



ECLW

Workplace assessment in the health professions

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Collaborative project between:

- The Royal Veterinary College (RVC), University of London
- School of Veterinary Medicine and Science (SVMS), University of Nottingham
- School of Education (SoE), University of Nottingham

Aims to identify and disseminate best practice in the clinical workplace

- 1990-2010
- Databases: British Library, ERIC, ISI Web of Knowledge, Medline, Pub Med
- Boolean keyword searches:
med*, dent*, vet*, nurs*, pharm* AND clinical AND
(assessment OR evaluation)
- Results refined by selecting references with specific assessment methods e.g. Mini-CEX, portfolio, DOPS
- Focused on review articles and evidence-based studies
(excluded commentaries)

- Purpose and principles of assessment
- Assessment methods in the health sciences, 1960-2010
- Competency – definitions and issues
- Portfolios and reflection
- Feedback
- Emerging themes

Purposes of assessment

- Establish the level of **achievement** reached at the end of a course/unit for **certification**.
- Predict a students' likely performance level in the future
- Consolidate the work done so far-a **learning** experience in itself
- Motivate students
- Identify areas of strength and weakness
- Quality Assurance mechanism

Beattie & Dockrell(1993)

Principles of assessment

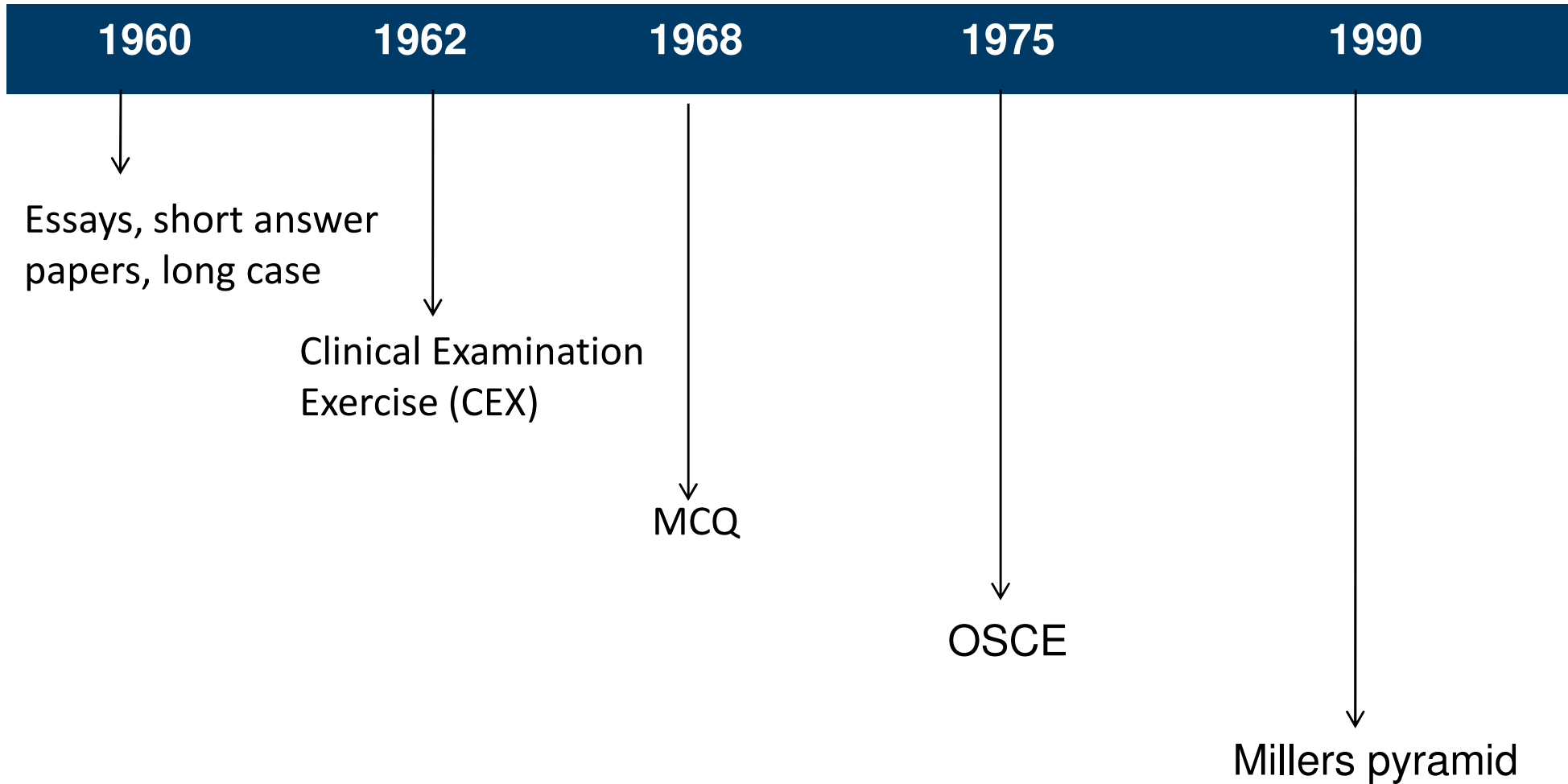
In designing an assessment a number of questions on the 'utility' need to be asked.

- What is the educational impact?
- Are the methods reliable and valid?
- Are the methods feasible and acceptable?
- Formative versus Summative assessment?

Utility index= Reliability x Validity x Feasibility x
Acceptability x Educational impact

(Van der Vleuten, 1996)

Assessment methods 1960-1990



Student is given '**unobserved time**' with a patient in a clinical setting to perform a physical examination, with the examiner questioning the student afterwards.

Strength	Weakness
Authenticity	Inter rater reliability-low
	Resource intensive

1962 Clinical Examination Exercise (CEX)

Examiner directly observes a graduate taking a history and performing a physical examination, with immediate feedback. Two hours in duration.

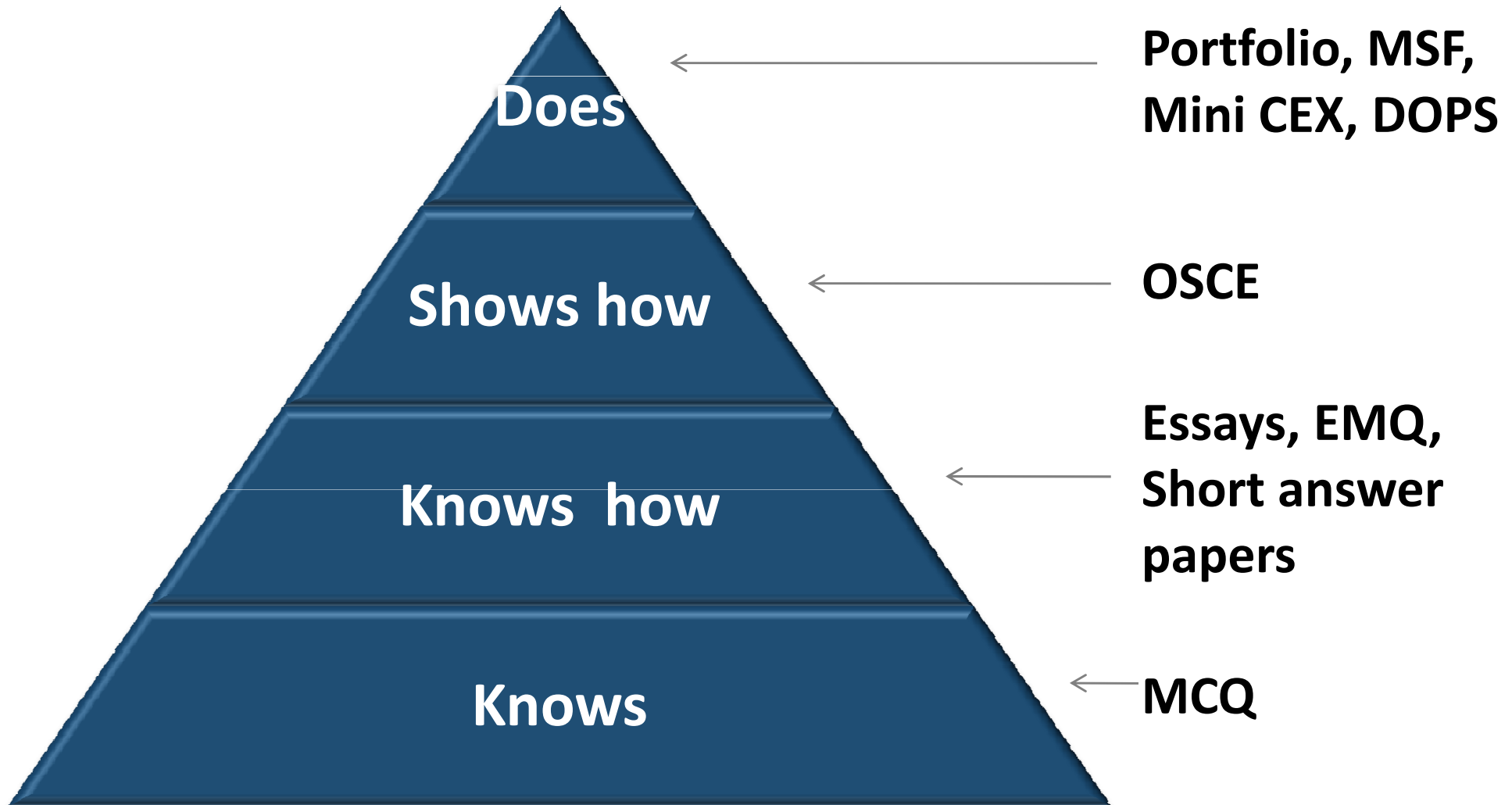
Strength	Weakness
Authenticity	One examiner observing the encounter
	Few encounters per year

1975 Objective Structured Clinical Examination (OSCE)

Students rotate around a circuit which has a number of individual stations where they are examined on a single competency.

Strength	Weakness
Standardisation	Simulated environment
Different examiner for each station	Feasibility

1990 Millers pyramid



‘The ability to perform the roles and task required by ones jobs to the expected standard’

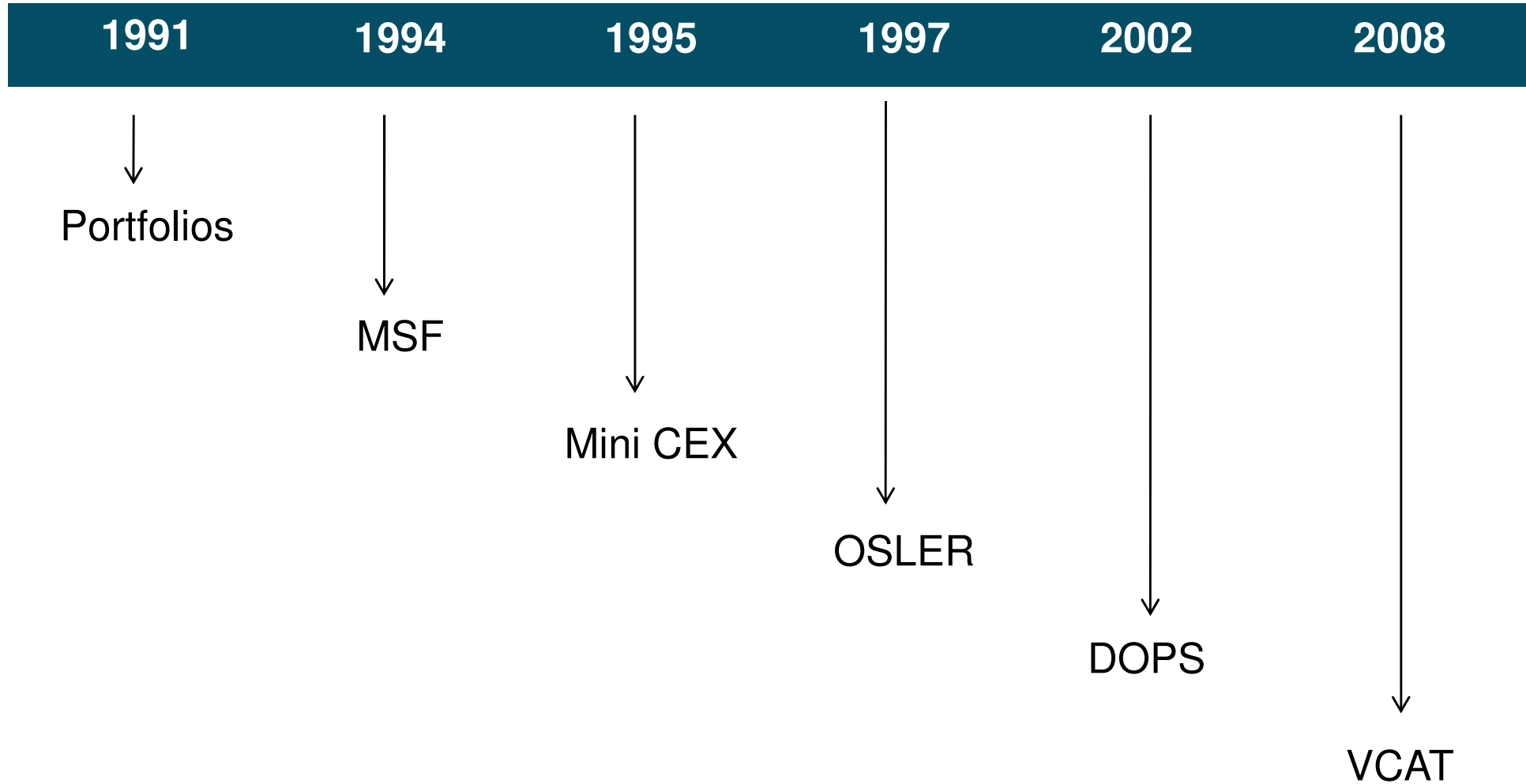
(The Royal College of Veterinary Surgeons, based on Eraut 2000)

‘A combination of knowledge, skills, and attitudes which, when applied to a particular situation, lead to a given outcome.’

(The Royal College of General Practitioners)

- No clear definition
- Criticisms of competency based approach

Assessment methods 1990-2010



‘They are an assessment of a students performance that stimulate learning from experience.’

(Driessen, 2009)

They provide evidence for individual competencies achieved.

Strength	Weakness
Authenticity	Staff/student perceptions
Reflective	Superficial

1994 Multisource feedback (MSF)

Consolidates a number of ratings from different members of staff about clinical behaviour (communication, teamwork and professionalism)

Strength	Weakness
Authenticity	Time consuming
	Subjective rating scales <i>(Cohen et al, 2009)</i>

Examiners observe short clinical encounters of a student with a patient, taking a history and performing a physical examination and giving feedback on their performance.

Strength	Weakness
Authenticity	Primarily a graduate assessment
Multiple encounters improves reliability	

2002 Directly Observed Procedural Skills(DOPS)

Examiners observed short procedures (15-20 minutes) undertaken by a graduate with specific feedback afterwards.

Strength	Weakness
Authenticity	Feasibility
Feedback	Stressful situation for students <i>(Cohen et al, 2009)</i>

2008 Veterinary Clinical Assessment Tool (VCAT)

Student being observed by an examiner in an encounter with a patient and client around a skill such as history taking.
University of Glasgow pilot study (*Hammond & Anderson, 2008*)

Strength	Weakness
Authenticity	
Feedback	

Moving away from ...	Towards ...
Subjective	Objective
Classroom-based	Workplace-based
Recall of information	Practical application and problem solving
Fragmentation	Integration
Theoretical	Authentic
Assessment as judgement	Assessment as learning
Search for 'holy grail'	Realisation that no one method is perfect
Knowledge, skills and attitudes	Integrative concepts

- What authentic workplace assessments are in use at your institution?
- What is their impact on student learning?
- What problems are associated with workplace assessment and how can you solve them?