



The Office of Health Sciences Education invites you to the 2013-2014 Faculty of Health Sciences Journal Club



8:00 – 9:00 a.m.

Wednesday January 8, 2014

Glaxo Wellcome Centre (CEC), Louise D. Acton Building, 31 George Street, Room 121

Objectives of the Health Sciences Education Journal Club:

- 1) To learn and practise critical appraisal skills with respect to health science education literature
- 2) To use evidence based literature to guide our educational practice
- 3) To keep up to date on current and relevant literature in health sciences education
- 4) To stimulate an educational discussion for those engaged in health sciences education
- 5) To provide an enriched social and learning environment for faculty engaged in health sciences education

Topic: The Wretched Humanity of Assessment

Facilitator: Dr. David Taylor

Readings:

Yeates, P., O'Neill, P., Mann, K., Eva, K. (December 2012). Effect of Exposure to Good vs. Poor Medical Trainee Performance on Attending Physician Ratings of Subsequent Performances. *JAMA*. 308(21): 2226-32

Gingerich, A., Regehr, G., Eva, K.W. (2011). Rater-based assessments as social judgments: Rethinking the etiology of rater errors. *Acad Med*. 86(10 Suppl), S1-S7

Suggested Approach:

Assessing health professions trainees in the clinical arena has long been a challenging task. Concerns of reliability, validity, bias, defensibility, etc. have doggedly pursued the evolution of assessment strategies. Changes to rating scales, assessment procedures, and rater training have not met expectations for improvement. Fundamentally, we have not gotten significantly better at quantifying the quality of our students. The first article examines and describes contrast bias in simulated clinical assessments. It lays out one specific challenge we face in performing assessments in a dynamic and complex workplace environment. The second article, a review, looks at current assessment strategies through a social-cognitive theory lens. It challenges the direction in which the evolution of assessment strategies are heading at a foundational level.

Guided Reading Questions:

1. What is the significance of contrast bias, as described in the first article, when we consider the student-in-trouble in our programs?
2. Competency-based assessment inherently rates (quantifies). How do we justify using a *quantitative* approach to look at *qualities* of trainees?
3. Consider again the student-in-trouble with inevitably contrasting clinical assessments. In light of the second article, do we need a paradigm shift (or tweak) in our assessment strategies here at Queen's? What would that look like?

Upcoming Journal Club Dates:

February 12 * March 12 * April 9 * May 14

For more information, please visit our website at: http://healthsci.queensu.ca/education/ohse/programs/journal_club_2013-2014