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Altri autori (Persone)	WestwoodOlwyn M. R GriffinAnn <1961-> HayFrank C
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Nota di contenuto	Cover; Title page; Copyright page; Contents; Contributors; Foreword; Preface; Chapter 1: Principles of assessment; Introduction; Trends in assessment; What is an assessment?; Competence and performance; Professionalism; What makes a good assessment?; Validity; Reliability; Overview of the book; Chapter 2: Assessment of knowledge; Introduction; Classification of written questions; Essay questions; Modified essay questions (MEQ); Short answer questions (SAQs); Multiple-choice questions (MCQ); Extended matching questions (EMQ); Specific tests of clinical reasoning; Key feature problems (KFP) Script concordance items (SCI)Projects and dissertations; Guidance for successful delivery of projects and dissertations; Assessment of projects and dissertations; Portfolios; References; Further reading; Chapter 3: Development of skills competence assessment; Introduction; Dimensions; Test formats; Competence assessments; Long case examination; Objective structured long examination record (OSLER); Objective structured clinical examination (OSCE); Objective structured assessment of technical skills (OSATS); Practicalities to consider when planning an OSCE; Purpose of the assessment Blueprinting (see also Chapter 6)Developing OSCE stations; Simulated

patient and assessor training; Feedback on performance; 'Serious concerns' documentation; Current issues about competency assessment; Sequential OSCEs; Should high fidelity simulation be used in an OSCE?; Conclusions; References; Further reading; Chapter 4: Assessment of performance; Introduction; Why assess performance?; Simulation; High fidelity simulation; Planning a simulation episode; Workplace-based assessments; Mini clinical evaluation exercise (mini-CEX); Directly observed procedural skill (DOPS) Case-based discussion (CbD)The acute care assessment tool (ACAT); Challenges of WPBA; The future of the WPBA; Log books for undergraduate training; Personal development portfolios; Good practice in performance assessment; Conclusions; References; Chapter 5: Assessment of professionalism; Introduction; What is professionalism?; How do you teach or learn professionalism?; Approaches to assessing professionalism; Faculty/teacher-practitioner assessment: observation in vitro; Objective structured clinical examinations (OSCEs); Workplace-based assessments: Observations Faculty/teacher-practitioner assessment: Observation 'in vivo'Assessment as part of practice; Critical incidents/significant incidents; Undeclared observation; Faculty/teacher-practitioner assessment: Paper-based tests; Multiple-choice questions (MCQs); Short answer questions and essays; Written reflections; Scenarios; Service user assessment; Patient satisfaction surveys; Ad hoc patient feedback; Peer assessment; Self-assessment; Proxy measures of professionalism; Looking towards the future: The recommendations of the Ottawa 2010 expert group The assessment of professionalism as an individual phenomenon

Sommario/riassunto

Do you want to improve standards of practice? Do you know how to construct examinations so that they are fit for purpose? Can you give constructive feedback to aid development? How to Assess Students and Trainees in Medicine and Health will help you develop these vital skills and much more. This brand new title is an ideal resource for those keen to promote best practice in assessment, evaluation and feedback. From the theoretical basics of medical education to the various types of assessment used today, the book considers the practical issue
