

Title: Setting Defensible Passing Levels for Standardized Patient Performance Evaluations in Physician Assistant Education.

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Educational Goals and Objectives:

At the conclusion of this session, participants will be able to:

1. Identify characteristics of current methods used to assess students and set performance standards during standardized patient examinations in PA education.
2. Utilize the Angoff method to establish passing levels for standardized patient assessment checklists used in PA student education.
3. Engage in a group dialogue regarding the benefits of developing a collection of peer reviewed standardized patient cases/ assessment checklists for PA programs.

Description:

Performance based evaluation is reported in PA education for both formative and summative assessment. In particular, the summative assessment of student clinical performance during standardized patient (SP) based examinations can pose specific challenges when setting credible and defensible passing scores. Recently, the NCCPA has demonstrated interest in exploring methods of standard setting for SP based evaluation in PA education. The Anghoff method provides a simple time effective technique for faculty attempting to set passing levels associated with SP cases. This workshop will provide an overview of evaluative techniques used during SP examinations, demonstrate the Anghoff and Borderline Pass methods as standard setting procedures, and (depending on the number of participants) result in the development of up to 5 peer reviewed assessment checklists to be utilized with SP cases.

Post Workshop Dissemination: The SP cases and checklists along with the passing scores for each determined using the Anghoff method will be emailed to attendees for use within their own programs.

(References) It is recommended that participants review the following prior to the workshop:

Calhoun, Bridget Colleen., Chambers, Dan D. Standardized Patients and Simulated Patient Encounters in the Evaluation of Students. *Perspectives on Physician Assistant Education*. 2004; 15 (2), 99-101.

Downing S, Tekina, A, Yudkowsky R. Procedures for establishing defensible absolute passing scores on performance examinations in health professions education. *Teaching and Learning in Medicine*. 2006; 10(1), 50-57

Vu, NV., Marcy, MM., Colliver, JA., Verhulst, SJ., Travis, TA., Barrows, HS. Standardized (simulated) patients' accuracy in recording clinical performance check-list items. *Medical Education*. 2005; 26: 99-104.