

Title:**Applying Formative and Summative Methodologies to Progressively Assess Medical Student Educational Interventions****Conference:****CCC 2005- October 22-26, 2005****Author(S):**

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Objectives:

Current educational programs for physicians and medical students tend to focus primarily on summative evaluation methodologies. To expand this approach and provide value to participants, faculty, and designers alike, a formative and summative model of evaluation is needed (Worthen, 2003). In this model, participants and faculty are encouraged to reflect, self-regulate and explore current and future opportunities for their professional growth. Moreover, opportunities for feedback from such an evaluation program enhance the alignment of those professionals responsible for the ongoing educational development of participants, such as university training directors and medical societies.

Key Points:

Employment of formative evaluation strategies supports multiple professional goals. This study reveals the benefit of improved program structure and outcomes including enhanced competency, professional self-regulation, and educational benchmarking.