

Research *Rounds*

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CONTINUING PROFESSIONAL DEVELOPMENT
FACULTY OF MEDICINE

The Centre for Health Education Scholarship (CHES)
invites you to Research Rounds with:

Dr. Andrea Gingerich

**Violated assumptions: A story of
trusting conflicting assessment
judgments**

Date: March 16, 2016

Time: 12:00pm to 1:30pm
(Lunch will be served at DHCC)

Venue: Diamond Health Care Centre, room 2267

With videoconference to:

- IRC 305
- CSB V2-220
- PHRM 3321
- MSB 107
- RJH CA 120
- KGH CAC 237
- NHSC 9-374
- Surrey Central City (Manning Rm 4109)

**Please be aware that this session will be recorded and made
available online to CHES members on a password-protected site.*



Dr. Andrea Gingerich
Research Associate
Northern Medical Program
University of Northern British Columbia



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ABSTRACT Touting an outcomes-based approach to curricular design, competency-based medical education relies on supervisor judgments of trainee competence. Given that supervisors' observations and ratings are often deemed to be unreliable, it may be somewhat worrisome that their judgments will be used to determine how a trainee progresses through the curriculum. My doctoral research searched for an explanation for the persistent variability in supervisors' ratings and our findings pose an intriguing challenge for the analysis of performance assessments. After summarizing the key findings from my program of research, I will invite you to share your vision of assessment designs that effectively utilize supervisor judgments.

ABOUT Dr. Andrea Gingerich is a research associate in medical education with the Northern Medical Program, a regional campus of the University of British Columbia Faculty of Medicine located at the University of Northern British Columbia in Prince George. In 2006 she began as a small group learning facilitator within years 1 and 2 of the undergraduate medical curriculum and has since become involved with recruiting, scheduling, and providing faculty development for small group learning facilitators. Her doctoral studies were completed through Maastricht University under the supervision of Cees van der Vleuten, Kevin Eva and Glenn Regehr. Her research has challenged the rater idiosyncrasy explanation for error variance by identifying multiple clusters of consensus within physicians' variable clinical assessment judgments of a given trainee.

Dr. Gingerich previously completed a master's degree in medical education from the University of Dundee in 2010 with a thesis focussing on assessment in problem-based learning. Before relocating to Prince George in 2006, she was sole owner and operator of a multidisciplinary clinic in rural Ontario where she practised as a naturopathic doctor after graduating from the Canadian College of Naturopathic Medicine in 2002. She also completed a Bachelor of Science degree at the University of Western Ontario in physiology and psychology in 1998.

ACCREDITATION: As an organization accredited to sponsor continuing medical education for physicians by the Committee on Accreditation of Continuing Medical Education (CACME), the UBC Division of Continuing Professional Development designates this educational program as meeting the accreditation criteria of the College of Family Physicians of Canada for up to 1.5 Mainpro-M1 credits. This program has been reviewed and approved by UBC Division of Continuing Professional Development. Each physician should claim only those credits he/she actually spent in the activity.

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