# PGME Guidelines: Use of Resident Self Assessment in CBME Assessment Programs

Approved: PGMEAC, March 23, 2018

1. This guideline uses these definitions[1]:
   a. **Self assessment is** an unguided reflection on one's performance in order to generate an understanding of one's own level of knowledge, skill, and abilities.
   b. **Guided self assessment** is where an individual explicitly seeks feedback from external sources, and then uses this externally generated assessment data to direct them in determining performance improvement opportunities.
   c. **Self-report** is where a resident provides a summary of specific activities (e.g. a log of procedures) and this log can be verified by examining other sources (e.g. medical records).

2. Guided self assessment is an important skill to develop in residency education by providing opportunities for residents to self-assess and then have their perspective put in context (e.g. by comparing the individual's log to similar results of peers at the same level, or by discussing a self-assessment with an assessor who can point out the areas where the self-report is accurate and areas where it is not accurate).

3. Self assessment tools are not appropriate for inclusion in a decision-making process (e.g. as data for consideration by a Competence Committee).

4. Self-report tools are appropriate for inclusion in a decision-making process (e.g. as data for consideration by a Competence Committee).

5. Assessment tools can be designed to be initiated by the learner (e.g. Learner: *"Can you assess me on "X" today as that is an EPA that I have been working on?"*) or by the faculty member (i.e. Faculty: "*There is a patient visit today that we can use to assess you on "Y". Ok?)*

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[1] Eva, K.W. and G. Regehr, *I'll never play professional football - and other fallacies of self-assessment.* Journal of Continuing Education in the Health Professions, 2008. **28**(14-19).