



# Comparing assessment methods: outcomes from the video workshop

Kate Cobb



# The OSCE

(Objective Structured Clinical Examination)



The University of  
**Nottingham**

- Should each item be worth the same?
- Too many items make it difficult to assess
- Easy to confuse skill acquisition with competency
- Should the assessment be a binary rating (yes/no) or is a rating scale more appropriate?
- Is the item sheet really objective?
- Who should:
  - Compose the items?
  - Evaluate the student?
    - Role of the expert vs non-expert
    - Role of the subject area teacher

## OSCE: Clinical exam for repeat prescription

During the assessment the candidate:

	Yes	No
Ensures the safety of the animal, the client and themselves at all times		
Introduces themselves		
Obtains a general history from the client		
Obtains relevant history specific to the current problem		
Approaches animal in a quiet but confident manner		
Ensures animal is adequately restrained at all times		
Examines head including eyes, ears and mouth		
Auscultates chest on both sides		
Palpates abdomen thoroughly –cranial to caudal and ventral to dorsal		
Checks femoral pulses		
Examines skin		
Checks anus and genital area		
Assesses animal's gait		
Palpates all four limbs		
Records animal's weight		
Decides on appropriate management plan		
Communicates management plan effectively to owner		

Assessor rating:

Good pass	Pass	Borderline	Fail
-----------	------	------------	------

## OSCE: Fine Needle Aspirate

During the assessment the candidate:

	Yes	No
Ensures the safety of the animal, the client and themselves at all times		
Collects all equipment needed prior to restraining the patient		
Ensures animal is adequately restrained at all times		
Clips the lesion		
Cleans the lesion		
Immobilises the area to be sampled		
Introduces the needle into the lesion.		
Redirects in several planes then withdraws		
Attaches a 5ml syringe containing 2-3ml air to the needle		
Forces the material collected in the hub onto a clean microscope slide		
Places a second slide on top of the collected material at 90 degrees to the sample slide		
Pulls the two slides apart to provide a stripe of material running lengthways down the upper slide.		
Avoids excess force to squash and spread the material		
Assesses whether sufficient cells have been harvested		
Labels the slides to be examined		
Ensures that the animal is not bloodied		
Disposes of all materials used appropriately.		

Assessor rating:

Good pass	Pass	Borderline	Fail
-----------	------	------------	------

## OSCE: Blood sample

During the assessment the candidate:

	Yes	No
Ensures the safety of the animal, the client and themselves at all times		
Collects all equipment needed prior to restraining the patient		
Ensures animal is adequately restrained at all times		
Clips the area over the vein from which the sample will be taken		
Cleans the area from which the sample will be taken		
Uses appropriate size needle for sample collection		
Uses appropriate size syringe for sample collection		
Ensures vein is adequately raised		
Palpates area to locate raised vein		
Introduces needle and draws blood sample		
Withdraws needle and applies appropriate pressure to prevent further bleeding		
Removes needle from syringe before transferring blood to collection tube(s)		
Mixes blood in tube to prevent clotting where appropriate		
Ensures an adequate volume of blood has been collected		
Labels the collection tubes		
Ensures that the animal is not bloodied		
Disposes of all materials used appropriately.		

Assessor rating:

Good pass	Pass	Borderline	Fail
-----------	------	------------	------



# The DOPS

(Direct Observation of Procedural Skills)

## Positives

- Range on the rating scale better than yes/no
- Whole task assessed
- More stakeholder involvement
- Allows for variation in difficulty of case.

## Negatives

- Need descriptors for the scale otherwise the criteria are open to interpretation
- Non-parametric scale yet maybe analysed parametrically
- Needs space for written feedback on the form
- Is it too global – is it assessing too much?

## DOPS

Clinical setting:

Procedure:

Difficulty of procedure:            Low            Average            High

Please grade the following areas using the scale below	Below expectations (of day 1 skills)		Borderline (of day 1 skills)	Meets expectation (of day 1 skills)	Above expectations (of day 1 skills)		U/C*
1. Demonstrates understanding of indications, relevant anatomy and technique							
2. Obtains informed consent where appropriate							
3. Demonstrates appropriate preparation pre-procedure							
4. Appropriate restraint, analgesia or sedation							
5. Technical ability							
6. Aseptic technique							
7. Seeks help where appropriate							
8. Post procedure management							
9. Communication skills							
10. Professionalism							
11. Overall ability to perform procedure							

\*U/C Please mark unable to comment if you have not observed the behaviour described



# OSLER

(Objective Structured Long Examination Record)



The University of  
**Nottingham**

- More useful in the final stages of training
- More knowledge required on the part of the assessor
- Criteria and therefore assessment are more subjective than other methods
- It can be driven by a wider set of objectives
- More global assessment
- It is difficult to use with the video as opposed to person to person

## OSLER

Brief description of case:

Overall difficulty of the case:    simple        intermediate        difficult

Please grade each of the ten items below and assign an overall evaluation in terms of meets or does not meet expectations.

<b>The Clinical History</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Below expectations</b>
Correct facts established			
Communication process with owner			
Systematic presentation to veterinary surgeon			
Pace/clarity			
<b>The Physical examination</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Below expectations</b>
Systematic			
Technique (including attitude to owner and patient)			
Correct findings established			
<b>Management and Planning</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Below expectations</b>
Appropriate investigations in a logical sequence			
Ethical and financial considerations discussed			
Appropriate management proposed			
Clinical acumen			

Overall evaluation    Meets expectations   

Does not meet expectations



# Mini-CEX

(Mini Clinical Evaluation Exercise)



The University of  
**Nottingham**

- Requires descriptors to understand the expected standards
- Has potential to use weightings for aggregation
- There may be difficulties in aggregating score
- The form was more designed for feedback on strengths and weakness rather than for aggregation and summative assessment

## Veterinary mini-CEX

Clinical setting: Consultation

Clinical

problem: \_\_\_\_\_

Complexity of case:                      Low                      Average                      High

Please grade the following areas using the scale below	Below expectations (of day 1 skills)		Borderline (of day 1 skills)	Meets expectation (of day 1 skills)	Above expectations (of day 1 skills)		U/C*
1. History taking							
2. Physical examination							
3. Communication							
4. Practical skills							
5. Professionalism							
6. Organisation /efficiency							
7. Overall clinical care							

\*U/C Please mark unable to comment if you have not observed the behaviour described

Anything especially good:	Suggestions for development:
Agreed action:	



# Blank Sheet

(Participants were given no guidance in assessing the student in the video)



The University of  
**Nottingham**

- Able to take a 'global view'
- Writing notes/comments aids feedback
- Subjective method but holistic
- Relies on expertise of the assessor
- Could be very student centred
- Could be assessor centred
- What kind of training would need to be provided to assessors?
- Question over use as a summative assessment