



Teaching on the Run

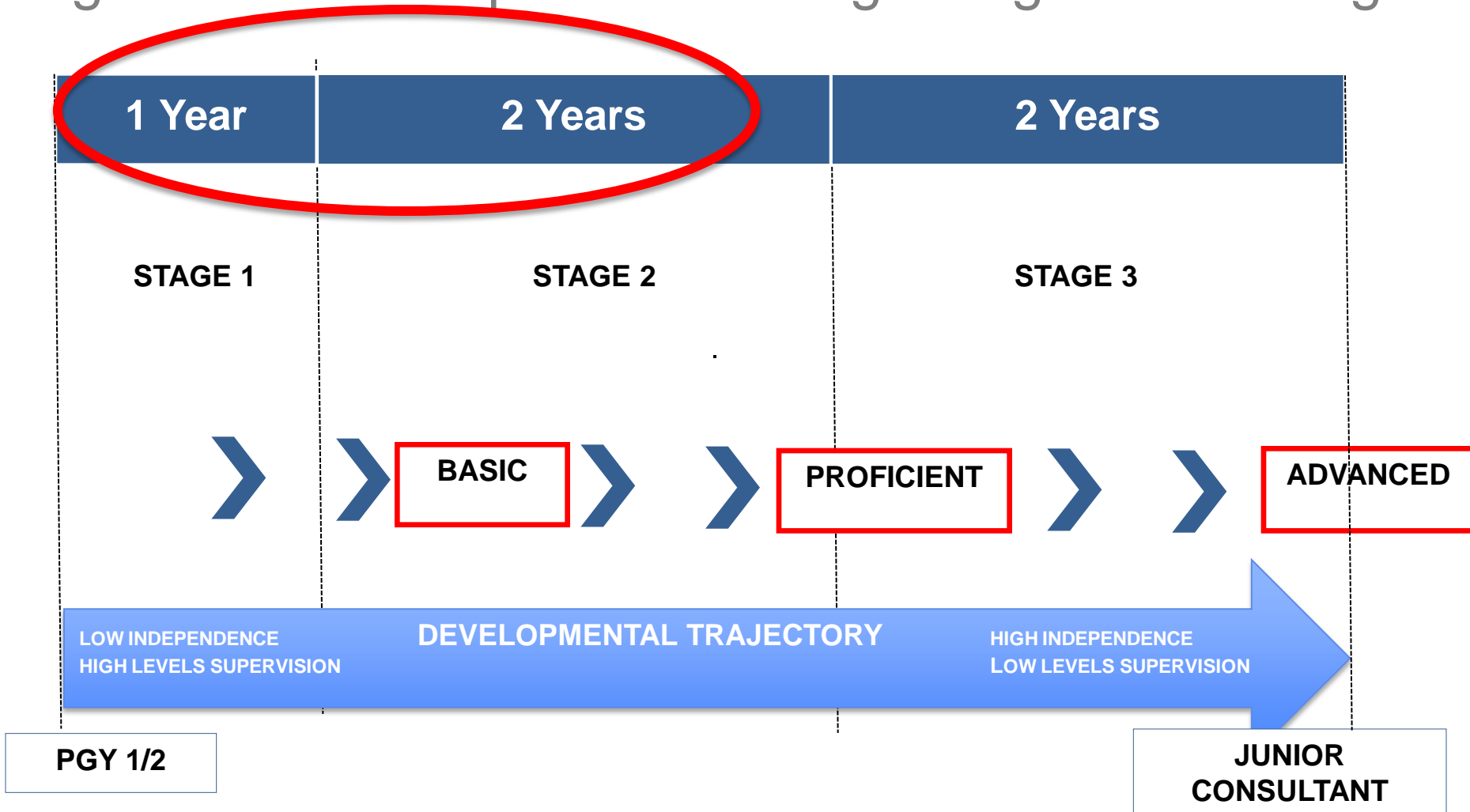
RANZCP

Assessing & Supporting

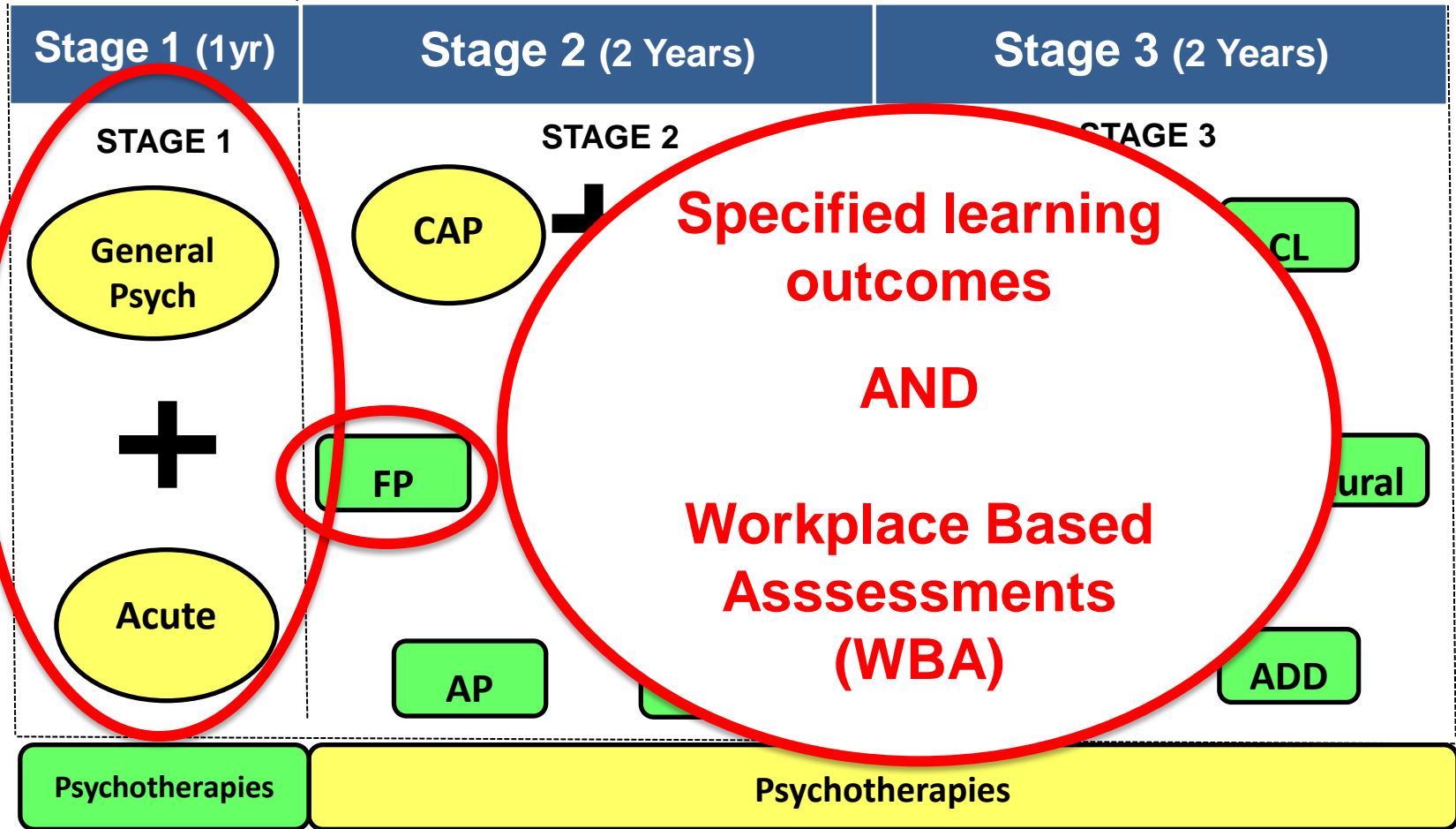


RANZCP

Progression of competence through stages of training



RANZCP Clinical Attachments



Specified learning outcomes

AND

Workplace Based Assessments (WBA)

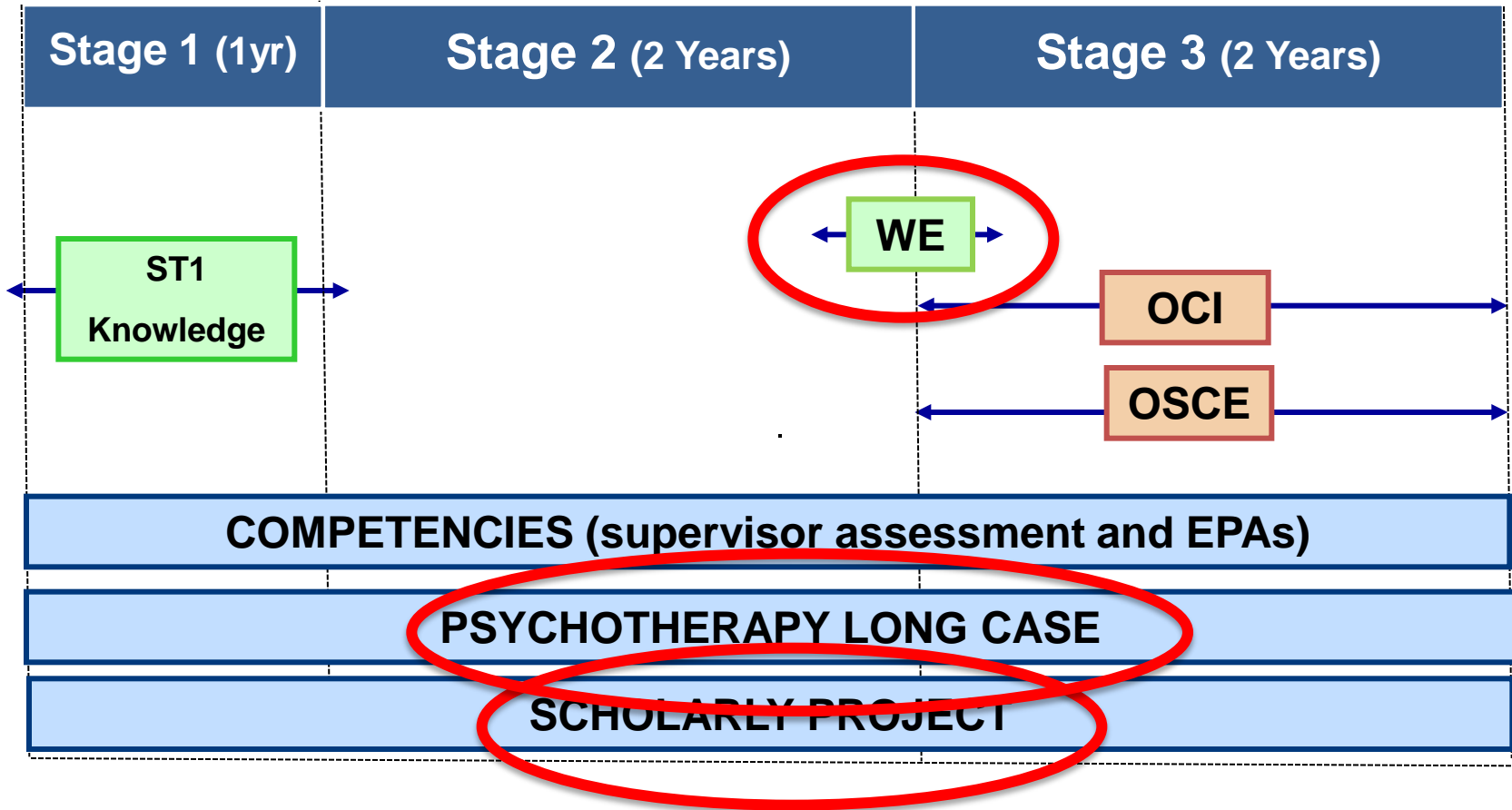
Non-Mandatory

Mandatory

CAP – child & adolescent; CL – consultation liaison; FP – forensic; POA – old age; AP – adult; ADD - addiction



RANZCP Assessment



ST1AK = Stage 1 Assessment of Knowledge; WE = Written Examination; OCI = Observed Clinical Interview; OSCE= Observed Structure Clinical Examination

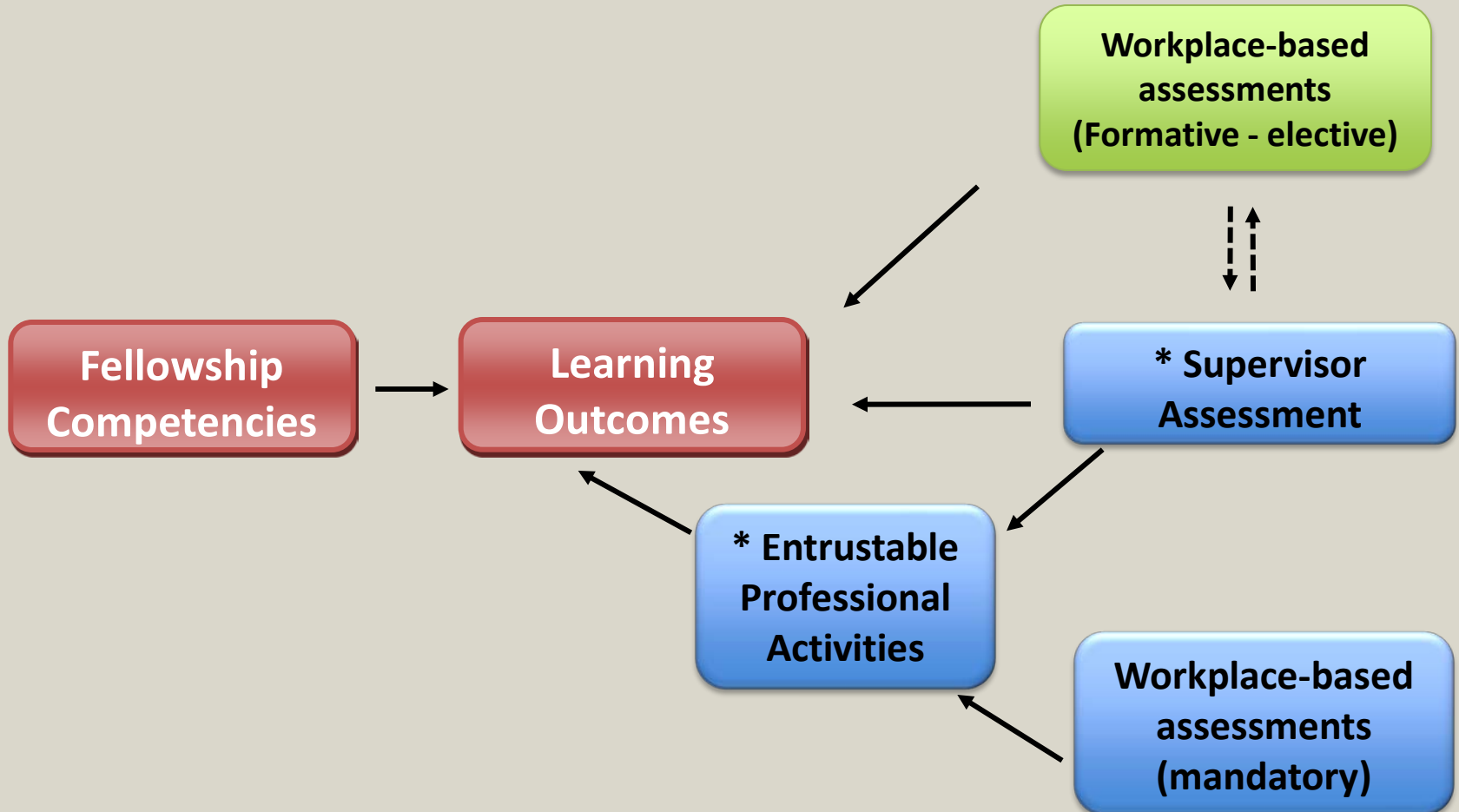


Outcomes

- To define formative and summative assessment
- To clarify the purpose of WBA for trainees
- To increase confidence using WBA
- To plan integration into your practice
- Develop framework for managing problems



Assessment in the CBFP



Plan

1. Discussion - Definitions and experiences
2. Video and Discussion –mini-CEX, EPAs and settings standards
3. Role Play and Discussion – OCA, Dealing with challenges
4. Role Play and Discussion – Supervisor Assessment



46.8

X 2.5

2340

9360

116.00

Please give a mark out of 10



Formative vs. Summative Assessment

FORMATIVE ASSESSMENT

Immediate feedback

Assessment for learning

Workplace-based
assessments

SUMMATIVE ASSESSMENT

Delayed feedback

Assessment of the learning

Supervisor report, EPA
Written exam, OCI, OSCE



FORMATIVE ASSESSMENT

VS

SUMMATIVE ASSESSMENT

Workplace-based Assess

- Mini-CEX
- Case Based Discussion
- Observed Clinical Activity
- Professional Presentation

Clinical Attachment

- EPAs – 2/rotation
- Supervisor Assessment

College

- Written exam, OCI, OSCE

Any concerns?



What **positive** experiences
of formative assessment
have you had?



What **negative** experiences
of formative assessment
have you had?



Formative assessment

- Frequent
- Interactive
- Timely
- Appropriate for learner level
- **Behavior** specific & balanced
- **Labeled**
- Empathetic

FIT & ABLE



Video – Mini-CEX



Mini-CEX

What

- Observation of short (10 min) segment of clinical activity with immediate feedback
- i.e. Handover to a colleague, speaking to a family, mental state exam, physical examination

When

- Supervision time, multiple occasions



Formative assessment - feedback

- Let the trainee speak first (self assessment)
- Start with good points; identify areas to improve
- Be specific;
- Focus on specific areas
- Constructive - Plan solutions
- Challenge the good to be even better
- Show interest and involvement

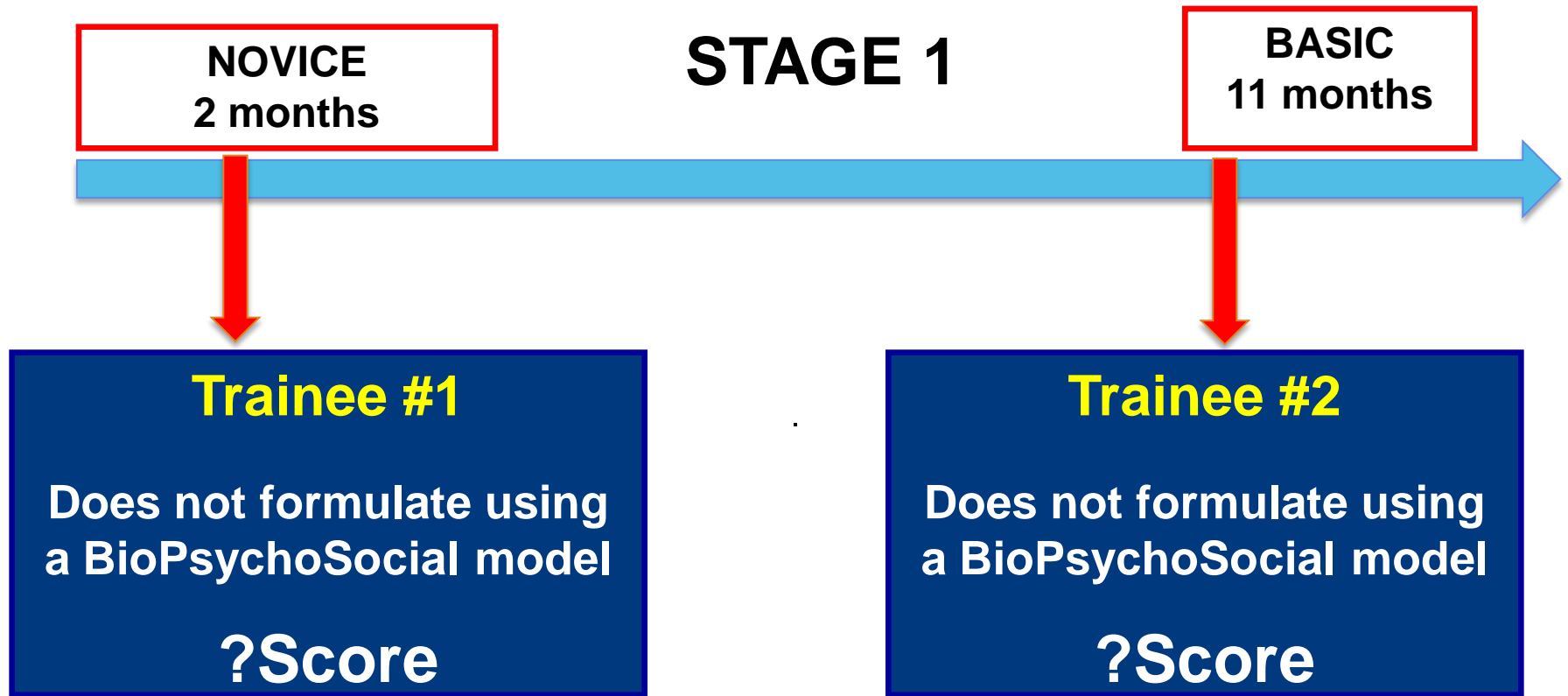


**How do you determine
.....competence?
.....pass or fail?
....reached the standard?**

**Workplace based
assessment**



Case Based Discussion



		Below standard* for Stage 1			Meets standard* for Stage 1			Above standard* for Stage 1			
		1	2	3	4	5	6	7	8	9	n/a
6.	Data synthesis										



Determining Competency

- Know the outcomes expected
- Observe
- Know the level expected for the STAGE



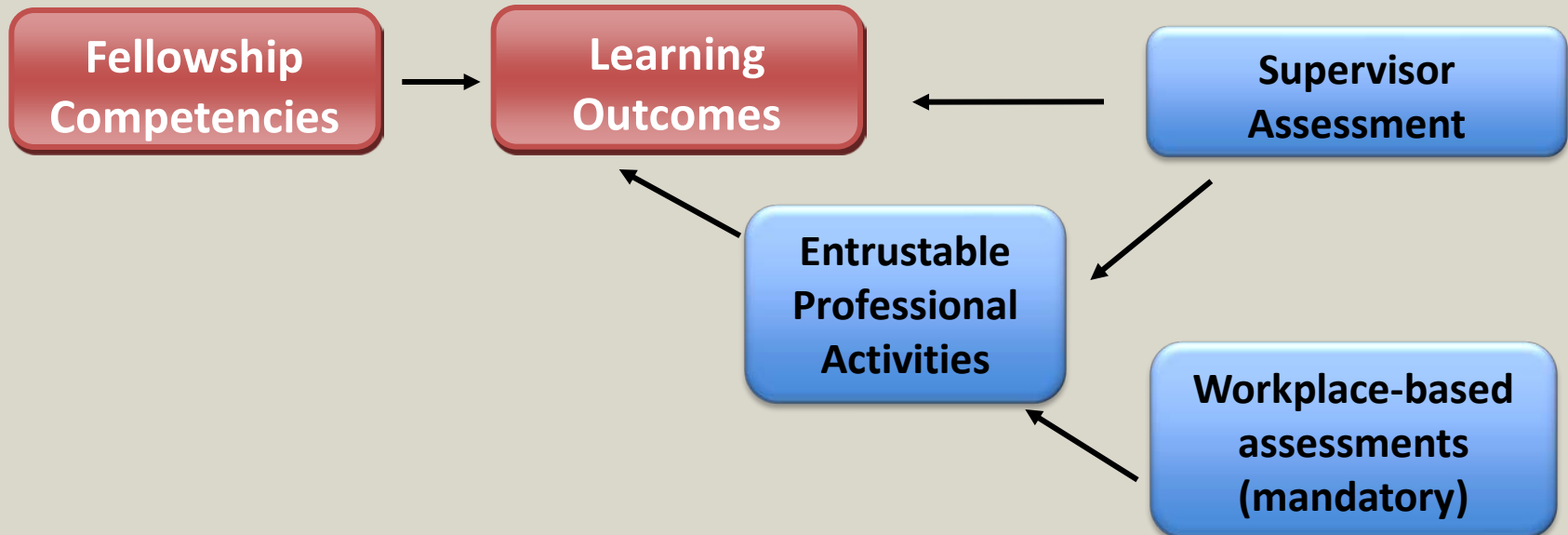
Entrustable Professional Activities Stage 2

ADDICTION

Management of intoxication
and withdrawal
Comorbid mental health and
substance use problems

CHILD & ADOLESCENT

Develop a management plan
for an adolescent where school
attendance is at risk
Clinical assessment of a pre-
pubertal child



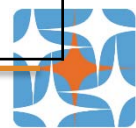
Level of independence

“The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.”



Entrustable Professional Activity Stage 1

Producing discharge summaries and organising appropriate transfer of care	HOW - Summaries, letters, supervising JMO summaries WHEN - Part of 1hr/wk; feedback from colleagues
Initiating antipsychotic medication in a patient with schizophrenia	HOW - WHEN -
Active contribution to the multidisciplinary team meeting	HOW - WHEN -
Providing an explanation to a family about a young adult's major mental illness	HOW - WHEN -



Role Play

Observed Clinical Activity (OCA)



Observed Clinical Activity

WHAT	OCA (session 1)
Clinical I/V	50 min
Post-I/V feedback	10 min
Thinking time	Own time
	OCA (session 2)
Presentation of Assessment & Viva	20 min
Presentation of Plan & Viva	20 min
Feedback	10 min
Total	110 min

When

- Supervision and teaching time



Determinants of Performance

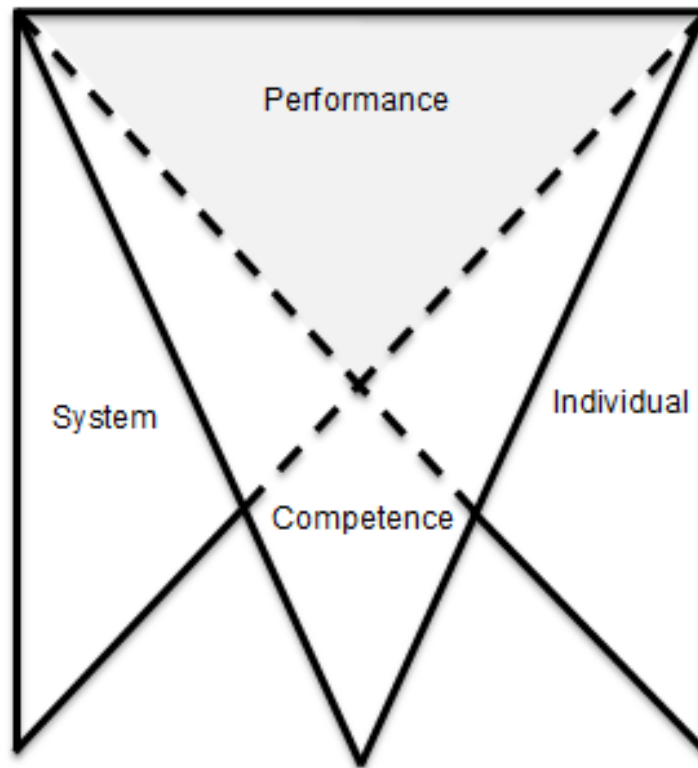
Cambridge Model

System

Overworked
Conflicting demands
Menial tasks
Death and disease

Supervision

Responsibility beyond
competence
No support
No feedback



Trainee

Clinical competence
Communication
Professional
Personal



Role Play

Supervisors Report



Supervisors Report

- Know the outcomes expected
- Know the level expected for the STAGE
- Know common errors and look for them
- Multiple observations (multiple people, multiple occasions)
- Multiple WBAs



**What challenges do you see in
integrating WBA into your practice?**



Integrating WBA into the rotation

- Responsibility of the trainee
- Share workload across the Department
- Plan into usual teaching and supervision time
- Regular review of number, type and performance
- Good communication in the Department



Outcomes

- To define formative and summative assessment
- To clarify the purpose of WBA for trainees
- To increase confidence using WBA
- To plan integration into your practise
- Develop framework for managing problems



What will you change in your practice?



Evaluation

What worked well?

What could be better?

