



DEPARTMENT OF CLINICAL EDUCATION

ASSESSMENT INSTRUMENTS

Data gathering instruments, relationships, and potential uses

Key

CBI	Community Based Internship
T7	Clinical Internship II
T8	Clinical Internship III
T9	Clinical Internship IV
T10	Clinical Internship V/VI

Assessment of Outcome of Clinical Education

Research Questions, Units of Analyses

Data & Analyses to Answer Research Questions

A. Measurement: Examine assessment strategy
(can be concurrent with or after real world needs for assessments are satisfied!)

"Are the measurements used to assess student change, mentor characteristics, curriculum quality, and program outcome valid and reliable?"

Evaluate all data sources

"Are measures best scored as units (summative scales) or As sub-scales (use theory, face validity, factor analysis)?"

Evaluate all data sources

B. Unit of Analysis (focus): Student

"What factors are associated with students' successful CBI experience?"

1. How are student knowledge, skill, and maturity integrated into each student's pre-CBI assessment and learning plan?
2. How does the student assess personal change due to CBI?
3. How does faculty clinician assess student change due to CBI?
4. How does hypothetical patient (informed consumer) assess student change due to CBI?
5. How does CBI program assess student change due to CBI?

T7: Document use of Intern Self Assessment in identifying strengths and weaknesses, and in assigning student appropriate internship experiences. Narrative

T7: Score Intern Self Assessment and (Intern) Post DA Self Assessment. Crosstabulations or One-Way ANOVA, if appropriate. Consider Factor Analysis before formal evaluative analysis. Frequency Distributions and Narrative

T8-T9: Score (Intern) Self Assessment of Professional Growth and (Intern) Clinic Performance Assessment- Professional Growth. Frequency Distribution and Narrative
T7: Score (Intern) Clinic Performance Assessment- DA. Frequency Distribution and Narrative

T8-T9: Score Intern-Doctor Midterm Meeting notes. Frequency Distribution and Narrative

T10: Score (Intern) Clinic Performance Assessment- DA. Score Mid-Term and Final Exams. Frequency Distribution and Narrative

T7: Score Patient Assessment of Interactive Skills. Frequency Distribution and Narrative

T8-T9: Score Monthly Service Record



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B. Unit of Analysis: Faculty Clinician

"What factors are associated with faculty clinicians' successful CBI mentoring?"

1. How does student rate quality of mentoring of the faculty clinician?
2. How does faculty clinician rate quality of the CBI mentoring experience?
3. What professional activity did the student engage in during the CBI?
4. How does CBI program rate the faculty clinician's mentoring?

T8-T9: Score Community-Based Internship Experience Evaluation and Monthly Activity Logs. Narrative
T10: Score (Intern) Preceptor Experience Evaluation. Narrative
T8-T9: Review notes from Intern-Doctor Meeting. Narrative
T10: Score Mid-Term Evaluation of Extern Performance. Frequency Distributions and Narrative
T10: Review Preceptorship Activity Log. Narrative

Review CBI Office Visit Review, Office Profile, and Post-Credentialing Office Visit.
Consider generating Doctor-Teaching Profile. Narrative

C. Unit of Analysis: Northwestern Preparation for Clinical Experience

"What factors are associated with the Northwestern basic and clinical science curricula's capacity to prepare students for CBI, externship, and professional practice?"

1. How do students rate Northwestern's scientific and clinical curriculum's and faculty's preparation for internship experience?

T7-T10: Assemble and integrate comments by students and mentors. Share with Clinic Interest Group



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D. Unit of Analysis: Community-Based Internship Program

"What factors are associated with successful CBI operation?"

1. "Is the CBI program operating as well as it needs to?"
2. "Are outcomes of the CBI program (students, DC-mentors, curricula, and institutional) acceptable?"
3. "What improvements can be made in the CBI program?"

T8-T9: Score Community-Based Internship Evaluation. Frequency Distribution and Narrative

T7: Review scores and narratives. Assemble comments for meeting with Clinic Interest Group

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Parallel data collection instruments include the identical competencies. These instruments were deliberately designed with the following student assessment in mind:

- 1) How does a student rate themselves?
- 2) How does the faculty examiner and faculty clinician rate the student?
- 3) How does the student rate their progression or regression of clinical skills?
- 4) How does the faculty clinician rate the student's progression or regression of clinical skills?
- 5) What individual learning objectives can be identified based on this evaluation of the student's technical, clinical thinking, and interactive skills?

The beauty of all of this consistency in data collection instruments is that we can virtually look at any relationship that we want, e.g. student's self assessment from term to term, student assessment vs. faculty assessment, faculty's assessments of the student term to term.

Plan assessment strategies according to the following research questions which are our highest priority:

How are students doing?

How are faculty clinicians doing?

How are preparatory curricula doing?

How is program doing?