

1. Record Nr.	UNINA9910953838903321
Titolo	How to assess students and trainees in medicine and health / / edited by Olwyn Westwood, Ann Griffin, Frank Hay
Pubbl/distr/stampa	Chichester, England, : Wiley-Blackwell, c2013
ISBN	9781118568057 1118568052
Edizione	[3rd ed.]
Descrizione fisica	1 online resource (xii, 210 p.) : ill. (some col.)
Collana	How To Series
Altri autori (Persone)	GriffinAnn <1961-> HayFrank C WestwoodOlwyn M. R
Disciplina	610.71/1
Soggetti	Medical education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
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 -- The assessment of professionalism as an interpersonal phenomenon -- The assessment of professionalism as an institutional/societal phenomenon -- Summary -- References -- Further reading -- Chapter 6: Setting the standard in assessments -- Introduction -- Summative and formative assessments -- Scores and standards in assessments -- Standard setting -- Who sets the pass score? -- Setting the pass score -- Methods used for standard setting -- Relative methods -- Absolute methods -- Compromise methods -- A final thought on standard setting . . . -- Blueprinting of assessment.

Computer-based assessments -- Assessment management -- References -- Further reading -- Chapter 7: Feedback and assessment -- Introduction -- What is feedback? -- The increasing importance of feedback in healthcare education -- Roles and challenges in facilitating feedback -- Theories of feedback -- Feedback for effective learning: key principles -- Practical suggestions for effective feedback -- Multi-source feedback -- Patient satisfaction questionnaires -- Doctors' interpersonal skills questionnaire (DISQ) -- Appraisal -- Feedback on assessment -- Case of the month -- Conversations can shape how individuals set their own goals -- References -- Further reading -- Chapter 8: Psychometrics in medical education assessment -- Introduction -- Psychometrics in educational assessment -- What is psychometrics? -- Are educational assessments psychometric tests? -- Psychometric validity and reliability in assessment -- What is reliability? -- What is validity? -- Establishing and evaluating reliability -- Classical test theory -- Assessing the reliability of a written test result -- Reliability of performance assessments: inter-rater reliability and generalisability theory -- Item response theory -- Establishing and evaluating validity -- Evidence for validity of a test - predictive, convergent and discriminant validity -- Threats to validity: systematic bias -- Construct under-representation -- Construct-irrelevant variance -- Cheating -- References -- Further reading -- Chapter 9:

Examiners and examination boards -- Introduction -- Academic quality indicators -- Marking and moderation of assessments -- Compensation, condoned fails and mark capping -- Mitigating circumstances, complaints and appeals -- Role of the external examiner -- National steer in the UK for the external examiner role -- Examiner behaviours -- Examiner judgement process. Examiner severity -- Just what level of consideration is given when assessing a candidate's work? -- Why do some students fail? -- Ethnicity and gender -- Learning needs and learning disabilities -- Students may be reluctant to seek help -- Steps to support students -- References -- Further reading -- Chapter 10: Future developments in assessment and feedback -- Introduction -- Regulatory change and its influence on assessment and feedback -- Standardisation of assessment practice -- National testing -- Stimulating innovation -- Re-validation -- Academic changes influencing assessment and feedback -- Economic changes influencing assessment and feedback -- Sociological change influencing assessment and feedback -- Technical developments and innovations in assessment practice -- Developments in assessment research -- Mining the assessment data sets -- Recent education research that will influence policy change -- References -- Useful websites -- Index.

---

#### 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 issues surrounding assessment, with 'trouble shooting' help for those designing and writing assessments. With hints and tips drawn from experienced medical educators, How to Assess Students and Trainees in Medicine and Health is fully supported by a companion website at [www.wiley.com/go/assesshealth](http://www.wiley.com/go/assesshealth) containing worked examples and sample exemplar assessments that can be modified for personal use, making this the ultimate guide to mastering assessment, evaluation and development of students and trainees.

---