

[S18.005] Faculty and Housestaff Reliably Differentiate Knowledge Base from Other Aspects of Students' Clinical Performance

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OBJECTIVE: To determine whether raters reliably distinguish between a student's knowledge base and other aspects of student performance. **BACKGROUND:** Clinical evaluation forms typically include items pertaining to a variety of different components of student performance, with the implicit assumption that raters reliably differentiate one component from another. This assumption merits investigation. **DESIGN/METHODS:** All required third-year clerkships at the University of Michigan Medical School employ a standardized clinical evaluation form that requires raters to evaluate 12 separate components of students' clinical performance, as well as overall clinical performance. For each student, we determined the average across clerkships for the overall score and for each of the 12 component scores, and we compared these scores to 7 different external measures (including MCAT scores, average M1 exam scores, average M2 exam scores, Step 1 scores, and M4 OSCE scores) using Pearson product-moment correlations. **RESULTS:** The strongest correlation identified was between the Medical Knowledge component score and Step 1 score ($r = .392$). The Medical Knowledge component score also correlated with the other external measures, with the degree of correlation corresponding to the clinical relevance of the measure. The Oral Presentations, Clinical Judgment, Patient Relations, Professional Relations, Humanistic Qualities, and Leadership component scores and the Overall Clinical Performance score all correlated more strongly with the M4 OSCE Communication sub-score ($r = .354, .353, .309, .327, .281, .347, \text{ and } .332$, respectively) than they did with any other external measure. **CONCLUSIONS/RELEVANCE:** Component scores pertaining to knowledge base correlated best with external measures of clinical knowledge, whereas component scores pertaining to interpersonal skills correlated best with a measure of student-patient communication. These results support the continued use of evaluation forms that distinguish between various aspects of student performance, as opposed to a single global rating.