



Evaluating Student's Clinical Performance

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Overview

- Formative/Summative Evaluation and Feedback
- Basic steps in the evaluation process
- Observation of student performance
- Constructive feedback

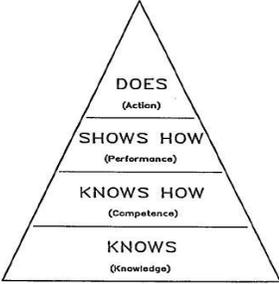


Formative/Summative Evaluation and Feedback

- Formative: ongoing assessment of learner's progress towards educational goals.
- Summative: final assessment to judge learner's achievement of goals.
- Feedback: process by which the teacher provides learners with information about their performance for potential improvement (educational loop).



Assessment of Clinical Skills (Miller, 1990)





Evaluation Process-Basic Steps

- Review learning objectives/expectations with the student at the beginning of the rotation.
- Provide periodic constructive feedback (reinforce strengths and suggest areas for improvement).
- Conduct periodic **direct observations** of the student's clinical performance throughout the rotation.



Evaluation Process-Basic Steps

- Do not infer performance in the history and physical exam based on indirect sources such as written reports or presentations.
- Review student's written records.
- Listen to student's oral presentations.
- Collect information from student's responses to probing, hypothetical, and alternative scenario questions.

Evaluation Process-Basic Steps

- Consider patient's comments.
- Ask the student for his/her self-evaluation.
- Use specific examples of behaviors that justify your evaluation rating.
- Meet with interns and residents to discuss student's evaluations and evaluation criteria.

The One-Minute Observation

- Explain the purpose of the observation to the learner.
- Explain how the observation will occur.
- Select one skill for the observation.
- Inform the patient of your plan and purpose.

The One-Minute Observation

- Observe for a brief period of time without interrupting (try to write down exactly what the learner say and do to give focused effective feedback).
- Leave the room and have the learner join you when finished with the patient.



The One-Minute Observation

- Provide immediate feedback.
- Use the information gained about the learner to plan your teaching.
- Repeat the process, observing other skills.



Informal Observation Opportunities

- Invite students to go with you to clinic or to round with you in the morning.
- Use one-minute observation principles during these sessions.
- *Examples:*
 - Ask student to take an HPI on one of the patients you see in clinic.
 - Ask student to perform GI exam in front of you on a patient with interesting findings.
 - You can assess their technique and their ability to discover the finding



Informal Observation Opportunities

- Keep index card to record specific student behaviors whenever you observe them.
 - Examples:
 - You see a student treat a nurse disrespectfully during a conversation.
 - On a call night, the student makes a concise, accurate presentation of and has an excellent plan for a new admission.
 - Student brings in an article in response to a question that was raised on attending rounds.



Constructive Feedback

- Organizing observation.
- Learner's self-assessment.
- Reinforcing strengths.
- Suggestions for improvement.
- Learner's self-improvement plan.



Constructive Feedback Tips

- Appropriate setting.
- Offer feedback periodically.
- Promote learner's active solicitation.
- Identify feedback encounter explicitly.
- Highlight occasional effective skills.
- Focus on details if learner provides general description.
- Check learner's understanding.



Constructive Feedback Tips

- Ask yourself:
Have I given my trainees any effective feedback today?

THANK YOU!

Reference

Miller, G. (1990). The Assessment of Clinical Skills/Competence/Performance. *Academic Medicine* 65(9): S63-S67.
