**ORL 5524 Validation Plan**

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**Part 1: Phase one of the process model**

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| **Key Principle of the Unitarian View:** “All of validity is construct validity”  **Assessment Scenario:** The Global Health Experiences (GHE) assessment is composed of three instruments: the pre-departure GHE survey (participant survey, PS-TP1), post-completion GHE survey (participant survey, PS-TP2), and annually GHE director/manager survey (program director and administrator survey, PD-EOY).  **What is the Context of Assessment Use?**  ***Construct(s)?***   * PS-TP1 (attitudinal):   1. Perceived readiness for GHE.  2. Satisfaction with medical institution supports and services for GHE. (this is useful for the assessment user collect the idea of how to improve the program beyond their checklist)   * PS-TP2 (attitudinal):   1. Satisfaction with medical institution supports and services for GHE in a retrospective view.  2. Satisfaction experience during the GHE (this is useful for the assessment user to assess the performance of the oversee partners and collect the ideas of how to improve the program)   * PD-EOY (checklist style):   1. Self-satisfaction with the overall origination of the program  PS-TP1, PS-TP2, and PD-EOY together provide multi-stage, multi-construct, and iterative assessment. Many of the items (construct 1 in PS-TP1, constructs 1 in PS-TP2, and construct 1 in PD-EOY) will shared with three surveys and be investigated from different perspective.  ***Population?*** All participants and program directors for the GHE programs at medical education institutions in the U.S.  ***Population Units****?* Individual participants of GHE and individual program directors  **What are the Assessment Purposes? *Intended uses of results:***  This assessment is aiming to provide a formative inference of the global health experience program. The result of this assessment will be helpful for:  • Promoting the development of the program,  • Identifying the needs from program participants,  • Checking the accomplishment of the program objective,  • Exploring the optimal practice guideline for similar programs.  ***Primary users:*** The user of this evaluation instrument will be the program developers, directors, administrators, and policymakers involved in the program or similar programs. These users include Anesthesiology Resident Education Program directors, Graduate Medical Education, directors, Medical School Global Health Education Program directors, and American Society of Anesthesiologists-Global Health Organization (ASA-GHO).  **Validation Questions:**   * To be able to support the desired measure-based inferences, what kinds of evidence would we need to compile and evaluate as a whole? * What evidence is *essential*, or minimally needed to justify the proposed inferences and assessment uses? * What evidence is *most relevant* to the context of assessment use? |

**Part 2: Validation Plan (PS-TP1 as an example)**

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| **Type of Validity Evidence** | **Validation Question** | **When do collect** | **Methods** | |
| **Content-based validity** | To what extend does the evidence show *Content Relevance* and *Content Representativeness* of the items and the overall program evolution | Soon after the design of instruments and operational items | 1. External expert review through interview  2. Previous Participants and director review through interview  3. Content validity index (e.g., content validity index and kappa coefficients)  4. checklist (ensure to follow the domain sampling method) | |
| **Correlational validity** | To what extend does the instrument correlated with other similar constructs, and irrelated with other dissimilar constructs? | After first iteration and revision | correlation matrix and inter-factor correlations  (find similar/dissimilar surveys by other institutions and ask the previous participants and directors to do the survey and see how their scores correlated/uncorrelated to our instruments) | |
| **Internal Structure and Dimensionality Validity** | To what extend are the analysis of instrument consistent with the theory and the specification of domain? | After the instrument finished the first iteration and has been proved with content validation | PCA, CFA, EFA  (we need to specify the domain and explore the related theory first during the instrumental design) | |
| **Criterion-related Validity** | To what extend does the instrument predict the future behaviors in target population | After content validation, internal factor structure evaluations, and convergent and discriminant validity tests are completed | | Correlation and regression  (PS-TP1 should partially explain the score in PS-TP2 and PD-EOY) |