

Otago Medical School

Te Kura Hauora o Ōtākou



Te Whare Wānanga o Ōtāgo

NEW ZEALAND

Workplace based assessment of health professional student learning and performance

Mike Tweed 16th June 2021

The next hour: Workplace based assessment (WBA)

- Small group discussion on current WBA
- Feedback from groups

- Presentation on some aspects of WBA

- Small group discussion on challenges and solutions
- Feedback from groups

- Questions and discussion
- Close

Small group discussion 1

- Introduce yourselves
- Nominate someone to feedback to larger group
- 5 minute discussion: For your individual areas:
 - What WBA is occurring?
 - What is the purpose of WBA?
- Nominated person to feedback a summary to the wider group for 1 minute

WBA- what is occurring?

- Assessment of a “worker” within a healthcare institution, when the actions of the person are part of patient care
- Assessment of a “non-worker” within a healthcare institution
 - An example a bedside teaching session for students when the observed consultation is not part of patient care = Learning and assessment in the clinical environment

WBA- what is the purpose?

- Authenticity
 - The areas of practice and context of practice assessed should be as authentic as possible

- Assessment...

for learning

of learning

as learning

The quantum of WBA

- **An event** – eg 15 minutes with a patient or staff member
- **An attachment** – eg 4-8 weeks as a member of a team
- **A phase of course** – eg a year
- The purpose of these and therefore rigour required will be significantly different



Assessment events as part of everyday work: informal and opportunistic

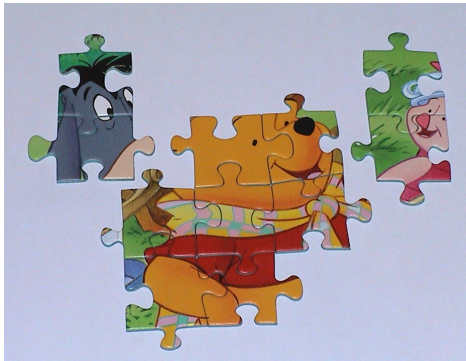
- Assessment on the run (Teaching on the run)
- Watch the student, what did well, what to work on, self-evaluation, a couple of pointers.
- The majority of assessments
- The narrative, the words, the conversation are the most important

Assessment events as part of everyday work: formal reporting

- Standardised forms
- Many different processes and forms described
- The actual form is less important:
 - What is included
 - Space to write the narrative
- What works for you




Assessment across time: builds a more complete picture (programmatic assessment)



What competencies to assess, comment on, use to inform decisions


- What do we value?
- What are the learning outcomes?

- Clinical attachments as part of the healthcare team
- Patient care, teamwork, professional conduct

		UOW MBChB 2020-2021 Trainee Intern Medicine Case Based Discussion		
NAME:				
<small>Format: The TI has up to 60 minutes (approximate) to undertake an unobserved consultation with the patient + family/whānau. The TI will present and discuss relevant aspects for approximately 15-30 minutes.</small>				
<small>The patient's problems were:</small>				
Summary of consultation:				
	Not done	Partially done	Done	Done well
Reporting history and examination issues				
Synthesis of issues				
Plan to address key issues				
<small>Interprofessional collaboration and shared care approach</small>				
<small>Individualising patient care (including consideration of specific issues with regard to palliative medicine approach including emotional, cultural, religious, and existential aspects and potentially to death and dying)</small>				
Comments on strengths		Comments on areas for improvement		
Overall assessment <small>Please circle one number only</small>				
0	1	2	3	4
Not assessable	Below minimum standard to exit TI year	At minimum standard to exit TI year	Above minimum standard to exit TI year	Excellent compared to minimum standard to exit TI year
Signed	Name	Date		

Summary of consultation:				
	Not done	Partially done	Done	Done well
Reporting history and examination issues				
Synthesis of issues				
Plan to address key issues				
Interprofessional collaboration and shared care approach				
Individualising patient care (including consideration of specific issues with regard to palliative medicine approach including emotional, cultural, religious, and existential aspects and potentially to death and dying)				

Comments on strengths	Comments on areas for improvement

 UOW MBChB 2020-2021 Trainee Intern Medicine Ward Supervisor Report (WSR) NAME: _____				
Patient care A TI is expected to be able to consolidate, synthesise and apply knowledge of health care and health care systems to a broad range of new and on-going patient presentations and illnesses for newly-admitted patients and in-patients.				
Comments on strengths	Comments on areas for improvement			
Overall Patient Care Please Circle one number only				
0 Not assessable	1 Below minimum standard to exit TI year	2 At minimum standard to exit TI year	3 Above minimum standard to exit TI year	4 Excellent compared to minimum standard to exit TI year
Teamwork A TI is expected to function competently as a member of an inpatient based health care team.				
Comments on strengths	Comments on areas for improvement			

Professional conduct A TI is expected to demonstrate satisfactory professional conduct: interactions with patients and their families; personal and professional values; relationships with staff and colleagues; commitment to professional standards and continuing improvement in self and others.				
Comments on strengths	Comments on areas for improvement			
Overall Teamwork and Professional Conduct Please Circle one number only				
0 Not assessable	1 Below minimum standard to exit TI year	2 At minimum standard to exit TI year	3 Above minimum standard to exit TI year	4 Excellent compared to minimum standard to exit TI year
Procedure skills A TI is expected to achieve the following procedural skills during the TI year (although not solely in the Medicine Module): blood culture specimens; peripheral intravenous cannulation; arterial puncture; subcutaneous injection/infiltration of local anaesthetic; subcutaneous injection of other medications; intramuscular injection; draw up and check IV drugs; set up an intravenous infusion.				
Did the TI gain sufficient experience these procedural skills relevant to TI practice (not necessarily a 100% success rate)? Y/N If no, was this because of insufficient opportunity or insufficient engagement or another reason (specify)?				
Out-of-hours experience During the course of the module a TI is expected to do 3 long days (or equivalent) Did the TI gain sufficient out-of-hours experience? Y/N If no, was this because of insufficient opportunity or insufficient engagement or another reason (specify)?				
For those outcomes requiring judgments from other team members, who contributed to this? Please tick as many as needed.				
SMO(s) <input type="checkbox"/>	RMO(s) <input type="checkbox"/>	Nurse(s) <input type="checkbox"/>	Other(s) <input type="checkbox"/>	
Allied Health professional(s) <input type="checkbox"/>	Administrative staff <input type="checkbox"/>			
Additional comments: What aspect(s) of this TI performance may need to be recognised to direct future learning and/or performance?				
Comments on strengths	Comments on areas for improvement			
Signed _____	Name _____ Date _____			

Patient care

A TI is expected to be able to consolidate, synthesise and apply knowledge of health care and health care systems to a broad range of new and on-going patient presentations and illnesses for newly-admitted patients and in-patients.

Comments on strengths	Comments on areas for improvement
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Teamwork

A TI is expected to function competently as a member of an inpatient based health care team.

Comments on strengths	Comments on areas for improvement
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Professional conduct

A TI is expected to demonstrate satisfactory professional conduct: Interactions with patients and their families; personal and professional values; relationships with staff and colleagues; commitment to professional standards and continuing improvement in self and others

Comments on strengths	Comments on areas for improvement
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Summary

- Assessment to guide learning and aggregate data to inform progression decisions (Programmatic Assessment)
- Assess what is important
- Multiple observers, multiple contexts of practice, multiple areas of practice
- The narrative is important

Small group discussion 2

- Briefly discuss for 10 minutes
- For your individual areas:
 - What are the challenges you face with WBA?
 - What solutions have you used to try to mitigate these?
- Nominated person to feedback a summary to the wider group for 1 minute

Questions and discussion

Take home message

- Assessment to guide learning and aggregate data to inform progression decisions (Programmatic Assessment)
 - Assess what is important
 - Multiple observers, multiple contexts of practice, multiple areas of practice
 - The narrative is important
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- Further discussion contact your local education advisor