

Clinical Practicum Evaluations:

Getting Bench Preceptor “Buy-In” for Thoughtfully Completing Evaluations

Patricia Boyer, MSHS, MLS(ASCP)™
 Medical Technology Program Director
 Zablocki VA Medical Center



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Objectives:

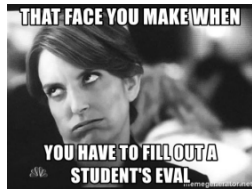
Following this presentation the participants will be able to:

- Classify tools that can be used to measure and evaluate student performance in the clinical laboratory.
- Identify common errors associated with practicum evaluations.
- Identify strategies to educate clinical preceptors on thoughtful completion of student evaluations.

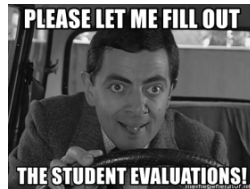
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Getting your staff from here to...



here.



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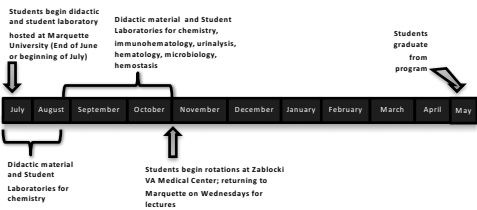
Clement J. Zablocki VAMC School of Medical Technology



- Founded in 1949
- 592 Medical Technology graduates
- Current Affiliations: Marquette University and University of Wisconsin – Oshkosh
- Only NAACLS Accredited Hospital-Based MLS Program in Milwaukee, WI



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NAACLS Standards

Evaluation systems must be related to the **objectives and competencies** described in the curriculum for **both didactic and applied components**. They must be employed frequently enough to provide students and faculty with timely indications of the students' academic standing and progress and to **serve as a reliable indicator of the effectiveness of instruction and course design**.

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Assessing Student Progress

Written Examinations Competency Checklists Practicum Evaluations



Evaluating Clinical Practicum Performance

- Written examinations, quizzes, and unknowns assess a student's knowledge – the cognitive objectives and competencies of the curriculum
- Competency checklists assess both cognitive and psychomotor objectives and competencies of the curriculum
- Practicum evaluations can assess all learning domains (cognitive, psychomotor and affective) or focus specifically on Professional Affective Objectives of the curriculum
- The focus of clinical rotation evaluations is assessing a student's performance in the working clinical laboratory or demonstration of standard outcomes for knowledge, skills and abilities (KSA's)

Checklist Evaluations

- Checklists are useful for evaluating competency or competency components
 - Assessor directly observes performance and indicates completeness and/or correctness of actions
 - Allows students to track what they have or have not completed during a clinical rotation
 - Allows bench preceptors to track student progression in a rotation
- Useful for assessing psychomotor skills like direct observation of patient test performance or instrument maintenance (think CLIA Competency Requirements)
- Consists of essential or desired specific behaviors, activities, or steps in a process
- Complexity of checklists may be tailored to situations
- Prepares students for real world competency assessments

Direct Observation - Blood Glucose & Insulin Calibration

Name: _____ Room: _____ Station: _____

Employee Name: _____

NOTE: The criteria for a satisfactory rating on a Direct Test System (or Process) will be accomplished when the observed participant performs the listed task to successfully following the applicable Standard Operating Procedure (SOP) or Policy.

Task System	Item Observed	Competency/Measurement Method/Definition	Observed by	Date
Blood Glucose	Instrument Maintenance			
Insulin	Preparation and Administration of Insulin			
Insulin	Performance of Calibration			
Insulin	Insulin Handling			
Insulin	Insulin Storage			
Insulin	Insulin Administration			
Insulin	Insulin Administration and Monitoring			
Insulin	Insulin Administration and Monitoring			

GENERAL MEDICAL TECHNOLOGY Clinical Rotation Competency Checklist

Student Name: _____

Rating Key: 4 - Excellent, 3 - Satisfactory, 2 - Proficient, 1 - Fair, 0 - Not performed with minimal supervision, 0.5 - Not performed with supervision

Competency	Rating	Comments
Perform venipuncture on patients	4	
Perform arterial puncture on patients	4	
Perform phlebotomy on patients	4	
Perform venipuncture on patients	4	
Perform arterial puncture on patients	4	
Perform phlebotomy on patients	4	
Perform venipuncture on patients	4	
Perform arterial puncture on patients	4	
Perform phlebotomy on patients	4	
Perform venipuncture on patients	4	
Perform arterial puncture on patients	4	
Perform phlebotomy on patients	4	

Evaluation Tools – Rating Scales

- Direct Observation using Rating Scales
 - Advantages:
 - Allows for evaluation of affective domain
 - Form can be constructed and completed quickly and easily
 - Scoring using numeric ratings can easily translate to numerical grade
 - Tools with word descriptors defining traits can be more objective
 - Disadvantages:
 - Errors associated with rating scales are well documented
 - Rater/faculty behavior
 - Biases - "hawks" and "doves"
 - Content validity & tool reliability



Numeric rating vs Defined traits

Use the following scale to rate performance on each trait:

4 – Outstanding, 3 – Very good, 2 – Satisfactory, 1 – Below average, 0 – Unacceptable

Follows procedure and protocol for equipment and reagent selection, set up and use	0	1	2	3	4
Follow written and verbal instructions	0	1	2	3	4
Recognizes errors in analysis and results	0	1	2	3	4

Tools with word descriptors:

	Outstanding	Above Expectations	Meets Expectations	Below Expectations	Fails to Meet Expectations
FOLLOWS PROCEDURES AND PROTOCOLS FOR EQUIPMENT SET UP AND USE	Extremely careful and diligent	Very careful	Usually careful	Needs repeated instructions to meet level of performance	Always forgets and is careless
FOLLOWS WRITTEN AND VERBAL INSTRUCTIONS	Always follows instructions	Follows instructions with little supervision	Follows instructions with occasional supervision	Follows instructions with constant supervision	Never follows instructions
ACCURACY OF WORK AND RECOGNIZES ERRORS IN ANALYSIS AND RESULTS	Always accurate and recognizes errors	Accurate most of the time and recognizes occasional errors	Accurate some of the time and recognizes occasional errors	Needs repeated instructions and supervision to meet level of performance	Unacceptable quality of work and frequent errors

Global Rating of Performance pre-2010

- Tool used 20+ years (~1993-2014):
- Rater judges general categories of ability instead specific tasks
- Leaves specific tasks to competency checklists
- Ratings are completed retrospectively based on general impressions collected over a period of time
- Derived from multiple sources of information
- Contains scales that the evaluator uses to judge knowledge, skills, and behaviors
- Combination of numeric scale with some description of traits

Use the following self-review checklist to evaluate your performance.

1. Conducting the stated activities, whether on a regular basis or in response to departmental directives. Have you used additional time for your activities?
2. Your work after instructions, recognizing the departmental objectives. Do you have any ideas for additional time for your work activities?
3. Identifying the stated activities, recognizing the departmental objectives. Are you regularly in the position, consistently and work under additional conditions when necessary?
4. Being engaged in your departmental activities, using practice in your activities.
5. Consistently being an appropriate role player and additional benefits.

A. Reflects activities and results in the regular and regular activities, or as an individual.

B. Reflects activities and results in the regular and regular activities, or as an individual.

C. Reflects activities and results in the regular and regular activities, or as an individual.

D. Reflects activities and results in the regular and regular activities, or as an individual.

E. Reflects activities and results in the regular and regular activities, or as an individual.

F. Reflects activities and results in the regular and regular activities, or as an individual.

G. Reflects activities and results in the regular and regular activities, or as an individual.

H. Reflects activities and results in the regular and regular activities, or as an individual.

I. Reflects activities and results in the regular and regular activities, or as an individual.

J. Reflects activities and results in the regular and regular activities, or as an individual.

K. Reflects activities and results in the regular and regular activities, or as an individual.

L. Reflects activities and results in the regular and regular activities, or as an individual.

M. Reflects activities and results in the regular and regular activities, or as an individual.

N. Reflects activities and results in the regular and regular activities, or as an individual.

O. Reflects activities and results in the regular and regular activities, or as an individual.

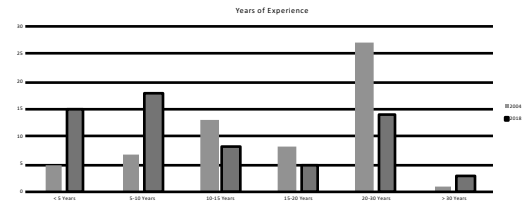
P. Reflects activities and results in the regular and regular activities, or as an individual.

COMMENTS:

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Changing Demographics



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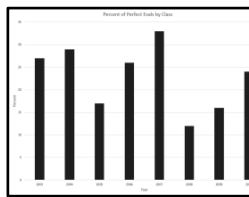
Assessment Project – Evaluating the Tool

- Presenter enrolled in Master's course on Evaluation and Assessment in summer 2010
- Used the tool "Practicum Evaluation – Clinical" to perform project for the course, this including performing a number of tasks:
 - Measurement critique
 - Crosschecking alignment of the tool with objectives, behaviors or outcomes being assessed
 - Assessing the performance standards for the tool
 - Validation Plan
- Outcome of project:
 - Many! – Too many to discuss here
 - In 2010, faculty in-service continuing education program, "Clinical Instruction and Evaluation," developed – large focus on improving rater-based reliability of evaluation tool

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Pre-CE Evaluation Observations



Graph = Perfect Eval scores by Class
 (# of evals with 100% score / total # of evaluations) * 100%

- Not uncommon for students to get a perfect 100% on a rotation's evaluation
- Evaluators made few comments (positive or negative) to support their ratings
- Practicum evaluations are part of what is used to make hiring decisions for interns who apply for positions
 - Management received criticism from staff regarding some graduate-hiring decisions after-the-fact

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Clinical Instruction and Evaluation In-Service

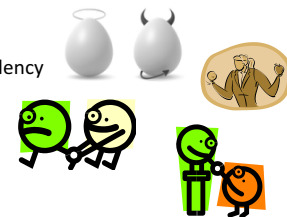
- In-service objectives:
 - Discuss how student performance in the clinical laboratory can be measured and evaluated
 - List the common errors associated with rating scales
 - Discuss the importance of clinical teaching in the education of a Medical Laboratory Scientist
 - Describe effective methods of teaching laboratory skills
- Designed as one hour presentation with 10 question quiz at the end
- Program Director, management and supervisory group mandated all clinical preceptors complete the course

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Errors associated with rating scales:

- Error of leniency
- Error of central tendency
- Halo effect
- Contrast error
- Proximity error



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References

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Practicum Evaluation Zablocki VAMC circa 2007

PRACTICUM EVALUATION - CLINICAL		SELF	
Student: _____	Date Assigned: _____	1. Satisfaction: the accomplished departmental objectives. 2. Competency: the self-recognized departmental objectives (document will assess for ongoing or satisfactory work)	
Evaluator: _____	Date Seen by Student: _____	(after initial instruction/demonstration)	
Department: _____	Student Signature: _____	A. Consistently produces accurate results. (U) 5	
Date of Evaluation: _____		COMMENTS:	
GOALS/LEARNING OBJECTIVES			
Although a rubric system of grading is used which results in a final grade, the student must meet the criteria required in order to be eligible for each module on each term before continuing in sequential completion. Failure to meet the required competency for a module will result in the student being required to repeat the module. If a student fails to meet the criteria for a module, the final grade for that module will be based on the student's performance on the next module. The final grade for the entire practicum will be based on the student's performance on the final module. The student must meet the criteria for each module in order to be eligible for the final grade of "S" or "C" on the final practicum, regardless of the final level of achievement following sequential work.			
DIRECTIONS:			
There are two different sets of criteria to be applied in evaluating the student. They are listed in Part I and II. Please be sure to use the correct rubric for each as by writing the appropriate number of letter.			
If the student demonstrates, indicate "no opportunity to observe" or "no participation in the department." "Other" COMMENTS indicate any pertinent behavior observations to the student's name in which you have written the comments.			
STUDENT COMMENTS:			
		B. Consistently shows acceptable, reproducible results. (U) 3	
		COMMENTS:	
		C. Consistently verifies specimen identifications. (U) 3	
		COMMENTS:	
		D. Consistently interprets, records, and reports results accurately and legibly. (U) 3	
		COMMENTS:	
		E. Consistently follows established laboratory safety protocols. (U) 3	
		COMMENTS:	
		F. Maintains professional conduct/ethics by following all BSL and safety regulations, and policies. (U) 3	
		COMMENTS:	
		G. Displays professional honesty and integrity. (U) 3	
		COMMENTS:	

SELF

1. Satisfaction: the accomplished departmental objectives.
2. Competency: the self-recognized departmental objectives (document will assess for ongoing or satisfactory work)

(after initial instruction/demonstration)

A. Consistently produces accurate results. (U) 5
COMMENTS:

B. Consistently shows acceptable, reproducible results. (U) 3
COMMENTS:

C. Consistently verifies specimen identifications. (U) 3
COMMENTS:

D. Consistently interprets, records, and reports results accurately and legibly. (U) 3
COMMENTS:

E. Consistently follows established laboratory safety protocols. (U) 3
COMMENTS:

F. Maintains professional conduct/ethics by following all BSL and safety regulations, and policies. (U) 3
COMMENTS:

G. Displays professional honesty and integrity. (U) 3
COMMENTS:

STUDENT KNOWLEDGE 0 1 2 3 4

Assesses primary responsibility for lab for education and activity and related to the departmental objectives.

• Adds questions which are appropriate and interesting

• Asks constructive questions and learns from answers

COMMENTS:

P. INITIATIVE 0 1 2 3 4

• Displays initiative in performing general laboratory functions

• Initiates for special assignments or uses learning experiences

• Works in a satisfying manner if a new, work independently is needed

COMMENTS:

G. COMMUNICATORY SKILLS 0 1 2 3 4

• Communicates effectively and professionally communication skills.

• Behaves respectfully and tactfully when dealing with peers, instructors, patients, and supervisor.

COMMENTS:

H. LABORATORY BEHAVIOR 0 1 2 3 4

• Displays responsible behavior in a laboratory setting.

• Maintains laboratory books, does not leave until without permission, and follows departmental personnel when being assigned work.

• Complies with laboratory dress code.

COMMENTS:



Clinical Practicum Evaluation Score Sheet

Departmental Objectives - Self	U	3	2	1	0
A. Consistently produces accurate results.	0	0	0	0	0
B. Consistently shows acceptable, reproducible results.	0	0	0	0	0
C. Consistently verifies specimen identifications.	0	0	0	0	0
D. Consistently interprets, records, and reports results accurately and legibly.	0	0	0	0	0
E. Consistently follows established laboratory safety protocols.	0	0	0	0	0
F. Maintains professional conduct/ethics by following all BSL and safety regulations, and policies.	0	0	0	0	0
G. Displays professional honesty and integrity.	0	0	0	0	0
TOTAL POINTS					

Practicum grade:

80-100 A+ 4.0
75-79 A 3.7
70-74 B+ 3.3
65-69 B 3.0
60-64 C+ 2.7
55-59 C 2.3
50-54 D+ 2.0
45-49 D 1.7
40-44 D- 1.3
35-39 F 1.0
30-34 F- 0.7
25-29 F 0.3
20-24 F 0.0

