

CANMEDS BEST PRACTICE ABSTRACT

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Keywords: Evaluation, assessment, emergency medicine, encounter card

A Daily Encounter Card to Assess Undergraduate Emergency Medicine Trainees

Problem Statement:

Accurately assessing learners can be challenging for medical specialties that assign learners based on scheduling (i.e. shift-based), rather than assigning them to a specific preceptor(s). Typically, emergency medicine clinical education utilizes multiple preceptors to supervise a learner during a single rotation. In this educational environment, the challenge is to develop a reliable and valid method of assessing clinical competence in learners as they progress through a rotation.

Approach:

A daily encounter card (DEC) is an assessment tool that attempts to address the problem of isolated educational encounters (e.g. shift). A DEC records the preceptor's assessment for a specific, discreet educational encounter. The cumulative score from multiple DEC's provide data to inform the end-of-rotation in-training assessment (e.g. ITER). Additionally, a DEC is structured to facilitate feedback based on the specific educational encounter. Thus, it functions as a formative assessment tool as well.

Product:

Included in this submission is the undergraduate emergency medicine DEC in use at McMaster University. It is designed to assess the competence of clinical clerks across the seven CanMEDS Roles as they relate to clinical care during a single emergency medicine shift. This DEC was developed based on the education literature, input from local education leaders and clinicians, and feedback from a pilot version.

Conclusion:

A daily encounter card can be used to assess undergraduate emergency medicine learners. Further research is required to determine the reliability and validity of this assessment tool. Also, evaluation of this tool requires measures of impact on formative learning, faculty and learner acceptance, and operational utility.

EMERGENCY MEDICINE – DAILY STUDENT ENCOUNTER CARD

Date of Shift: _____ **Site:** _____
 (It is ESSENTIAL to complete the date as a means of confirming attendance.)

Student Name: _____ **Staff Signature:** _____

The student was punctual and prepared to start shift on time: Yes No

Please evaluate MEDICAL EXPERT (Clinical) and 1 or 2 other Roles, PLUS the OVERALL ASSESSMENT (Circle):

	Below Expectations		Borderline Meeting of Expectations		Meets Expectations		Exceeds Expectations		Exceptional	
	1	2	3	4	5	6	7	8	9	10
*Medical Expert (clinical)** <ul style="list-style-type: none"> • Core medical knowledge • Clinical decision-making • Application of appropriate therapies • Knowing limits of expertise • Principles of patient safety and avoiding adverse events 	Strengths/Requires Further Work:									
Medical Expert (procedure) <ul style="list-style-type: none"> • Knowledge of indications/contraindications/side effects • Procedural skill proficiency 	Strengths/Requires Further Work:									
Communicator <ul style="list-style-type: none"> • Eliciting and synthesizing information for patient care • Efficiency / Accuracy / Empathy / Effective listening • Use of expert verbal and non-verbal communication • Addressing end-of-life issues • Effective charting 	Strengths/Requires Further Work:									
Collaborator <ul style="list-style-type: none"> • Shared decision making • Effective teams • Respect for other physicians and members of the healthcare team • Respect for diversity • Constructive negotiation / Conflict resolution and prevention 	Strengths/Requires Further Work:									
Manager <ul style="list-style-type: none"> • Consideration of justice, efficiency and effectiveness in the allocation of finite healthcare resources for optimal patient care • Priority-setting / Time management • Information technology for healthcare • Physician roles and responsibilities in the healthcare system 	Strengths/Requires Further Work:									
Health Advocate <ul style="list-style-type: none"> • Advocacy for individual patients, populations and communities • Health promotion and disease prevention • Determinants of health, including psychological, biological, social, cultural and economic • Responsible use of authority and influence 	Strengths/Requires Further Work:									
Scholar <ul style="list-style-type: none"> • Identifying gaps in knowledge • Asking effective learning questions • Accessing information for practice • Critical appraisal of evidence / Evidence-based medicine • Translating knowledge (evidence) into practice 	Strengths/Requires Further Work:									
Professional <ul style="list-style-type: none"> • Altruism / Integrity and honesty / Compassion and caring • Commitment to professional standards • Bioethical principles and theories • Medico-legal frameworks governing practice • Disclosure of error or adverse events 	Strengths/Requires Further Work:									
**OVERALL, this student's performance today was...	1	2	3	4	5	6	7	8	9	10

*** The bullet points for each Role provide examples and are intended to be neither exclusive nor exhaustive.*

Overall Comments:

Clinical Question for Further Review by Student: _____



CanMEDS Best Practice Submission Form

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CATEGORY

- Curriculum** — a design for education around the CanMEDS competencies.
- Teaching Tool** — a submission that will assist the teaching the specific CanMEDS competencies.
- Assessment Tool** — a submission that will assist in the assessment/evaluation of the CanMEDS competencies.
- Faculty Development Tool** — a submission that will assist in teaching faculty to teach/evaluate of the CanMEDS competencies.

TYPE OF TEACHING TOOL

- Journal Club
- Pathology Lab
- PBL
- Seminar
- Simulation
- Workshop
- Clinical
- Course
- Lecture
- Teaching Round
- Mentoring
- Role Modeling
- Web-based
- Committee Work
- Conference
- Self-Directed
- Research Project
- Resident as Teacher
- Administrative Duties
- Other _____

TYPE OF ASSESSMENT TOOL

- ITER
- Chart Stimulation Recall
- OSCE
- Evaluation od Research
- MSF
- Simulation
- FITER
- CEX/Mini-CEX
- Encounter Card
- Portfolios & Logbooks
- Oral Exam
- Written
- Other _____

CanMEDS ROLES

- Medical Expert
- Communicator
- Collaborator
- Manager
- Health Advocate
- Scholar
- Professional
- Applicable to All Roles

TITLE Limit to 50 words or less

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KEYWORDS

1) assessment	4)
2) encounter card	5)
3) emergency medicine	

AUTHOR(S)

1) Jonathan Sherbino	4)	7)
2)	5)	8)
3)	6)	9)

REFERENCES

1) Bandiera G, Sherbino J, Frank JR. The CanMEDS assessment tools handbook. An introductory guide to assessment methods for the CanMEDS competencies. Ottawa: The Royal College of Physicians and Surgeons of Canada; 2006; 39-41.

2)		
3)		