

# Daily Learner Feedback & Assessment Tool: A Community Academic Hospital Approach

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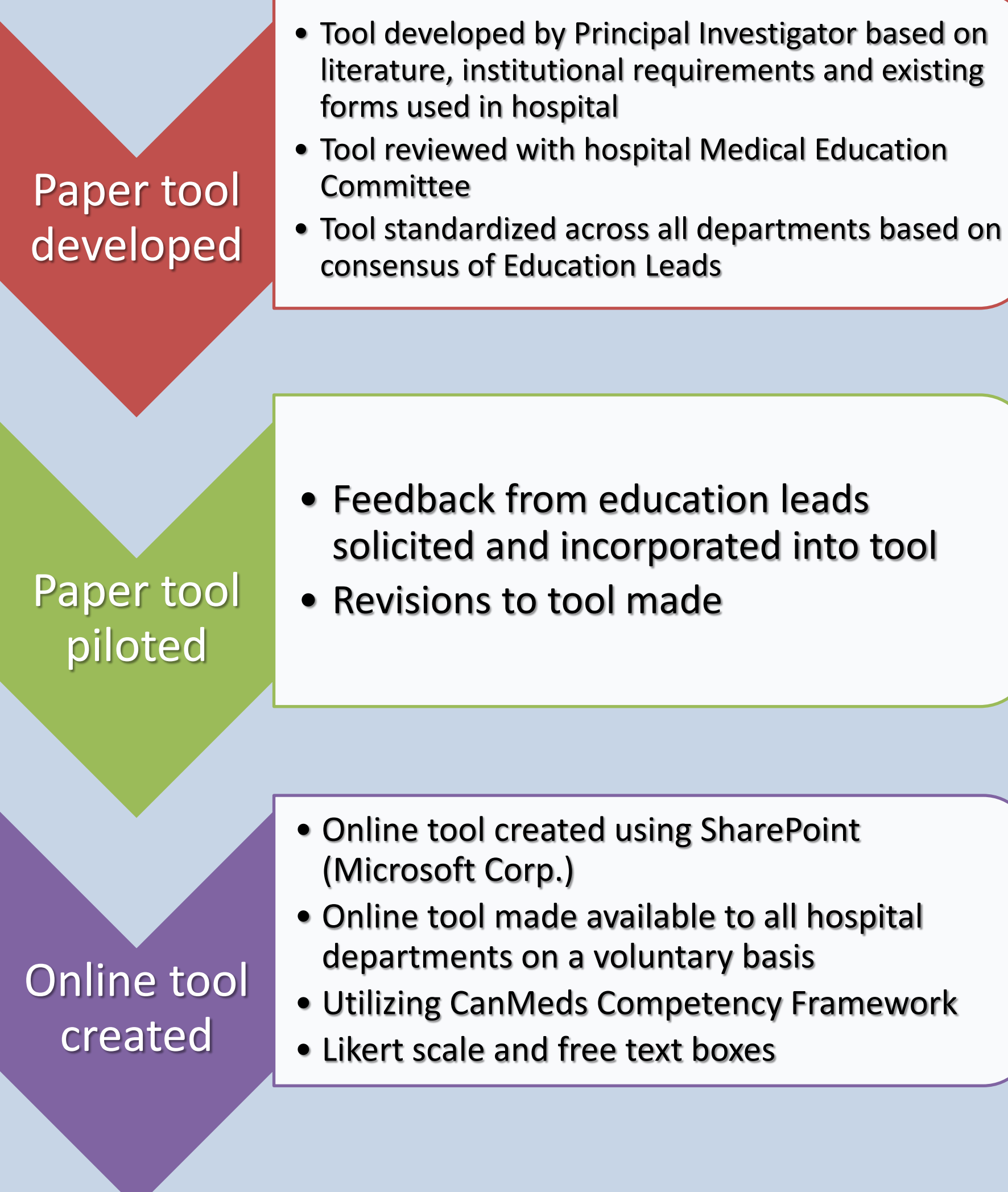
## Background

Teaching and learning experiences on many undergraduate and postgraduate medical education rotations are often episodic, with learners encountering different teachers and supervisors throughout their rotation. **Although paper daily assessment tools are often used, there are logistical challenges in completion, collection and distribution to the learners' preceptors.**

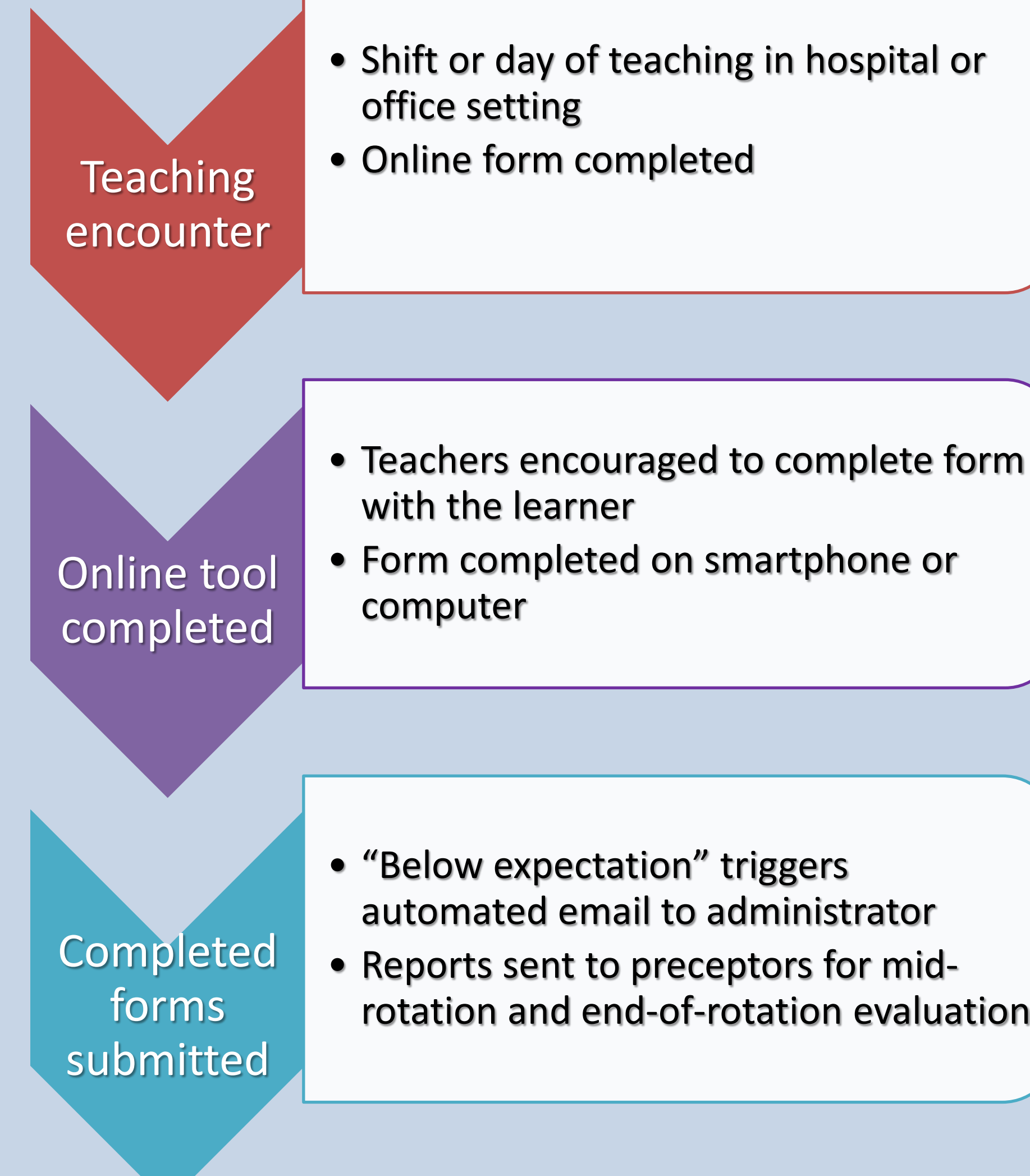
Most teachers and supervisors are not responsible for providing summative (end-of-rotation) evaluations to their learners. Current university evaluation systems do not easily allow for daily evaluations of this episodic teaching. **The preceptor responsible for evaluating the learner often does not have the entire "picture" from all the clinical teachers/supervisors about the learner's performance.**

Learners often report that they are not receiving adequate feedback on performance in the clinical setting. From the educator's perspective, **learners in difficulty are often not identified until the end of the rotation, when it is too late to provide timely feedback and remediation.**

## Development of Tool



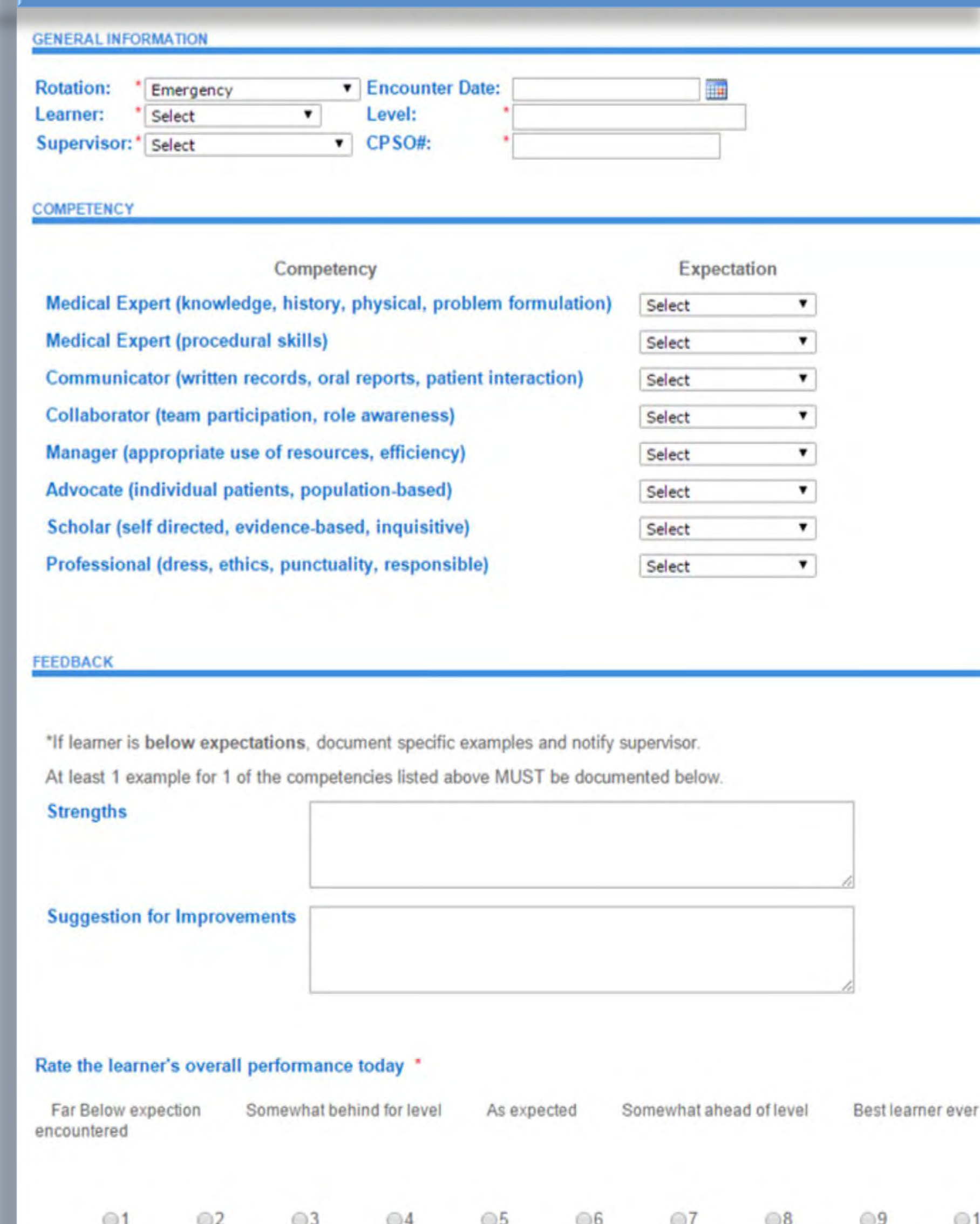
## Implementation of Tool



## Anticipated Benefits

- ✓ Learners receive more feedback immediately after the encounter
- ✓ Teachers become familiar with the CanMeds Competency Framework
- ✓ Learners in difficulty identified early
- ✓ Preceptors' evaluations of learners (mid-rotation and end-of-rotation) informed by teachers that supervised learners
- ✓ Enhanced reliability of evaluations (based on multiple observations)
- ✓ Track learner attendance
- ✓ Track teaching
- ✓ Overcome barriers of a paper system (collection, distribution, collation of results)

## Online Tool



GENERAL INFORMATION

Rotation: \*Emergency Encounter Date:

Learner: \*Select Level:

Supervisor: \*Select CPSO#:

COMPETENCY

Competency	Expectation
Medical Expert (knowledge, history, physical, problem formulation)	Select
Medical Expert (procedural skills)	Select
Communicator (written records, oral reports, patient interaction)	Select
Collaborator (team participation, role awareness)	Select
Manager (appropriate use of resources, efficiency)	Select
Advocate (individual patients, population-based)	Select
Scholar (self directed, evidence-based, inquisitive)	Select
Professional (dress, ethics, punctuality, responsible)	Select

FEEDBACK

\*If learner is below expectations, document specific examples and notify supervisor.  
At least 1 example for 1 of the competencies listed above MUST be documented below.

Strengths

Suggestion for Improvements

Rate the learner's overall performance today \*

Far Below expectation encountered    Somewhat behind for level    As expected    Somewhat ahead of level    Best learner ever encountered

1 2 3 4 5 6 7 8 9 10

## Year One Experiences

5 hospital departments with  
**157 teachers completing**  
2548 encounters on  
**460 learners**  
5.5 evaluations/learner  
**29 "Below Expectations" on**  
**18 trainees (3.9% of learners)**

## Conclusion

An "online daily learner feedback and assessment tool" has the potential to enhance feedback and assessment of learners in addition while significantly improving the process.

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