**Case #1:**

**Identify the issue:**

Students need to acquire good physical examination skills.

**Overview of Design:**

Students in the Medicine clerkship are randomized to 2 groups. One group (usual care) is given access to a library of video clips and invited to two optional practice sessions with standardized patients. The second (treatment) group is given a mini-CEX (mini clinical evaluation) booklet. They are instructed to ask attendings/residents to observe and assess them doing an actual abbreviated physical examination on a patient. They should do this weekly over the 8 week clerkship. The rating form has 7 items. At the end of the clerkship all students take a four-station OSCE with cases focused on physical examination. The raters are blinded to Treatment/Control group assignment.

**How could evidence for validity be generated?**

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| Content |
| Internal Structure (e.g., test-retest reliability, internal consistency) |
| Relations to Other Variables |
| Response Processes (e.g., inter-rater agreement, think alouds) |
| Consequences |

**Case #2:**

**Identify the issue:**

Identification and treatment of depression during medical school has important learning and behavioral implications.

**Overview of Design:**

All students in all 4 years at a medical school complete an anonymous questionnaire with demographic information, the Maslach Burnout Inventory, a Grit Scale, and self-report of treatment for depression and/or other emotional issues.

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| Content |
| Internal Structure (e.g., test-retest reliability, internal consistency) |
| Relations to Other Variables |
| Response Processes (e.g., inter-rater agreement, think alouds) |
| Consequences |

**Case #3:**

**Identify the issue:**

Duty hours limitations have likely impacted how and where residents spend their time

**Overview of a Design:**

A time-motion study was done. Random samples of interns from programs that had two different duty hour structures were shadowed by research assistants for 3 shifts. Research assistants carried a tablet and recorded the type and location of activity the interns were engaged in.

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| Content |
| Internal Structure (e.g., test-retest reliability, internal consistency) |
| Relations to Other Variables |
| Response Processes (e.g., inter-rater agreement, think alouds) |
| Consequences |