

**AUPN Neurology Clerkship and Program Directors Workshop 2014**  
***Back to Basics: Evaluation and Feedback***

**Sunday, April, 27, 2014 ~ 6:30-8:30 am**  
**Philadelphia Marriott Downtown**  
**1201 Market Street**  
**Philadelphia, PA 19107**  
**Meeting Room: 405**

**Course Directors:**

James M. Stankiewicz MD, Harvard Medical School  
Jeffrey C. McClean MD, San Antonio Military Medical Center

**Course Description:**

Both the novice educator and the seasoned veteran of many years can benefit from revisiting the way they evaluate trainees and provide feedback. It is only fair to our students that we evaluate as accurately as possible given high stakes residency or fellowship placement. It is also requisite that we give the best possible feedback to promote professional development. In this course two experts bring educators up-to-date on current understandings in evaluation and feedback. Educators will also learn from their colleagues about approaches that work. We intend to empower course attendees to do both evaluations and feedback better. Open to both clerkship and program directors.

**Agenda**

- 6:30-7:00**      **State of the Art Evaluation**  
*Speaker: C. Jessica Dine, MD, University of Pennsylvania*
- 7:00-7:20**      **Small Group Case Exploration**  
*Facilitator: James M. Stankiewicz, MD, Harvard Medical School*
- Challenge 1: The “un-deserved” grade
  - Challenge 2: Is it an Honors or a High Pass?
- 7:20-7:50**      **State of the Art Feedback**  
*Speaker: Judy A. Shea, PhD, University of Pennsylvania*
- 7:50-8:10**      **Feedback on Feedback: Dual Practice Session**  
*Speaker: James M. Stankiewicz, MD, Harvard Medical School*
- 8:10-8:30**      **Small Group Case Exploration**  
*Facilitator: Jeffrey C. McClean, MD, San Antonio Military Medical Center*
- Challenge 3: Is it the same student? Discrepancies in evaluation
  - Challenge 4: How to motivate unmotivated faculty

## ***Faculty Biographies***

### **Dr. James M. Stankiewicz**

*Harvard Medical School*

Dr. Stankiewicz is an Assistant Professor of Neurology at Harvard Medical School. He is Neurology Clerkship Director at Brigham and Women's Hospital. He also co-directs the multiple sclerosis fellowship program at the Partners MS center.

Dr. Stankiewicz received his AB from the University of Chicago in 1993 in the Biological Sciences with a specialization in Neurosciences, graduating Phi Beta Kappa. He earned his MD at Loyola University Medical School. He completed medical internship at Mt. Auburn hospital and neurology residency at Tufts. He was a post-doctoral research fellow in the neuroimaging of multiple sclerosis under the guidance of Rohit Bakshi, MD.

Dr. Stankiewicz has authored or co-authored over twenty scholarly works. He co-edits Multiple Sclerosis: Principles of Diagnosis and Treatment, currently the best selling textbook in the field.

### **Dr. Jeffrey C. McClean**

*San Antonio Military Medical Center*

### **Dr. C. Jessica Dine**

*University of Pennsylvania*

Dr. Dine is an Assistant Professor in the Division of Pulmonary, Allergy and Critical Care at the Perelman School of Medicine at the University of Pennsylvania. She is also an Associate Program Director for the Internal Medicine Residency Program. Dr. Dine's clinical focus is on consultative pulmonary medicine. Her research interests include understanding and measuring the formation of practice patterns and creating measures of supervision, influence and training in medical education.

### **Judy A. Shea, Ph.D.**

*University of Pennsylvania*

Judy A. Shea, Ph.D. is Professor in the Division of General Internal Medicine, Department of Medicine, University of Pennsylvania. She is Interim Chief, General Internal Medicine, Associate Dean of Medical Education Research and Director of the Office of Evaluation and Assessment in the Academic Programs Office, School of Medicine. She serves dual roles, working with faculty and fellows to design and evaluate research projects, and directing the evaluation of the medical school curriculum and faculty. Much of her work focuses on evaluating the psychometric properties of curriculum evaluation tools and developing measures to assess components of health such

## State of the Art Evaluation

**Dr. C. Jessica Dine**

*University of Pennsylvania*

Objectives:

1. Define milestones and Entrustable Professional Activities (EPA)
2. Detail a practical example of how to develop a Next Accreditation System (NAS)-ready evaluation system
3. Evaluate potential barriers to implementation

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Learning objectives

Small Group Case Exploration

1. Develop a consistent approach to challenging evaluation situations
2. Learn strategies to make difficult grading situations less stressful
3. Gain exposure to how others think about grading

Small Group Case Exploration

Challenge 1: The “un-deserved” grade

Your clerkship coordinator sends you the grades for last month’s students. You scan the spreadsheet and see that Joe Smith has performed poorly, below the cut-off for passing. Floor evaluation scores are low but written comments collected on the evaluations do not converge on specific behaviors that were concerning. There are a few comments about how Joe’s presentations were lackluster but improving. His shelf score is in the lowest 5<sup>th</sup> percentile nationally.

1. How would you approach this situation? What are the issues here?
2. Is there any more information you would collect? Would you fail the student or take a different approach?

You tell Joe about his substandard performance and your decision about his grade. He tells you that he is surprised to hear this and very upset. He wishes to meet with you to review his performance.

3. Would you prepare for this meeting? If so, how?

Challenge 2: Is it an Honors or a High Pass?

That same month you see on the spreadsheet that Sara Jones is on the borderline between high honors and honors. Your cutoff is 85<sup>th</sup> percentile for high honors, Sara’s overall grade (shelf and evals) falls in the 82<sup>nd</sup> percentile. Her shelf was in the 90<sup>th</sup> percentile. You had Sara on service with you, very much liked her, and personally felt like she probably was in the low high honors range. She has told you that she would like to pursue neurology as a career.

1. How would you approach this situation? What are the issues here?
2. Is there any more information you would collect? Would you keep her grade a high pass or give her the honors?

# State of the Art Feedback

**Judy A. Shea, Ph.D.**

*University of Pennsylvania*

Objectives:

1. Define feedback and its importance
2. Recognize barriers to providing feedback
3. Identify effective characteristics of feedback

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Learning objectives

Feedback on Feedback: Dual Practice Session

1. Gain experience in delivering feedback effectively
2. Appreciate areas for growth in giving feedback
3. Sharpen strengths in feedback delivery

Feedback on Feedback: Dual Practice Session

Exercise: You will pair with another course participant. One of you will be John, the person receiving feedback, and the other will be the faculty member giving the feedback. Your feedback session should last 5-10 minutes. After the session is completed, "John" should let the faculty member know how the feedback session went from his perspective. "John" should then give feedback on how well the feedback was delivered using the principles of feedback given by Dr. Shea. Then the pair should switch roles and repeat.

The scenario:

You are working with a resident, John, on the floors and have a number of concerns. John has been taking the calls for the consult pager and is often times sharp with those asking for consults. His knowledge base, presentations, and clinical formulations are below what you would expect for his level of training though not markedly so. He seems disengaged from patients. On the other hand, he has kept the service well organized and has helped keep the consulting teams well informed.

# EVALUATION

## AUPN Neurology Clerkship and Program Directors Workshop 2014 *Back to Basics: Evaluation and Feedback* Sunday, April 27, 2014 6:30-8:30AM Philadelphia Marriott Downtown

### 1 - State of the Art Evaluation

Speaker: C. Jessica Dine, MD, University of Pennsylvania

**Please Circle One**

Was presented effectively	Excellent	Good	Fair	Poor
Is relevant to the challenges that I face	Excellent	Good	Fair	Poor
Is likely to enable me to solve some the challenges that I face	Excellent	Good	Fair	Poor

Comments: \_\_\_\_\_  
\_\_\_\_\_

### 2 - Small Group Case Exploration

Facilitator: James M. Stankiewicz, MD, Harvard Medical School

Challenge 1: The "un-deserved" grade

Challenge 2: Is it an Honors or a High Pass?

**Please Circle One**

Was presented effectively	Excellent	Good	Fair	Poor
Is relevant to the challenges that I face	Excellent	Good	Fair	Poor
Is likely to enable me to solve some the challenges that I face	Excellent	Good	Fair	Poor

Comments: \_\_\_\_\_  
\_\_\_\_\_

### 3- State of the Art Feedback

Speaker: Judy A. Shea, PhD, University of Pennsylvania

**Please Circle One**

Was presented effectively	Excellent	Good	Fair	Poor
Is relevant to the challenges that I face	Excellent	Good	Fair	Poor
Is likely to enable me to solve some the challenges that I face	Excellent	Good	Fair	Poor

Comments: \_\_\_\_\_  
\_\_\_\_\_

**4- Feedback on Feedback: Dual Practice Session**

*Speaker: James M. Stankiewicz, MD, Harvard Medical School*

**Please Circle One**

Was presented effectively	Excellent	Good	Fair	Poor
Is relevant to the challenges that I face	Excellent	Good	Fair	Poor
Is likely to enable me to solve some the challenges that I face	Excellent	Good	Fair	Poor

Comments: \_\_\_\_\_  
\_\_\_\_\_

**5 - Small Group Case Exploration**

*Facilitator: Jeffrey C. McClean, MD, San Antonio Military Medical Center*

Challenge 3: Is it the same student? Discrepancies in evaluation

Challenge 4: How to motivate unmotivated faculty

**Please Circle One**

Was presented effectively	Excellent	Good	Fair	Poor
Is relevant to the challenges that I face	Excellent	Good	Fair	Poor
Is likely to enable me to solve some the challenges that I face	Excellent	Good	Fair	Poor

Comments: \_\_\_\_\_  
\_\_\_\_\_

**What portions of the workshop did you find most useful or least useful ?**

\_\_\_\_\_  
\_\_\_\_\_

**Please list suggestions for future topics and speakers:**

\_\_\_\_\_  
\_\_\_\_\_

**Additional Comments:**

\_\_\_\_\_  
\_\_\_\_\_

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**AUPN Clerkship and Program Directors Workshop Attendees**

**April 27, 2104**

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