

# IMG BC Clinical Assessment Program Assessors' Workshop:

## Making an assessment as objective as possible

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# Centre for Practitioner Renewal (CPR)

How do we sustain health care providers in the work place?

What is the effect of being in the presence of suffering?

What would be reparative, healing or restore resilience for health care providers?

*Efficiency through relationship*

# Guidelines

**C**onfidentiality (with standard limits)

**E**qual airtime

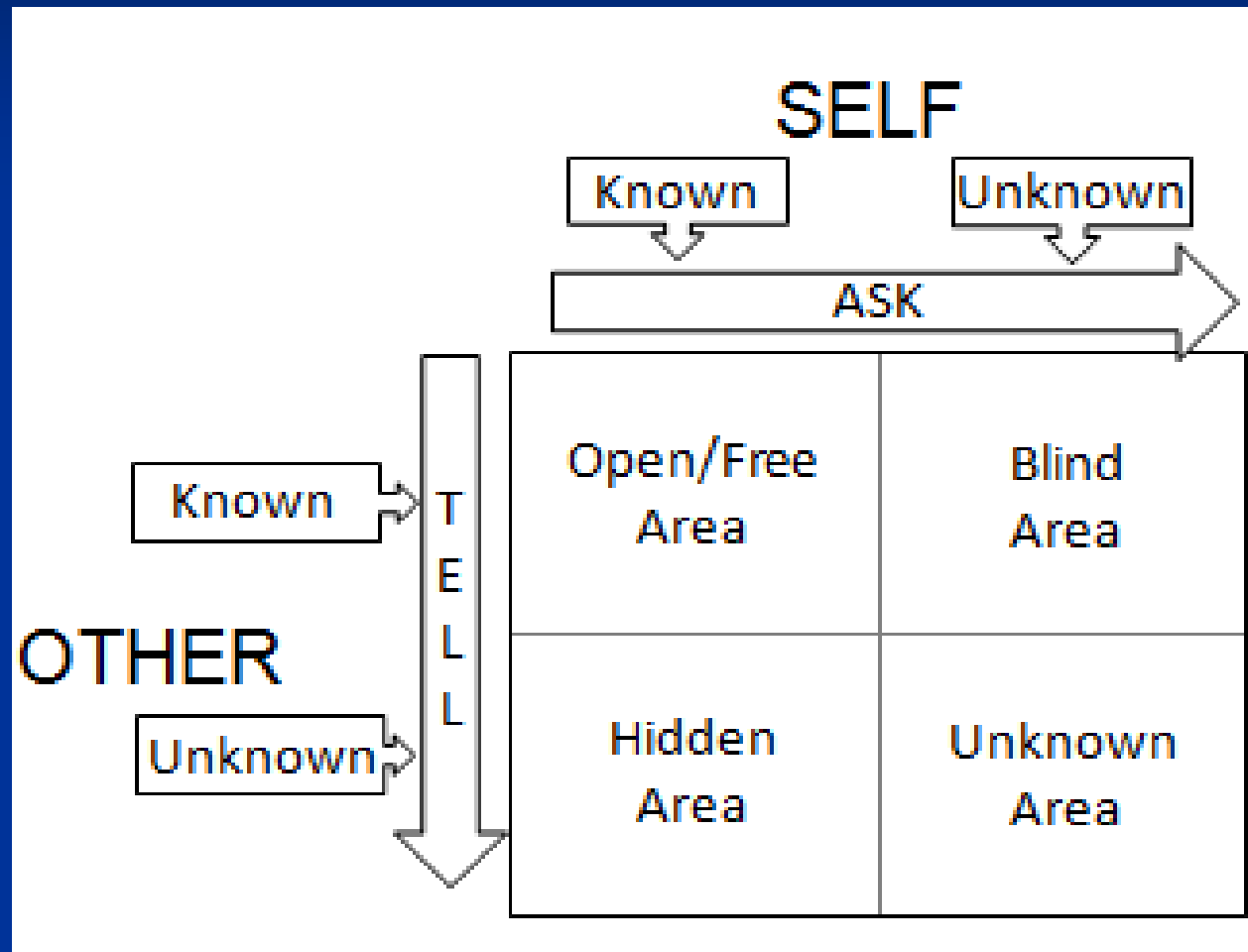
**N**on-judgemental listening

**T**imeliness

**R**ight to pass

**E**ngaged

# Johari Window: Expanding Self Knowledge



# Assessment Confounding Variables

- Pathology bias
- Confirmatory bias
- Hindsight bias
- Misestimation of covariance
- Decision heuristics
- False consensus effect
- Over-confidence in clinical judgment

Moran & Tai, Behavior Analyst Today, Vol 2(3), 2001, 196-203

# Assessment Confounding Variables

- Empathy
- Identification
- Beneficence
- Wanting to be nice and liked

# Shadow Exercise

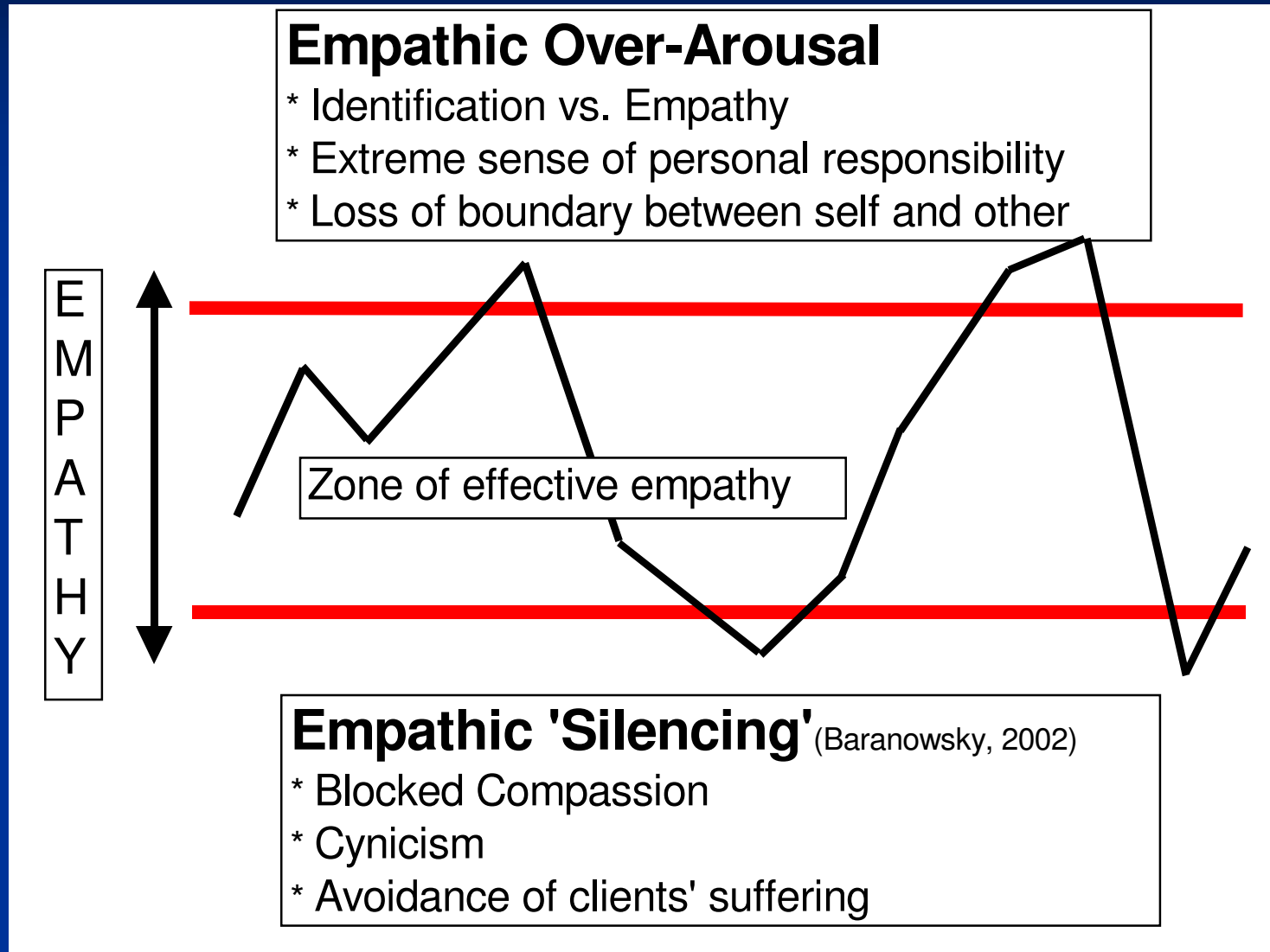
Shadow Exercise

1 _____ _____ _____	6 _____ _____ _____
2 _____ _____ _____	7 _____ _____ _____
3 _____ _____ _____	8 _____ _____ _____
4 _____ _____ _____	9 _____ _____ _____
5 _____ _____ _____	10 _____ _____ _____

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1 _____ _____ _____	6 _____ _____ _____	_____
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# Window of Effective Empathic Engagement

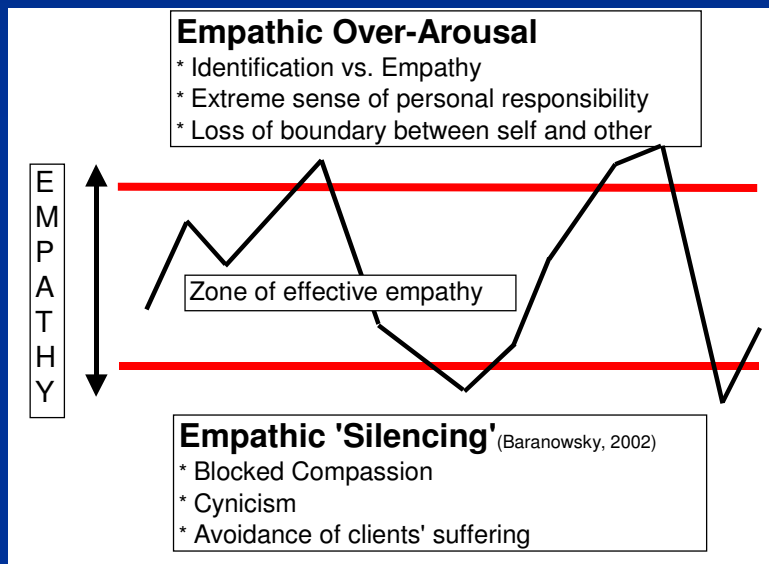




# Window of Effective Empathic Engagement

## Over-Arousal

- Activation of personal trauma history
- Transfer of intensity/anxiety from self to other



## Silencing Response

- Minimizing others' distress
- Avoiding the topic/Fearing what the other person has to say
- Blaming others for their experiences
- Feeling numb

## Mediating Factors

### *Self*

- Life stage
- Current personal stressors
- Stress Hardiness
- Spiritual Connection
- Resolution of personal trauma history

### *Work*

- Supervision: Skill based/Support
- Based
- Degree of isolation/Agency
- Experience: History/Training/Skill Level
- Quality of working relationships
- Ecological context

# Guiding Principles

1. For whom are you providing the assessment?
2. Who is being assessed?
3. Avoid using empathy
4. Recognise when you are identifying with assesee
5. Wanting to be nice and liked
6. Read the criteria for each item scored

# Setting the Stage for Assessment

1. Introduction (purpose of assessment)
2. Contract (between assessor and prospective resident – There will be good news and there will be bad news)
3. Feedback negotiation (how do you want feedback and how I give feedback)
4. Provide feedback
5. Questions for clarification
6. Summary (consolidation of learning)

# Assessment Points

1. Professional behaviour/personal qualities
2. Team Skills
3. Knowledge Base
4. Interviewing and History Taking Skills
5. Physical Examination Skills
6. Data Interpretation/Diagnostic Skills
7. Quality of Management Decisions
8. Oral Presentation Skills
9. Quality of Written Records
10. Manual/Procedural Skills
11. Insight into current level of competence
12. Adjustment to new clinical and learning environments, acceptance of feedback, and ability to learn
13. Overall Level of Performance

# Check-out

What I take from today is....

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