

**CHEST2018 Session #10798 – Faculty Development Forum**  
**Reclaiming conversation: feedback collection from faculty**  
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“If applied inappropriately, [competency-based assessment] can result in demotivation, a focus on minimum acceptable standards, increased administrative burden, and a reduction the educational content.”

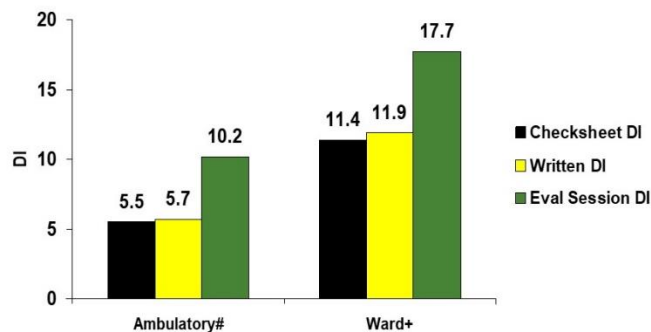
- Leung W. BMJ 2002

...at work, at home, in politics, and in love, we find ways around conversation, tempted by the possibilities of a text or an email in which we don't have to look, listen, or reveal ourselves.

- Sherry Turkle

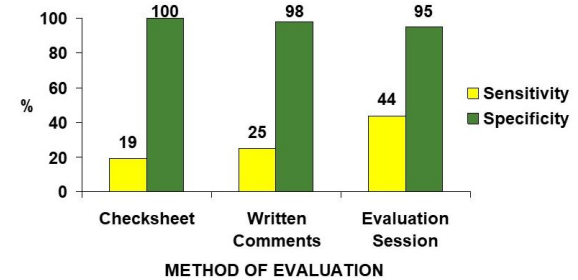
- An evaluation form is not a grading framework! Assessment programs require resources to “diagnose the learner”
- Reclaiming conversation requires: **Time**, Space, Sustained attention, Collaboration, Solitude & Self-reflection, Appreciation of differences, Regularity
- If you have face-to-face evaluation sessions, faculty will...
  - Tell you what they would not write down (completeness)
  - Be more likely to use your framework (fairness)
    - Frame-of-reference training, “Shared mental model”
  - Better predict learners’ later performance (sensitivity)

Detecting Deficiencies in Professionalism:  
 Comparing Evaluation Methods and Clinical Settings  
 (Hemmer PA, et al. Acad Med. 2000;75:167-73)



DI = % of professionalism domains rated less than acceptable by evaluators  
 # p < 0.02, Eval Session vs Checksheet or Written Comments, Odds Ratio 1.9 (Chi square analysis)  
 + p < 0.01, Eval Session vs Checksheet or Written Comments, Odds Ratio 1.7 (Chi square analysis)

Using Descriptive Evaluation to Identify Students with Marginal Funds Of Knowledge  
 (Hemmer PA, Pangaro L. Acad Med. 1997;72:641-43)



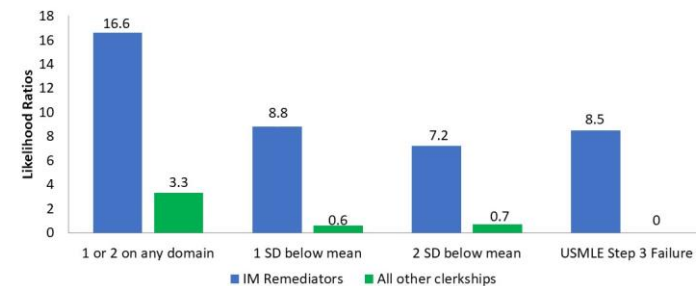
Using RIME (one of many grading frameworks)

- Ambulatory teachers who come to evaluation sessions use RIME more
- More likely to have comments match grade recommendation

|                                       | Attended Eval Session (n= 190) | Did Not Attend Eval Session (n=68) |                     | Attended Eval Session       | r= 0.72*   |
|---------------------------------------|--------------------------------|------------------------------------|---------------------|-----------------------------|------------|
| RIME Utterances per narrative         | 1.9                            | 0.9                                | p<0.0001<br>d= 0.55 | Did not attend eval session | r= 0.47*   |
| Narratives containing RIME utterances | 69.8%                          | 40.4%                              | p<0.0001            |                             | *p < 0.001 |

Hemmer PA, et.al. JGIM. 2015;30:1313-18

Use of face-to-face evaluation sessions (=Medicine-blue) predicts internship problems better than all other clerkship specialties combined



PGY1 Performance of Medicine Clerkship remediators (n = 25) vs. all students less than Pass grade from other clerkships combined (n = 22) Classes 2007-2011. Domain ratings and SD scores in areas of Medical Expertise and Professionalism