

Effective Teacher Series

Evaluation: How to Write an Effective Narrative

12 September 2005
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Agenda

- Objectives - Wagner
- Pre-test - Wagner
- Letters of Recommendation – Wainscott
- Clinical Evaluations – Wagner & Parker
- Post-test - Wagner

Types of Evaluations

Our focus today

- Formative evaluation** – feedback on a student's performance so he/she can improve
- Summative evaluation** – feedback on a student's performance that is recorded
 - Letter of evaluation** – a summative evaluation provided to a prospective employer/school for the purpose of objectively reporting past performance (e.g. dean's letter)
 - Letter of recommendation** – a summative evaluation provided to a prospective employer/school for the purpose of supporting the student's application and/or predicting future performance

Learning Objectives

- List the ___ key characteristics of an excellent letter of recommendation
- List the similarities among and differences between letters of recommendation and clinical evaluations
- List the four key characteristics of an excellent narrative clinical evaluation.
- Given an evaluation, recognize how it could be improved.

Audience Response Instructions

- Using your audience response module, rate the displayed evaluations on a scale from 1 (no info) to 5 (much info)
- Rate the amount of useful information provided (not the positivity of the evaluation)
- Your response will be anonymously, automatically recorded for display later

1: no info 2: little info 3: some info 4: more info 5: much info

Evaluation #1

"John is a very solid student. He improved in every aspect during my time observing him. He should continue to read to expand his medical knowledge. He will be able to spend this year exploring the different aspects of medicine to decide what field he is most interested in for his career."

1: no info 2: little info 3: some info 4: more info 5: much info

Evaluation #2

✶ "I was extremely pleased with Chris' clerkship, especially the progress he made. When she started I thought she would do satisfactory work, say a 'B' level. At the midpoint evaluation I challenged her to read more and be an active participant in discussions. She responded in spades and from then on had read something pertinent to patients essentially every day. I learned things from her. The last two weeks were very different from the first two, sort of like a different student, interested and growing."

1: no info 2: little info 3: some info 4: more info 5: much info

Key Characteristics

- ✶ Balanced
- ✶ Contextual
 - Writer's exposure to students
 - Writer's exposure to this student
- ✶ Concrete
 - Normative
 - Criterion
- ✶ Constructive

Evaluation #1

✶ "Beth demonstrated an adequate fund of knowledge related to topics relevant to the emergency surgery/trauma service. She appeared to get along well with peers, and completed all tasks assigned. She did not display the amount of interest in ward activity, operating room experience, outside reading, or surgical pathophysiology as one would have hoped. Tasks often had to be assigned, as she did not actively seek out as many learning experiences as she could have."

1: no info 2: little info 3: some info 4: more info 5: much info

Evaluation #2

✶ "Did not show much enthusiasm for learning. She appeared overwhelmed most of the time. H&P write-ups were less than comprehensive. She appeared very depressed and unenthusiastic at first. I was worried she would fail the rotation. She admitted she was overwhelmed and stressed out but got her bearings during the second half of the rotation."

1: no info 2: little info 3: some info 4: more info 5: much info

Balanced Evaluations

- ✶ Try to comment on the many aspects of a student/resident's performance:
- Work ethic (availability)
 - Interpersonal skills (team playing or affability)
 - Communication skills
 - Clinical skills (ability)

Constructive Evaluations

- ✶ Provide concrete examples of how the student/resident can improve

Evaluation #3

✶ "John was an outstanding student. He was mature, insightful, well-read, and absolutely reliable – beyond the level of an intern as a third year student. John will be a tremendous attribute to Medicine in general and particularly to his chosen field. In my 13 years of experience, I have not encountered any students any better than John. Nothing would delight me more than to have John as a resident in our program."

1: no info 2: little info 3: some info 4: more info 5: much info

Contextual Evaluations

- ✶ Provide the perspective of the evaluation
 - Writer's exposure to students (i.e. To how many students/residents has the writer been exposed?)
 - Writer's exposure to this student (i.e. How much exposure did the writer have to this student/resident?)

Evaluation #4

✶ "He was a pleasure to have on service. It was apparent both during rounds and after rounds that he was involved in patient care. He has read upon disease processes and disease differentials during rounds. He gave a talk on headaches during rounds. He is always willing to help out and available to the residents."

1: no info 2: little info 3: some info 4: more info 5: much info

Evaluation #5

✶ Excellent student. Resourceful, hard working, reliable, very pleasant. He acted independently and confidently. He educated the team about various clinical processes. He will make a great pediatrician. Has a wonderful attitude.

1: no info 2: little info 3: some info 4: more info 5: much info

Concrete Evaluations

- ✶ Provide meaningful descriptions of what the student was able to accomplish
 - Through examples or anecdotes
 - Through specifically descriptive terms

Evaluation #6

✶ "Frank is a very interesting young man who has lots of intellectual curiosity and is a bit eccentric, but refreshing. He participated well in the activities of the service and seemed to enjoy the rotation. His medical knowledge and synthetic abilities are appropriate to his level of education. His strengths lie in his very positive approach to his education and life in general. The residents found him helpful and fun to work with. He was very attentive, often staying late to participate in cases that went beyond regular hours."

1: no info 2: little info 3: some info 4: more info 5: much info