



Clinical Evaluation

Evaluating Learners in Clinical Contexts

Christopher B. Reznich, Ph.D.
Office of Medical Education Research and Development



Workshop Exercise #1: Case Study

1. Participants work individually.
2. Read the resident's file.
3. Make a decision to
 - promote
 - promote with conditions
 - repeat rotations (specify)
 - dismiss
4. Time: 5 minutes



Clinical Evaluation

- Goal: Participants will be able to apply the concepts presented in the workshop to improve their learner evaluations.



Clinical Evaluation

Objectives: By the end of the workshop, participants should be able to:

1. Explain the purposes and principles of summative evaluation.
2. Identify outcomes that guide a summative evaluation.
3. Describe the most common evaluation methods and their strengths and weaknesses.
4. Recognize common rater errors and explain ways to minimize them.
6. Describe alternative follow-up action.



Workshop Framework

WHY evaluate?

WHAT to evaluate?

HOW to evaluate?

SO WHAT?



Evaluation Matrix

| | | |
|--|-----------|-----------|
| | Formative | Summative |
|--|-----------|-----------|

| | | |
|------------|--|--|
| Individual | | |
| Program | | |

The “Why” of Summative Evaluation

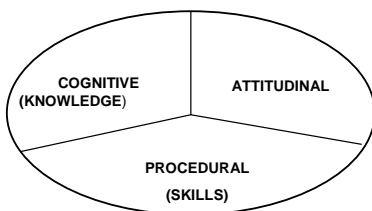
Purposes

- Identify learner strengths and weaknesses.
- Determine competence.
- Make decisions on retention and promotion.
- Provide information to outside institutions.
- Maintain accreditation.
- Legal documentation.

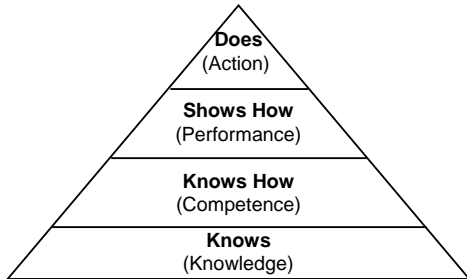
The “Why” of Summative Evaluation



The “What” of Summative Evaluation



Miller's Framework for Clinical Assessment



Reference: Miller, GE. (1990) The assessment of clinical skills/competence/performance. *Academic Medicine*, v. 65, n. 9, pp. S63-S67

ACGME Outcomes Project: General Competencies

"The residency program must require its residents to develop the competencies in the 6 areas below to the level expected of a new practitioner:

1. Patient care
2. Medical knowledge
3. Practice-based learning and improvement
4. Interpersonal and communications skills
5. Professionalism
6. Systems-based practice

"...the program must define the specific knowledge, skills and attitudes required and provide educational experiences as needed in order for their residents to demonstrate the competencies."
(<http://www.acgme.org/outcome/comp/compFull.asp>)

Evaluation Methods

- Direct Observation
- Videotape/Audiotape Review
- Activity Log
- Written/Oral Examination
- Case Presentation
- Simulated/Standardized Patients/OSCE
- Self-assessment
- Chart Review
- 360 Evaluation
- Portfolio



Principles of Evaluation

1. Documented
2. Valid
3. Reliable
4. Objective
5. Comprehensive
6. Useful



Workshop Exercise #2: Strengths and Weaknesses of Evaluation Methods

1. Pair up. Each pair reviews 2 methods.
2. For each of the 2 evaluation methods, identify 2 strengths and 2 weaknesses.
 - ✓ Rely on your personal experience
 - ✓ Use the principles explained previously
3. Debriefing: large group review of strengths and weaknesses of different methods.



Principles of Selecting Methods

Principle: Your evaluation should be based upon first-hand (observed) and/or objective (written) information.

- Avoid hearsay
- Provide specific examples of learner behavior

Principle: Match the evaluation strategy with the clinical skill or knowledge being assessed.

- There is no one best strategy.
- Each evaluation strategy has strengths and weaknesses.



Principles of Selecting Methods

Principle: Complex skills may require multiple sources of evaluation before promotion/certification.

Principle: Consider feasibility in terms of time, money, space, trained observers/raters.



What's Important Here?

1. Desired learning outcomes should be known to both raters and students.
2. Only known desired learning outcomes should be evaluated.
3. Make sure there are multiple observations.
4. Evaluation methods should be easy to use so that people will use them.
5. Avoid hearsay.
6. There is no one best evaluation strategy.
7. Document, document, document!



Common Rater Errors

1. Leniency/Severity
2. Halo/Horn Effect
3. Restriction of Range
4. Rating Nonperformance Attributes
5. Use of Hearsay



Rater Improvement Strategies

1. Select raters who can and will provide accurate ratings. Train raters.
2. Use a rating form that guides raters.
3. Rating form should be as simple and as easy to use as possible .
4. Ensure sufficient opportunities to observe relevant behavior
5. Ensure that the institutional setting encourages raters to provide accurate ratings.
6. Both raters and students should have common perceptions of the purposes, criteria, methods, and timing of the evaluations.
7. Evaluate the raters.



Following Up

- ✓ certification/licensure
- ✓ recommendations
- ✓ promotions
- ✓ remediation
- ✓ repetition of instructional sequence
- ✓ dismissal



Designing an Evaluation System

- ✓ Include those to be evaluated in the design process.
- ✓ Choose a few essential objectives and evaluate them well.
- ✓ Evaluate the evaluation system.



Bibliography: Resident Evaluation

Accreditation Council on Graduate Medical Education:
[ACGME Outcomes Project](http://www.acgme.org/acWebsite/home/home.asp)
<http://www.acgme.org/acWebsite/home/home.asp>

American Board of Medical Specialties: [How to Evaluate Residents](#). Lloyd and Langsley, eds., 1986

Corley: [Evaluating Residency Training](#). (2nd ed.) The Collamore Press, 1983

McMaster University: [Evaluation Methods: A Resource Handbook](#). Shannon and Norman, eds. 1995
