

Beyond Milestones; using Holistic Ratings to Evaluate Trainee Performance

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2/15/2018

Competency-based education using milestone achievement as an assessment tool may not fully represent a trainee's ability to manage the anesthesia care of the complex patient in the operating room or their ability to engage in difficult communications in a professional manner outside the operating room. Over the course of the study, we will develop and test a new assessment process termed Interpreted Professional Activities (IPA). These, along with global evaluations of professionalism and communication skills and anesthesia case experiences will be used to frame trainee development. We hypothesize that the new IPA evaluation, i.e., assessments centered on clinically-relevant patient care scenarios will track closely with milestone development, relate to case log experiences and time in training, and offer a more robust evaluation tool of trainees development in the specialty.