

Validity of Assessment System of Medical Residency Programs

A Scoping Review

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Background: Graduate medical education, is of great importance; since its final products (specialists) have the legitimacy of independent clinical working. With this regards it is necessary for it to benefit from a well-structured assessment system with a programmatic approach to assessment using diverse assessment methods as well as an acceptable quality of the methods, instruments and also the system by its own; and validity is a major concern of the assessment quality. The current scoping review is about the validity of assessment methods and systems in medical residency programs.

Summary of Work: Through a systematic review of SCOPUS ,WEB OF SCIENCE and PUBMED with the key words: assessment program”, “program of assessment”, “assessment system”, and validity, in English language articles, both originals and reviews, published between 2006 and 2017 we investigated the assessment systems of medical residency programs. Assessment approach, tools and methods used in assessments, feedback mechanisms, and validity and reliability of instruments and systems were of our main concerns. We were searching for the articles dealing with the ^{assessment} systems of medical residents with validity sub-study.

Summary of Results: In our systematic review with a concrete search strategy, after refining the thousands of titles we found one hundred relevant topics within which there were 24 titles eligible for abstract analysis. Then only 6 abstract were selected to read the full texts. Finally 5 articles were included in our final analyses. The articles were in good diversity of specialty programs, assessment methods and instruments, publishing journals and also the validity sub-studies. However none of which determined the validity of final decisions made through their assessment systems. It was also noticeable that only two articles had conducted the reliability study.

Discussion & Conclusion: Despite the importance of and abundant recommendations for determining the validity of assessment methods and systems, and its influences on the final decisions, our review showed that validity studies are yet ignored or at least in low importance of assessors' interests.

Take-home Message: There are invaluable validity theories which are recently suggested for assessment programs composing of various methods including qualitative and informal ones. Of which Kane's validity argument theory would be highly precious.

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