**STFM Faculty for Tomorrow Resident as Educators Curriculum:
Evaluation in Medical Education—Facilitator’s Guide**

**Learning Objectives:**

1. Explain the role of the ACGME competencies, milestones, and EPAs in evaluation in Medical Education
2. Describe shared-mental models and how to define levels of performance
3. Describe the value of comments and specificity

**Key Learning Points**

Purpose: Medical students, residents and faculty are evaluated in multiple ways throughout their careers. The purpose of this session is to briefly describe evaluation rationales and structures in medical education and how to effectively evaluate medical learners.

Instructional Goal: The goals of this module are to describe the general structure of evaluation in medical education and how to effectively use that structure to evaluate medical learners.

Session Outline:

1. Explain the competencies-milestones-EPA structure and why it happened
2. Workshop
	1. Define performance levels using a shared-mental model approach
	2. Make specific comments linked to the shared model
3. Critical assessment of evaluation in medical education
	1. Assess the structure as presented in relation to the evaluations in your program

**Session Details**—*Log in to your STFM account in order for the hyperlinks to work*

**Slide 1:** Title slide

**Slide 2:** Learning Objectives

**Slide 3:** Brief explanation of the reason for the session.

**Slide 4:** Brief descriptions of EPAs, Competencies, Milestones

**Slides 5–6:** Workshop of how to use the GME evaluation structure

**Slide 7:** ***Facilitator:*** Provide examples of lackluster program evaluations from your program, fictitious if needed, and have participants critically assess AND ask for examples where participants got less than helpful feedback and how they would have improved it based on this information.

**Slide 8:** Debrief the workshop

**Slide 9:** Brief description of one way to create a culture of assessment as found on the STFM website.

**Slide 10:** Briefly describe some activities that support a culture of assessment

**Slide 11:** Summary

**Slide 12:** Resources

**STFM Faculty for Tomorrow Resident as Educators Curriculum:
Evaluation in Medical Education—Quiz With Answers**

1. EPAs are
	1. Bigger in scope than milestones.
	2. Activities physicians are trusted to perform.
	3. Bigger in scope than competencies.
	4. **All of these**
2. Milestones
	1. Are completely unrelated to EPAs.
	2. **Are markers or waypoints on the road to competency.**
	3. Are specific procedures to be learned.
	4. Are bigger in scope than competencies.
3. Someone practicing at a true level 5 is
	1. Someone who performs as though they have been in independent practice for several years.
	2. Working at an aspirational level of practice.
	3. Someone who is only meeting the basics of their PGY year level.
	4. **A and B only**
4. First quarter interns should be expected to perform at level
	1. **1 or maybe 2.**
	2. 3.
	3. 4.
	4. 5.
5. It is important to comment on numeric evaluations because
	1. It gives the learner specific feedback.
	2. It provides context for the numeric evaluation.
	3. It allows the evaluator to clearly and briefly explain the performance.
	4. **All of these**

**References**

Feldman M, Lazzara E, Vanderbilt A, DiazGranados D. Rater Training to Support High-Stakes Simulation-Based Assessments. J Contin Educ Health Prof. 2012 Fall; 32(4): 279–286. doi: 10.1002/chp.21156

<https://www.aamc.org/initiatives/coreepas/>

[STFM Resources](http://www.stfm.org/Resources/ResourcesforResidencyPrograms/ResidencyAccreditationToolkit/MilestonesResidentAssessment/MilestonesDesignandContent)