



Evaluating medical students

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- ❖ Feedback
 - ❑ Timely
 - ❑ Informal
 - ❑ formative
 - ❑ Specific
 - ❑ Improvement
- ❖ Evaluation
 - ❑ Scheduled
 - ❑ Formal
 - ❑ Summative
 - ❑ Global
 - ❑ Grading



What is your gold standard?

- ❖ Did the student achieve the objectives?
- ❖ Will you remember this student in 5 years?
- ❖ Does this student stand out in one or more aspects of patient care?
- ❖ Did the student progress beyond their initial abilities?



Our expectations

- ❖ Orientation for student
- ❖ Ongoing formative feedback (daily)
- ❖ Mid-rotation feedback session (2-3 weeks)
- ❖ Professionalism evaluation
- ❖ Prompt completion of paperwork



Potential pitfalls in evaluation

- ❖ Halo effect
- ❖ Insufficient evidence
- ❖ "You never told me that"
- ❖ "But I NEED honors"
- ❖ "Uh-Oh"—should they pass?
- ❖ "Lake Wobegon" effect



Halo effect

- ❖ One outstanding (often personal) characteristic that is not really related to what they are being evaluated on
 - ❑ Friendly, nice, outgoing, and well liked but clinically mediocre
 - ❑ Quiet, reserved or introspective student but clinically excellent
 - ❑ Shares a common interest at which they excel

Insufficient evidence

- ❖ At the end of the rotation you have a sense that student performance was in some way inadequate but can't recall enough detail to provide specifics.
 - ❖ Frequent formative feedback, develop a system for recording and providing
 - ❖ BE SPECIFIC in daily feedback

"You never told me that"

- ❖ The first time a student hears about not meeting your standards should not be when they get their grade
- ❖ No surprises/ No assumptions
- ❖ If you expect the student to read nightly, tell them so. If you want them to pre-round daily, tell them so.

"But I NEED Honors"

- ❖ Students should be evaluated on their current performance, not on their future plans
- ❖ Did they achieve the objectives of your course?
- ❖ Attitude/skills/knowledge in your area may be different than in their future area of expertise

Uh-OH-Should this student pass?

- ❖ Contact your course director or the SOM Dean's office as soon as you suspect a problem
- ❖ Use the professionalism form
- ❖ Document as many specifics as possible
- ❖ Don't be afraid to bring an issue up—
 - ❖ it may be a non-issue, in which case it won't hurt the student
 - ❖ It may be an issue which we can then help the student address

The "Lake Wobegon" effect

- ❖ Yes, all our students are above average (compared to the general population) but:
 - ❖ They are medical students, they have redistributed into a new normal distribution
 - ❖ Evaluation is a sometimes painful but necessary activity for their professional growth
 - ❖ Not all students are HONORS at all things. Overuse of honors diminishes its value
 - ❖ Near Honors or Satisfactory, when justified, is a perfectly fine grade and will not harm them.

Questions?