

On Workplace-based Assessment in Clerkship

An Overview for Clerkship Directors, Faculty & Residents teaching in clerkship



College of Medicine
Tucson

References with hyperlinks

Karen Spear Ellinwood, PhD, JD, EdS
Director, Faculty instructional development
Curricular Affairs
UArizona College of Medicine-Tucson

BIBLIOGRAPHY ON KEY TOPICS¹

Assessment & WPB Assessment

American Board of Internal Medicine (ABIM). <https://www.abim.org/program-directors-administrators/assessment-tools/mini-cex.aspx>

Bond, L. (1996). Norm- and criterion-referenced testing. *Practical Assessment, Research & Evaluation*, 5(2). Retrieved September 2002, from <http://ericae.net/pare/getvn.asp?v=5&n=2>.

Deiorio NM, Carney PA, Kahl LE, Bonura Em & Miller Juve A. Coaching: a new model for academic and career achievement. *Med Educ Online* 2016, 21: 33480 - <http://dx.doi.org/10.3402/meo.v21.33480>.

Govaerts MJ, Schuwirth LW, Van der Vleuten CP, Muijtjens AM. Workplace-based assessment: effects of rater expertise. *Adv Health Sci Educ Theory Pract.* 2011;16(2):151-165. doi:10.1007/s10459-010-9250-7.

Govaerts MJ, Van de Wiel MW, Schuwirth LW, Van der Vleuten CP, Muijtjens AM. Workplace-based assessment: raters' performance theories and constructs. *Adv Health Sci Educ Theory Pract.* 2013;18(3):375-396. doi:10.1007/s10459-012-9376-x

Halman S, Rekman J, Wood T, et al. Avoid reinventing the wheel: implementation of the Ottawa Clinic Assessment Tool (OCAT) in Internal Medicine. *BMC Med Educ.* 2018; 19: 218.

Hamdy, H. AMEE guide supplements: Workplace-based assessment as an educational tool. Guide supplement 31.1 – Viewpoint; *Medical Teacher* 31:59-60; 2009.

M, Young, M & Nguyen LHP. Toolbox of assessment tools of technical skills in otolaryngology–head and neck surgery: A systematic review. *Laryngoscope*, 128:1571–1575, 2018.

Martin L, Sibbald M. Barking up the same tree? Lessons from workplace-based assessment and digital badges. *Medical Education.* 2020;54(7):593-595. doi:10.1111/medu.14178

Mortaz Hejri, Sara, Jalili, Mohammad, Masoomi, Rasoul, Shirazi, Mandana, Nedjat, Saharnaz, and Norcini, John. "The Utility of Mini-Clinical Evaluation Exercise in Undergraduate and Postgraduate Medical Education: A BEME Review: BEME Guide No. 59." *Medical Teacher.* 42.2 (2020): 125-42. Web.

Norcini J, Blank L, Duffy FD, Fortina G. 2003. The mini-CEX: A method of assessing clinical skills. *Ann Intern Med* 138:476–481.

Peters, H., Holzhausen, Y., Maaz, A. et al. Introducing an assessment tool based on a full set of end-of-training EPAs to capture the workplace performance of final-year medical students. *BMC Med Educ* 19, 207 (2019). <https://doi.org/10.1186/s12909-019-1600-4>

Rekman J, Gofton W, Dudek N, et al. Entrustability scales: Outlining their usefulness for competency-based clinical assessment. *Acad Med.* 2016; 91: 186-190.

Understanding Medical Education : Evidence, Theory and Practice, edited by Tim Swanwick, John Wiley & Sons, Incorporated, 2010. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uaz/detail.action?docID=589220>.

¹ Articles with lead author in bold font are cited in this lit review.

Entrustability Scale

Association of American Medical Colleges. Core EPA pilot participants. Available from:

<https://www.aamc.org/initiatives/coreepas/pilotparticipants>. Accessed: Feb, 2011.

Dolan BM, O'Brien CL, Green MM. Including Entrustment Language in an Assessment Form May Improve Constructive Feedback for Student Clinical Skills. *Medical Science Educator*. 2017;27(3):461-464.

Englander R, Flynn T, Call S, et al. Toward defining the foundation of the MD degree: Core Entrustable professional activities for entering residency. *Acad Med*. 2016; 91: 1352-1358.

Feedback

Abraham, R.M., Singaram, V.S. Using deliberate practice framework to assess the quality of feedback in undergraduate clinical skills training. *BMC Med Educ* 19, 105 (2019).

<https://doi.org/10.1186/s12909-019-1547-5>

Cantillon P & Sargeant J. Giving Feedback in clinical settings. *British Medical Journal* 337:1292-94; Nov 2008.

Ende J. Feedback in clinical medical education. *JAMA* 250(8):777-81; 1983

Gigante J et al. Getting Beyond "Good Job": How to Give Effective Feedback. *Pediatrics* Vol. 127, No.2;

Hewson MG & Lille ML. Giving Feedback in Medical Education. *Journal of General Internal Medicine*, 13: 111-116; 1998. doi: 10.1046/j.1525-1497.1998.00027.x

Kogan J. How to evaluate and give feedback. In, L.W. Roberts (ed.), *The Academic Medicine Handbook: A Guide to Achievement and Fulfillment for Academic Faculty*. Springer:New York, pp. 91-101; 2013. DOI 10.1007/978-1-4614-5693-3_11.

Nicol DJ & Macfarlane-Dick D. Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education*, 31:2, 199-218; 2006. Accessed at: <http://dx.doi.org/10.1080/03075070600572090>.

Spear Ellinwood KC. Reflective Feedback Conversations. Online course in Rise Articulate.

https://rise.articulate.com/share/vxJXIMbef-QZWuGUS1j1tUbtXh_xj-#/ (CoM-T Resource).

Unconscious Bias

Bellack J. Unconscious Bias: An Obstacle to Cultural Competence. Editorial. *Journal of Nursing Education*. 54:9, Suppl., 2015.

Bullock J & Hauer KE. Healing a broken clerkship grading system. <https://www.aamc.org/news-insights/healing-broken-clerkship-grading-system> (AAMC Diversity & Inclusion in Medical Education; 22 Feb 2020).

Bullock, J. L., Lai, C. J., Lockspeiser, T., O'Sullivan, P. S., Aronowitz, P., Dellmore, D., Fung, C. C., Knight, C., & Hauer, K. E. (2019). In Pursuit of Honors: A Multi-Institutional Study of Students' Perceptions of Clerkship Evaluation and Grading. *Academic medicine : journal of the Association of American Medical Colleges*, 94(11S Association of American Medical Colleges Learn Serve Lead), S48-S56. <https://doi.org/10.1097/ACM.0000000000002905>

Grosvenor AM. Isn't She Lovely? *Medicine@Brown*. <https://medicine.at.brown.edu/article/isnt-she-lovely/> (posted Fall 2019).

Hemmer, P.A., Karani, R. Let's Face It: We Are Biased, and It Should Not Be That Way. *J GEN INTERN MED* 34, 649-651 (2019). <https://doi.org/10.1007/s11606-019-04923-w>

Lee, Katherine & Vaishnavi, Sanjeev & Lau, Steven & Andriole, Dorothy & Jeffe, Donna. (2007). "Making the grade:" Noncognitive predictors of medical students' clinical clerkship grades. *Journal of the National Medical Association*. 99. 1138-50.

Low D, Pollack SW, Liao ZC, et al. Racial/Ethnic Disparities in Clinical Grading in Medical School. *Teach Learn Med*. 2019;31(5):487-496. doi:10.1080/10401334.2019.1597724

Steinke P & Fitch P. Minimizing Bias When Assessing Student Work. *Research & Practice in Assessment*, 12, 87-95; 2017.