

Introduction to Evaluation

Nancy Skehan, MD FACP



The “F” Word

Wait!! It's feedback...FEEDBACK!!
Why, what were you thinking?



TOT 2: March 2023

Objectives

- Define summative and formative assessment
- Describe the role of careful observation as an evaluation skill
- Use the $+\Delta$ tool to organize observations and feedback
- Identify barriers to providing effective feedback
- Review strategies to mitigate barriers to feedback

We've come a ways...

“He then gives them kindly-meant advice in regard to their clothing, their behaviour, and the language they should use with patients: he recommends them cleanliness and a proper attention to their hair and forbids them to eat onions or garlic before visiting a patient, or to drink too much wine, lest they annoy the sufferer by the offensive odor from their mouths and stink like goats.” – Galen of Pergamon



Evaluation is a judgment based on observations

- Summative
 - Judgment of **competence** at the end of a learning experience by an evaluator
 - To determine to what degree goals have been met.
- Formative
 - Ongoing, to **modify behaviors**
 - Feedback



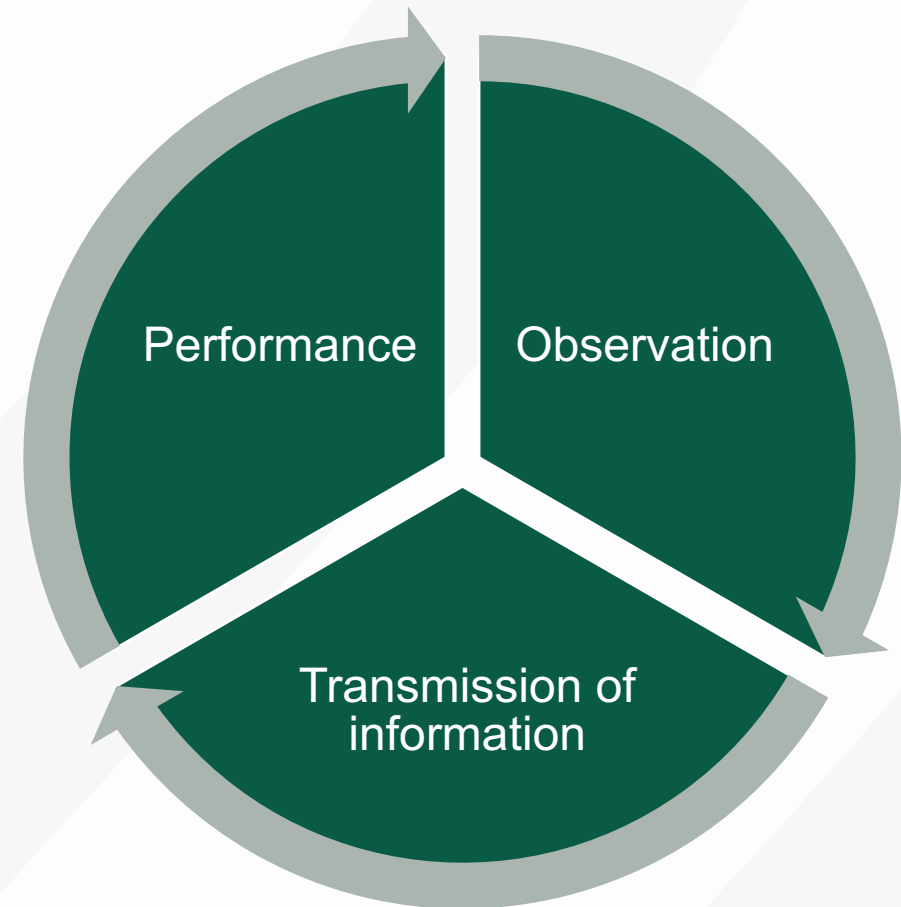
What is Feedback

- “The return of a fraction of the output signal from one stage of a circuit...to the same or a preceding stage...tending to increase or decrease the amplification.”
- A *cycle*



What is Feedback?

“**Specific information** about the comparison between a trainee’s **observed performance and a standard**, given with the **intent to improve** the trainee’s performance.”



Barriers Exist to Providing Feedback



How do we make it easier?

Establish a “Feedback Culture”



Cantillon P, Sargeant J. Giving Feedback in Clinical Settings. *BMJ* 2008; 337:a1961

Kornegay et al. Feedback in Medical Education: A Critical Appraisal. *AEM E&T* 2017; 1:98-109

Telio et al. The “Educational Alliance” as a Framework for Reconceptualizing Feedback in Medical Education. *Acad Med* 2015, 90:609-14

SET THE STANDARD



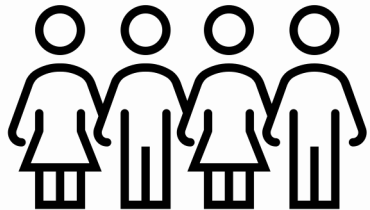
Be specific



Narratives differ based on race and gender

Men and White applicants described using competency-related behaviors

“Exceptional”
“Leaders”
“Quick learners”
“Intelligent”
“Comprehensive”
“Knowledgeable”



URM applicants described more frequently as...

“Competent”



Women applicants described using personal attributes

“Pleasant”
“Enthusiastic”
“Sensitive”
“Lovely”
“Empathetic”
“Compassionate”



Make direct observations



Observations drive evaluation

- Real time
- Specific and objective
- **Planned:** Observer knows in advance what they are looking for



How do you plan an observation?

- Define the content of the skill (Task Analysis)
- Getting to school on time
 - Waking up
 - Getting dressed
 - Eating breakfast
 - Coat and shoes
 - Make the bus



Organizing observations: the +/Δ

| + | Δ |
|--|--|
| <p data-bbox="639 572 1059 808">Examples of desired behavior/skill</p> <ul data-bbox="542 929 1110 1165" style="list-style-type: none"><li data-bbox="542 929 1110 1079">• Woke up to the alarm<li data-bbox="542 1108 1110 1165">• Brushed teeth | <p data-bbox="1442 572 2015 808">Examples of behavior/skill that requires change</p> <ul data-bbox="1403 929 2040 1165" style="list-style-type: none"><li data-bbox="1403 929 2040 1001">• Forgot socks<li data-bbox="1403 1015 2040 1165">• Got mad about breakfast options |

The Medical Interview



Greeting

Introduced self
Good eye contact

Didn't mention student status

Chief Complaint

Open-ended questions
"Describe..."

Interrupted
"Pt: I need to talk about..."
Student: "Yes, but when..."

PMH

Specific questions
"How much alcohol?"

Missed associated symptoms

Good summary

Missed empathy
"I can't afford to be sick."

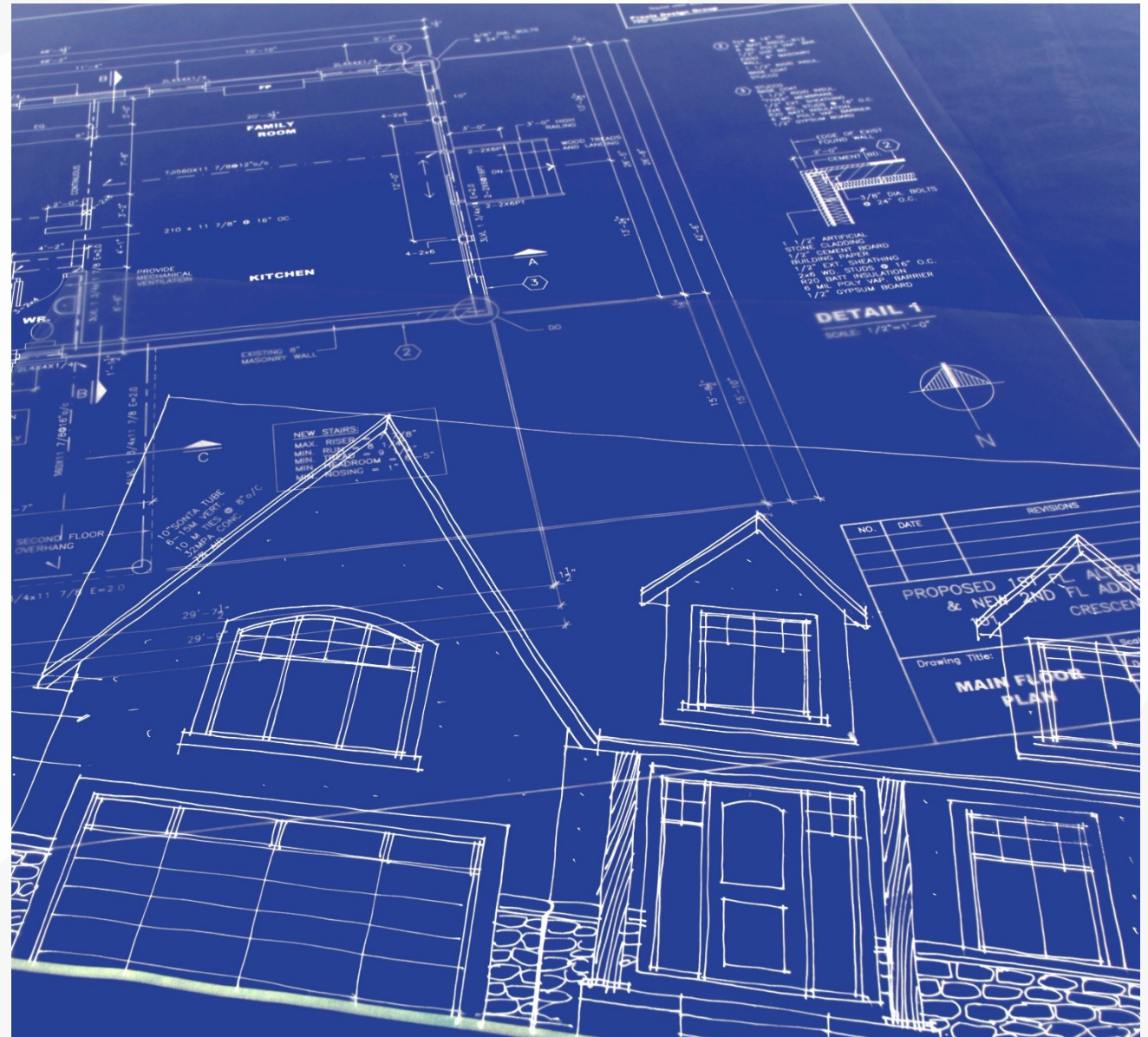
Make it Timely/Make it Short



Encourage self-reflection

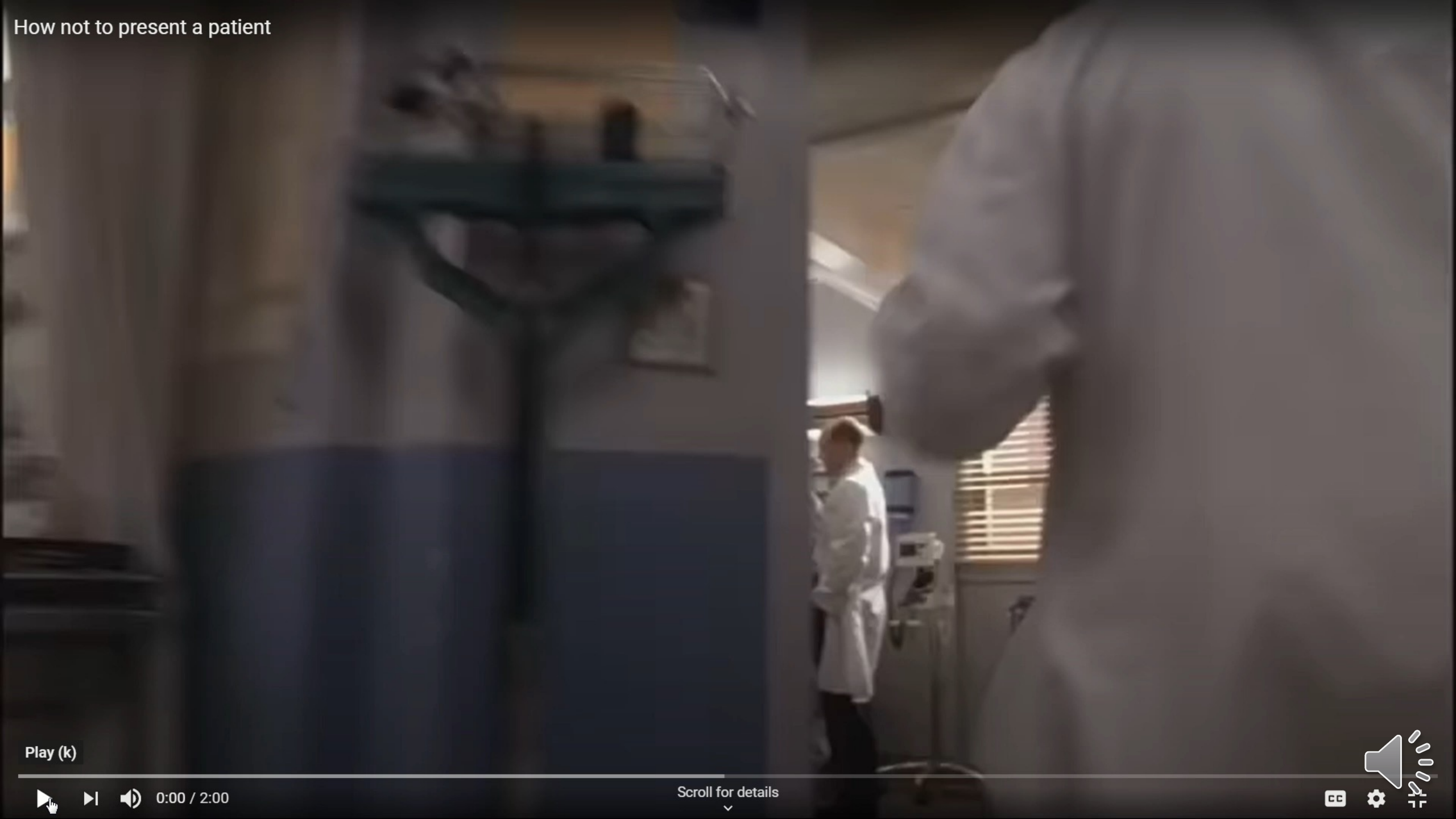


**MAKE A PLAN TO
ACHIEVE THE
DESIRED
PERFORMANCE**



Consider this medical student...

How not to present a patient



Play (k)

0:00 / 2:00

Scroll for details

CC

Settings

Volume



\pm

Δ

Culture of Feedback

- What is the culture of feedback at your institution? What works? What doesn't work?
- What can you do to influence the culture of feedback and evaluation at your institution?



Summary

- Summative assessment is a judgment of competence at the end of a learning experience by an evaluator
- Formative assessment (feedback) is a cycle of performance, observation and transmission of information to improve performance
- Direct observations are the foundation of evaluation and good feedback (using the $+/\Delta$)
- Creating a strong culture of feedback can help to overcome barriers



Thank You!

