

Written Evaluation

Passing on Observations for Summative
Evaluation

Teaching of Tomorrow
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Objectives

- › Define entrustable professional activities (EPAs), competencies and milestones
- › Describe the components of effective summative evaluation
- › Transform direct observations into effective written evaluation



Observations drive evaluation

- › And, evaluations are captured on...forms
 - EPAs
 - Competencies
 - Milestones



Entrustable Professional Activities

EPAs are units of professional practice, defined as tasks or responsibilities that trainees are entrusted to perform unsupervised once they have attained sufficient specific competence. EPAs are independently executable, observable, and measurable in their process and outcome, and, therefore, suitable for entrustment decisions.

- › = **work that we expect of providers**
- › Ex: Give or receive a patient handover
- › Level of “entrustment” = level of supervision

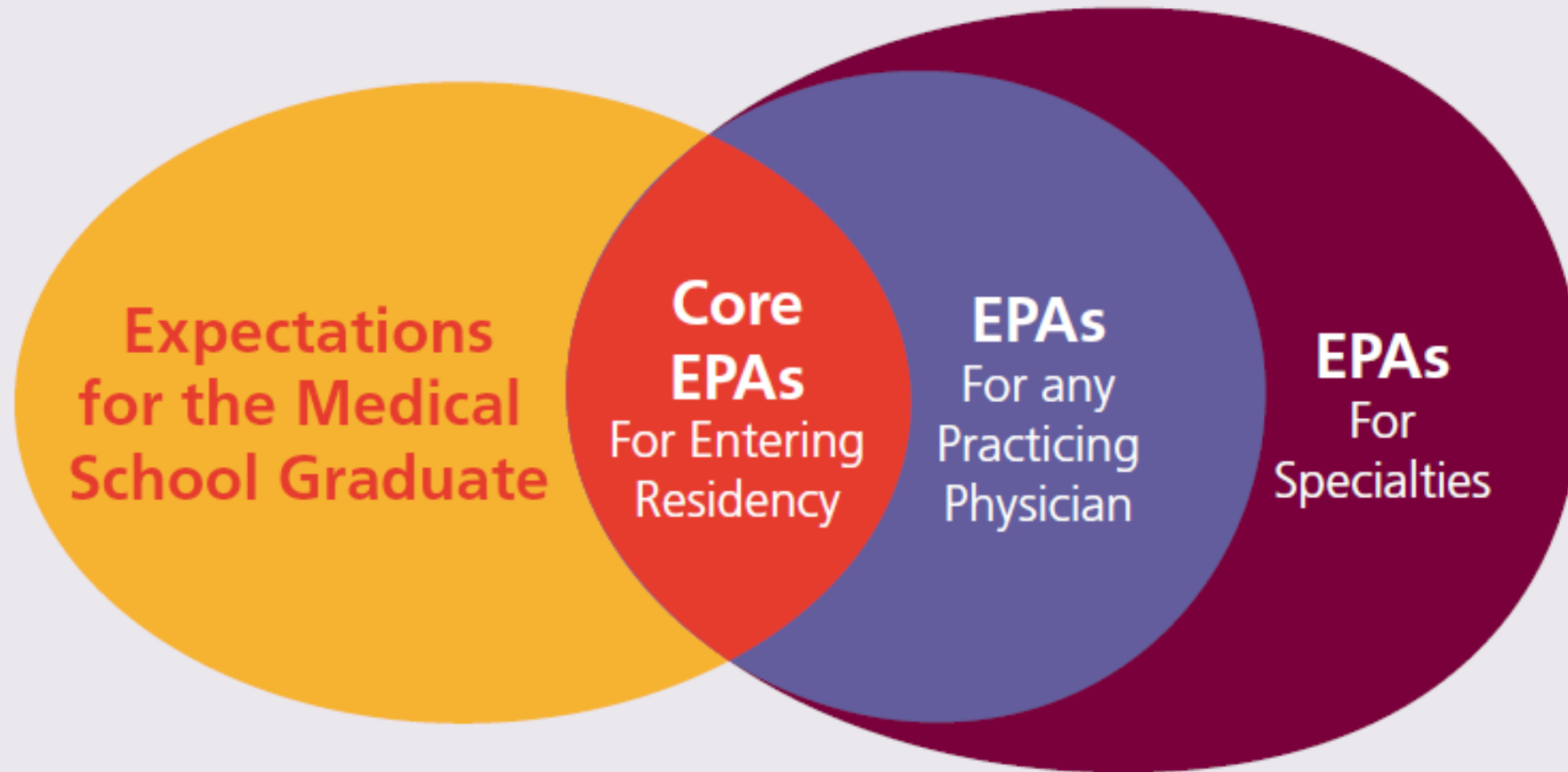


Figure 1. The relationships among the Core EPAs for Entering Residency to a medical school's graduation requirements, the EPAs for any physician, and specialty-specific EPAs

Competencies

- › An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition.
- › **Skill of the individual**

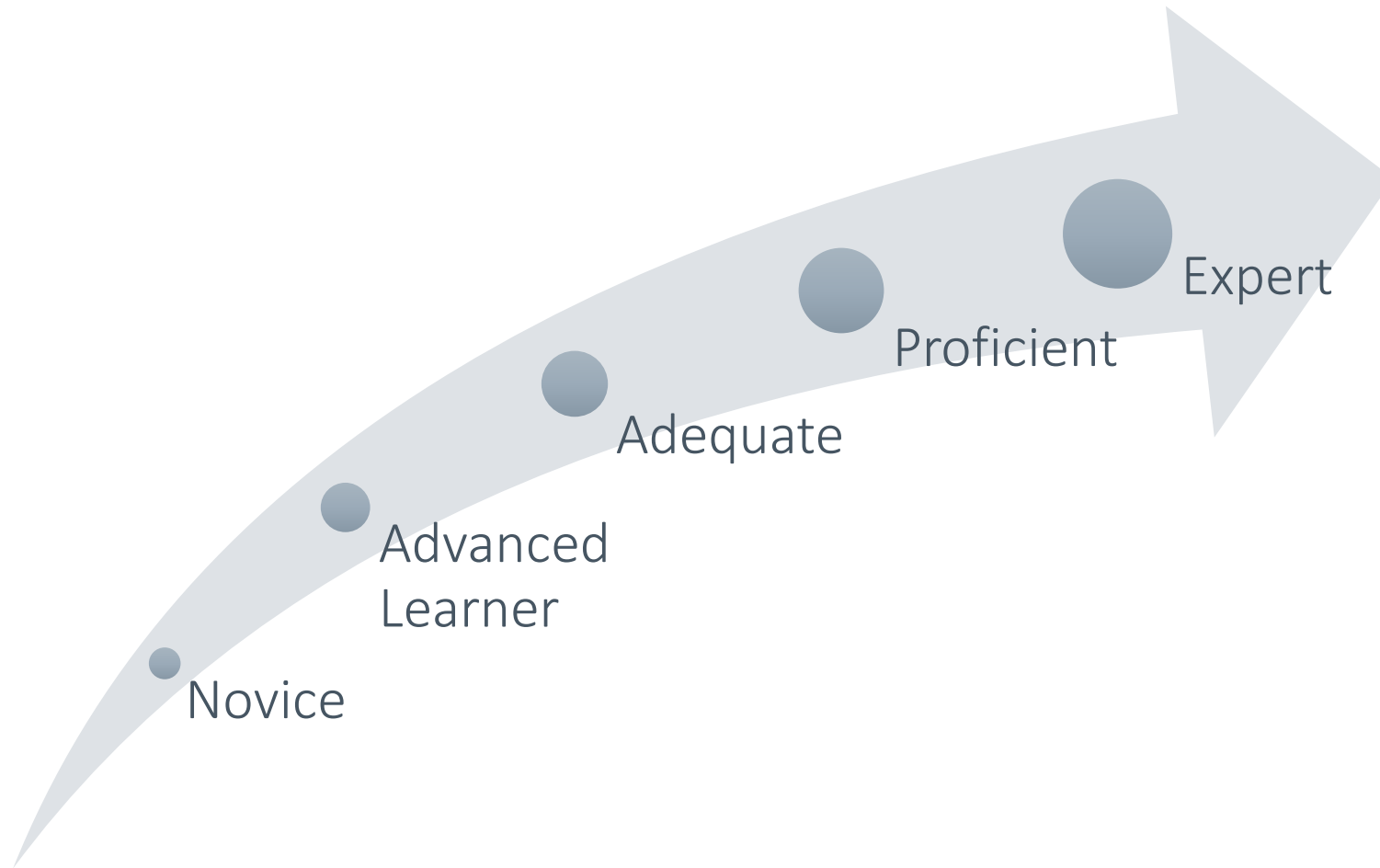


Milestones

- › A milestone is a behavioral descriptor that marks a level of performance for a given competency



Performance Milestones



...And the forms

- **Unable to Evaluate** – refers to areas that are either not applicable to your interactions with this student or for which you feel unable to provide sufficient assessment and feedback.
- **Unsatisfactory** – Student is not meeting expectations for that category. Evaluator must include a written explanation of the way(s) in which the student is not meeting expectations.
- **Developing** – Student has acquired some, but not all, of the attributes described for the category being evaluated.
- **Competent** – Student has achieved the level of performance described.
- **Exemplary** – Student is performing far above the level described for competent performance.

The student should be performing at the selected level at least 75% of the time.

Clinical Problem Solver:

- 1. Physical Exam** – Performs a targeted, accurate physical exam appropriate to the clinical setting; detects most findings; is responsive to patient needs
 - *Unable to Evaluate*
 - Unsatisfactory
 - Developing
 - Competent
 - Exemplary

- 2. Data synthesis** – Develops a broad, prioritized differential diagnosis which incorporates pertinent history, physical findings, and an interpretation of screening/diagnostic testing
 - *Unable to Evaluate*
 - Unsatisfactory
 - Developing
 - Competent
 - Exemplary

Summary

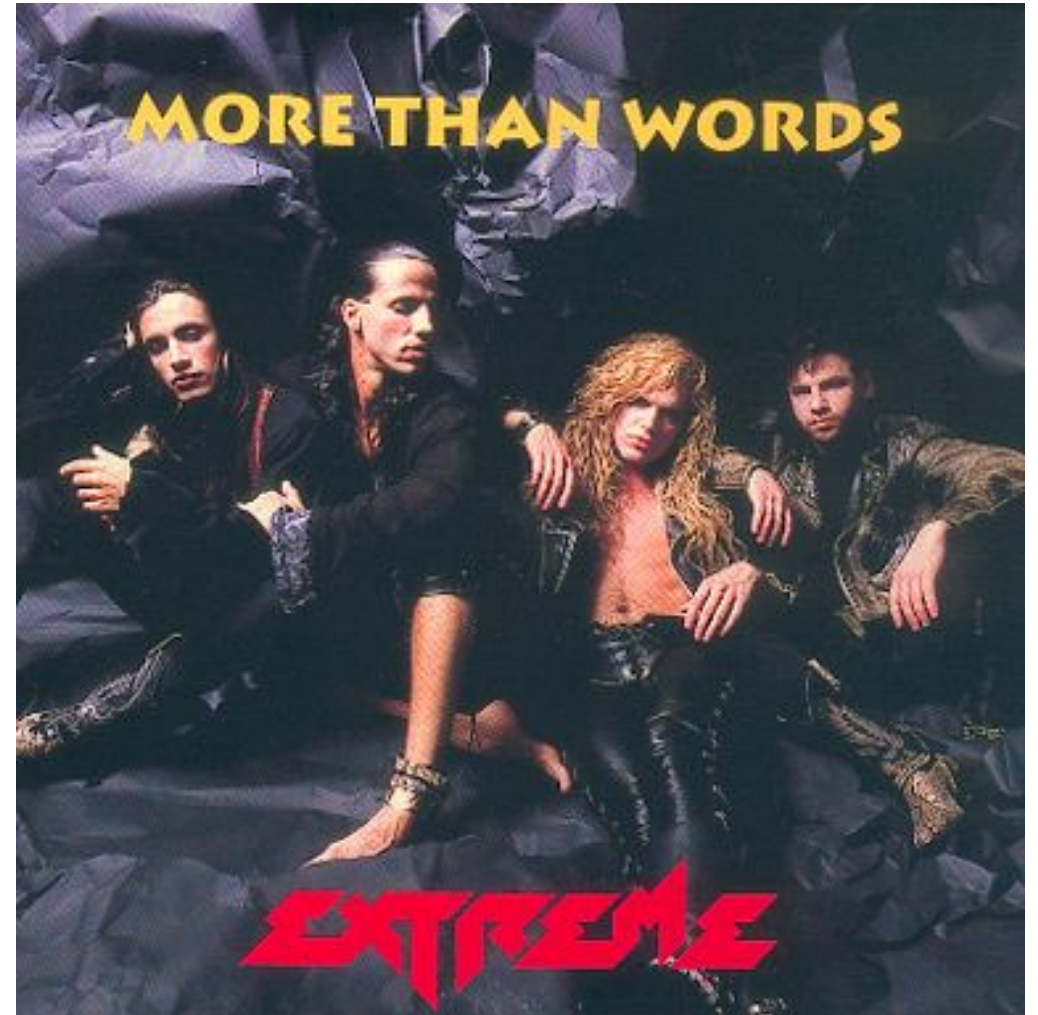
- › EPAs, competencies and milestones represent the current “units” for observation-driven evaluation
- › EPAs are the broad “units of work” expected of a provider
- › Competencies are the skills required to perform these units of work
- › Milestones describe the level at which a various skill is being displayed

But, what about the
narrative?



Writing Effective Evaluation Comments

- › Preceptor's perspective:
 - Easier?
 - Quicker?
 - Satisfying and meaningful
- › Clerkship/Program director's perspective:
 - Specific for longitudinal evaluation of competence
 - Especially when learner is struggling
- › Learner's perspective:
 - Specific and directly tied to performance
 - Highlight strengths



Tips For Efficient and Effective Written Evaluations

- › Pearls for writing effective evaluations in a short time

Adapted from Mark Vining, Pediatrics Residency Program Director, UMMS,
Faculty Development Series 2010

Pearl #1

- › Look back at the goals and objectives for the clerkship or residency rotation
- › Base the evaluations on those goals and objectives



Pearl #2

- › Identify and write about the three or four most important objectives for YOU
 - Evaluate everyone on those



Pearl #3



- Think of the last 5 learners at the same level that you evaluated
 - Consider their performance on the same competencies
 - Where does this learner fit? Are they developmentally similar to their peers?
 - Review the past evaluations if necessary

Pearl #4

- › To make the process of evaluation an ongoing one, start early
 - Send yourself e-mails with specific comments from your observations
 - Jot down examples (skills, behaviors)



Pearl #5

- When evaluating learners who are very strong:
 - Write about a particular style or approach (to patients, students, you) that makes them different
 - Provide a specific example of how this quality was demonstrated
 - Provide a meaningful comparison where appropriate



Pearl #6

- When evaluating the “typical” learner or the struggling learner:
 - Consider what the learner struggled with most
- Document what was done to help them improve, and detail the response
 - i.e. Document the results of formative evaluation



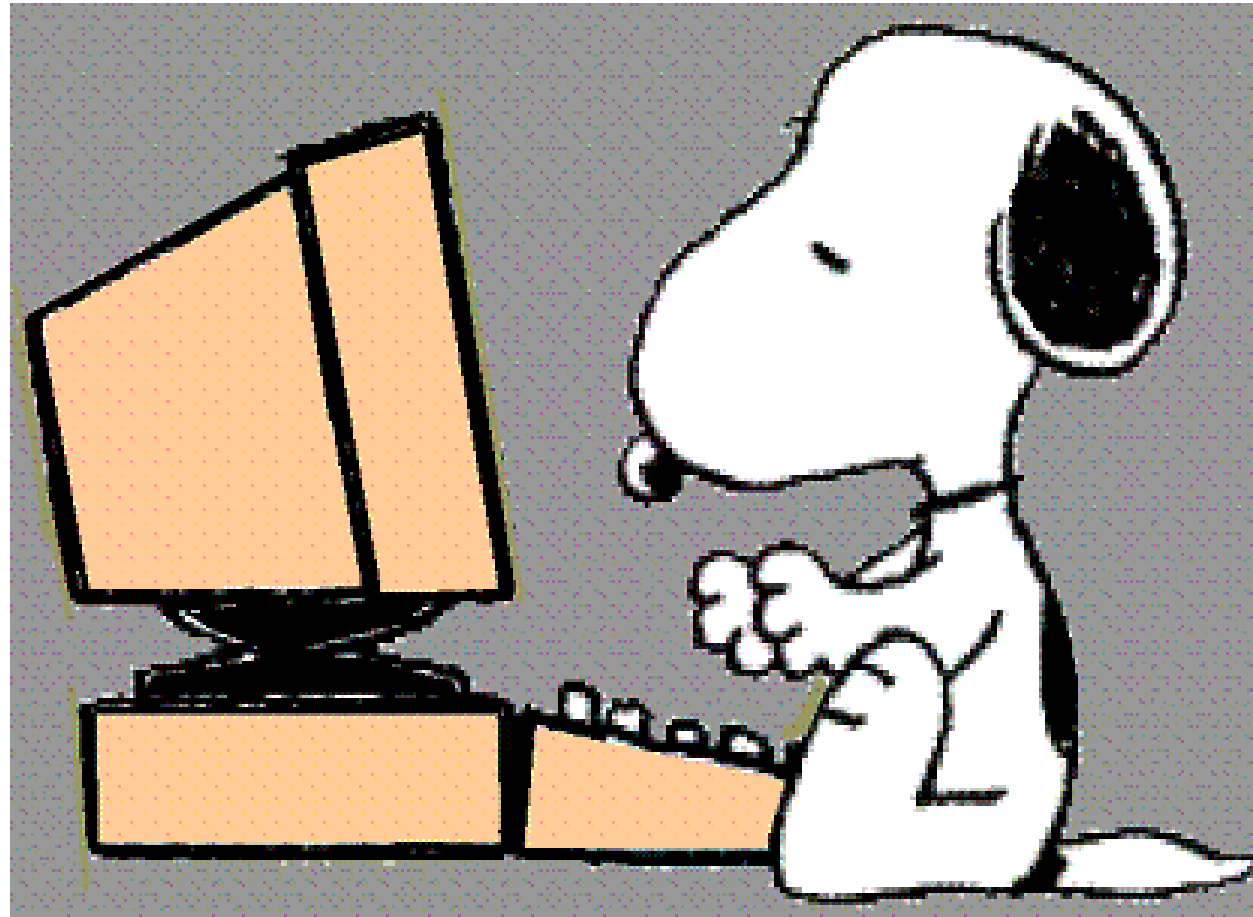
Let's Evaluate Dr. H!



Let's Evaluate!



Now, write!



An example

“Dr. H demonstrated tremendous growth during his inpatient ICU rotation. As a specific example, he initially struggled to complete a comprehensive patient handoff to the oncoming team, but with targeted feedback and direct observation, he was able to provide a highly detailed and organized patient handoff by the end of the clinical rotation. He now functions at a level appropriate to his time in training.”

How is this used?

› MSPE

- Summative evaluation are compiled *unedited* from primary preceptors
- Core competencies should be highlighted when possible

› GME

- Used by Clinical Competency Committees (CCC) to help determine ratings on Reporting Milestones biannually
- May inform program director's letter of evaluation

Pediatrics (May - June 2016) Grade: Honors

Overall grade based on: Clinical 40%, Exam 40%, and Project: 20%.

On 2700, his attending commented, "Dr. Rey proved to be a hard-working, well-read medical student who related well to the parents as well as the clinical staff. He was perhaps a bit tentative with some of the younger patients, but seemed to care deeply about their care." He did his ambulatory rotation with Charlie Pride, DO, who commented, "I was honored to have Shelby in our Free Weigh Program. He even provided a lecture to the teens at our summer camp about his findings in his research. One of the most impressive aspects of this lecture is how he communicated his findings from the Lancet article into a talk that adolescents not only understood, but enjoyed. This included him creating a video based on Beyoncé's 'Formation' to illustrate his talk. He clearly can communicate with teens!"

Summary

- › Summative evaluation is a final determination of a learner's performance
- › Use direct observations and be specific when writing a narrative or comment on performance

Questions?

