
IN-TRAINING ASSESSMENT REPORTS // what, why, and how to do them well...

What are they?

- *In-Training Assessment Reports (ITARs)* are tools to assess learner performance during a learning event and to provide developmental coaching feedback for the learner for future learning events

Why are they important?

- Assessment is one of the most powerful tools we have at our disposal to influence learning. (Cilliers)
- Adult learners appreciate knowing where they stand; evaluation and feedback are important elements of support for learners. (Nilson)
- An ITAR is of particular value in assessing complex, non-Medical Expert competencies. (Sherbino)

3 Tips to make them effective...

Tip	Details
1. Set goals <ul style="list-style-type: none">• Target CanMEDS-FM competencies• Make goals specific and measurable	<ul style="list-style-type: none">➤ [Communicator] <i>“Learner will demonstrate effective use of the FIFE method in eliciting and synthesizing information from patients.”</i>➤ [Collaborator] <i>“Learner will participate in two collaborative team-based patient consultations.”</i>➤ [Scholar] <i>“Learner will critically evaluate one source of medical information and make recommendations for its use in informing practice decisions.”</i>
2. Collect data <ul style="list-style-type: none">• Observe specific situations that help you determine whether goals are being achieved• Write field notes that capture strengths and provide concrete coaching feedback on areas that still need development• Talk to others who have worked with the learner (physician colleagues, MOA, allied health professionals)	<ul style="list-style-type: none">➤ <i>Schedule learner with appropriate patients to build and demonstrate targeted competencies</i>➤ <i>Ask learner to retrieve you to observe her/him when s/he encounters situations that relate to rotation goals</i>➤ <i>Ask colleagues for oral or written feedback on learner performance</i>
3. Combine all data sources into a well-informed decision <ul style="list-style-type: none">• Use a field note summary report as a memory aid• Identify specific areas of strength and areas that require further development• Discuss conclusions with learner before submitting report	<ul style="list-style-type: none">➤ <i>Ask learner to print you a field note summary report</i>➤ <i>Provide concrete feedback on things the learner did particularly well and areas where the learner needs to improve</i>➤ <i>Ask for learner input on performance towards goals and CanMEDS-FM roles, aim for agreement</i>

References:

- Cilliers, F. et al. 2010. The mechanism of impact of summative assessment on medical students' learning. *Advances in Health Sciences Education : Theory and Practice*, 15(5), 695–715.
- Nilson, C. *How to Manage Training: A Guide to Design and Delivery for High Performance*. Amacom: New York. 2003
- Sherbino, J. 2008. Assessing competence in emergency medicine trainees: an overview of effective methodologies *CJEM* 10(4):365-371