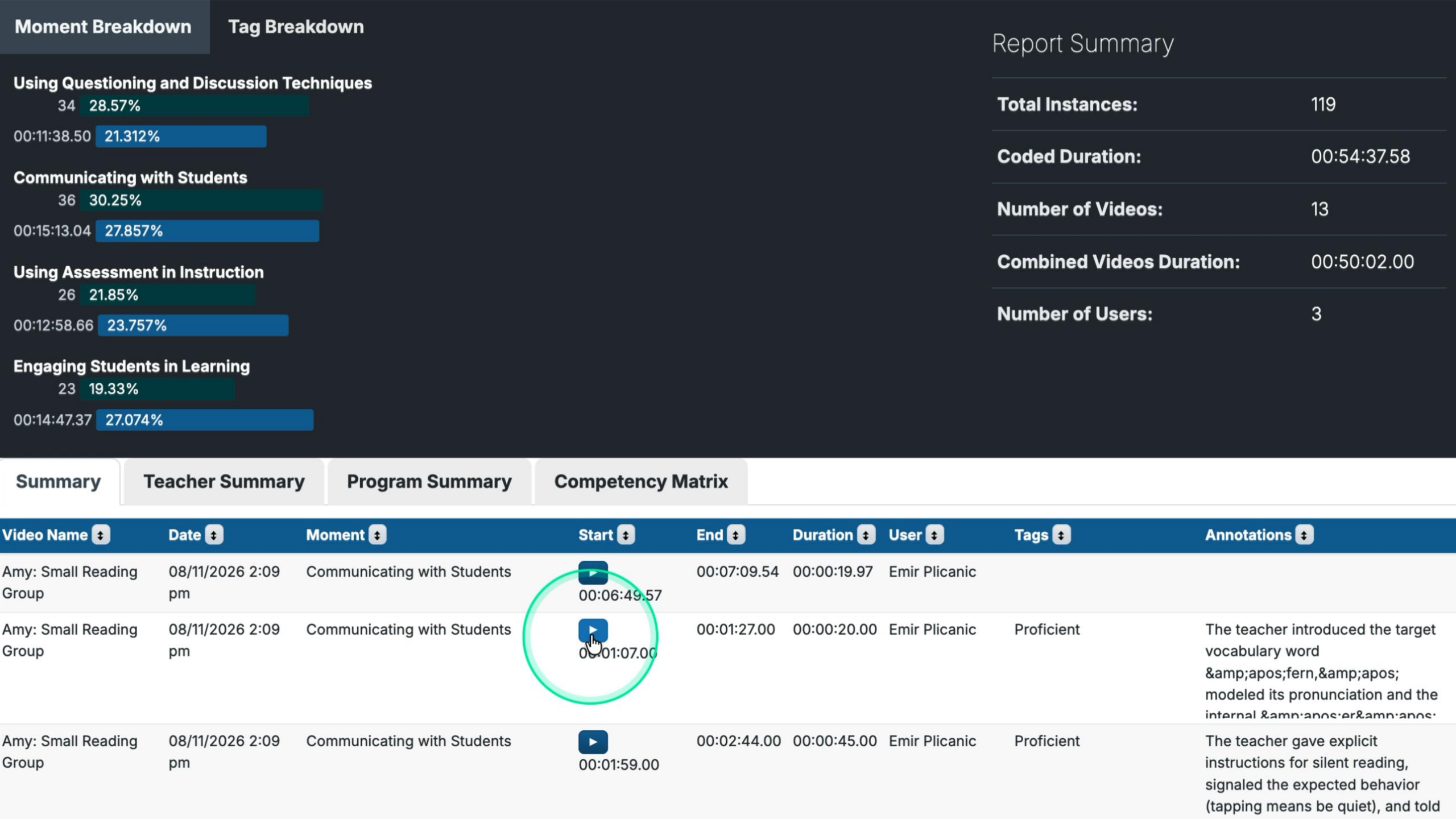


- What are we consistently seeing across our candidates?
- Where are candidates demonstrating strength?
- Where are they struggling?
- Are there particular competencies where we're seeing improvement over time?
- Are there patterns that suggest something we might need to change in the program itself?



Accreditation-ready Reporting

Move from the individual candidate, to the cohort, to the program.

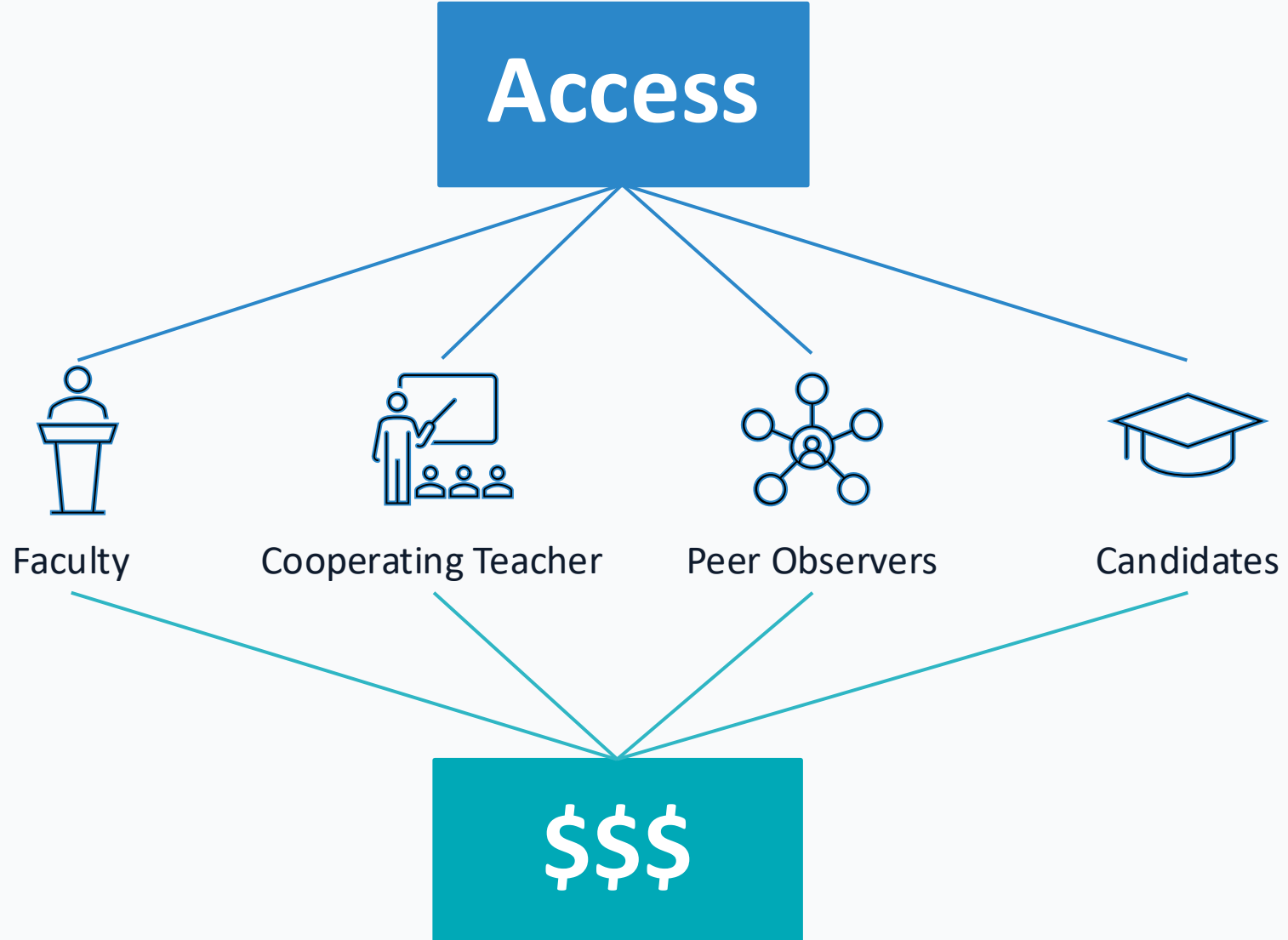


What evidence are we already collecting as part of the work we're doing every day?

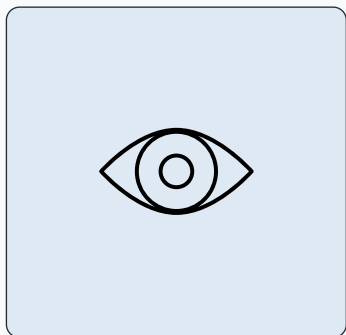
How easily can we gather it?

Evidence Is More Useful When More People Can Engage With It

Access shouldn't be the bottleneck



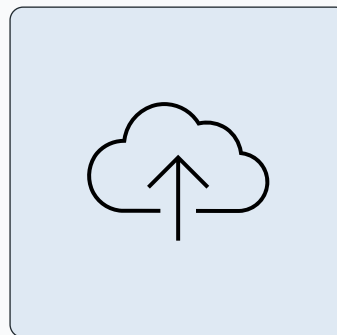
Viewer Seats



Free/Unlimited

- Watch videos
- Tag videos
- Comment on videos
- Participate in feedback

Uploading Seats



Paid

- Record and Upload
- Access AI features
- Reporting & advanced features
- **Transferable**

If we want more people engaging with evidence,
**The licensing model shouldn't become the
thing preventing them from doing it.**



AI Should Help You Get to the Evidence Faster

That's why we built **AI Mate**.

AI Mate — Not AI Coach

- ✓ **Multimodal:** analyzes what's said and what's seen
- ✓ Built around your program's own framework — not a generic rubric
- ✓ Surfaces relevant moments and summaries, then points back to the evidence
- ✓ Professional judgment stays with the human



More Classroom Evidence Creates More Responsibility

Privacy is a priority

Protecting the Students in the Video

- ✓ One-click face blurring — no exporting to another tool
- ✓ Your data is never used to train the LLM
- ✓ Encryption, controlled sharing & permissions
- ✓ FERPA and COPPA compliant

What Does an Evidence System for Clinical Practice Need to Do?

Five practical problems to solve

Five Things a Clinical Evidence System Must Do

1. **Make participation scalable**—unlimited Viewer seats, transferable licenses
2. **Capture richer evidence**—duration-based tagging, highlight reels
3. **Protect the classroom**—face blurring, PII removal, encryption
4. **Make analysis manageable**—AI Mate finds the evidence faster
5. **Turn observations into program insight**—accreditation-ready reporting



How do we put a candidates on video? That's the easy part.

The bigger question is:

How do we turn what happens in clinical practice into useful evidence of candidate and program quality?



Demo



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Book a Call for a Trial

