Education Stream

SPDP Workshop 3
Part 1
Workbased learning and assessment
Supervisor Professional Development Program

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Tuesday, 17 May 2016
I would like to acknowledge the Custodians of the Land on which we meet today here in Adelaide - the Kaurna people and also acknowledge the Custodians of the lands on which our (other) State offices are situated.

I would like to pay respect to the Elders, both past and present, and extend that respect to other Aboriginal and Torres Strait Islander people who are present.
Tell us about you……

- Your work…
- Your teaching…
- What has been your experience with work-based assessment and does it help trainees learn?
Outcomes

- Discuss the purpose and importance of work-based learning and assessment
- Analyse the cycle of planning for learning and assessment
- Identify the challenges and solutions associated with work-based assessment in a complex environment
- Draw on evidence of learning and achievement to determine overall performance and progression.
The Purpose and Importance of Work-based Learning and Assessment

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Optimising learning at work

EXPERIENCE
Work-based/ Experiential
70%
- Action learning and problem solving
- Placement, secondments and job rotations
- Shadowing, self-directed and incidental learning
- Projects and special assignments
- Supervised practice
- Work-based Assessment

EXPOSURE
Learning from Others
20%
- Communities of practice
- Subject matter networks
- User generated content
- Collaboration platforms
- Coaching
- Mentoring
- Supervisor feedback

EDUCATION
Formal Learning
10%
- Workshops
- Webinars
- Online learning eLearning
- mLearning
- Lectures
- Tutorials
- Grand Rounds
Why is work-based assessment effective?

• **Sets expectations:** Clarifies and shares learning intentions and criteria for success.

• **Assess authentic performance:** Assessment occurs in the work environment and should focus on actual practice and routine functioning.

• **Provides evidence of learning:** Elicits evidence of trainee understanding and progression.

• **Encourages skill development:** Work-based assessment encourages further skill development, particularly self-directed learning.
Challenges of Work-based Assessment

• Feedback from members has included:
  – Perceived low educational impact
  – ‘Tick-box’ activity for the College
  – Opportunistic – there is a focus on choosing easier cases
  – ‘Failure to fail’
  – Lack of time

• How can we change the culture to make work-based assessment meaningful?
Work-based Assessment – the evidence

- Performance assessment in practice (work-based assessments)
- Behaviour in test clinical and practical situations (examinations)
- Applied knowledge
- Factual knowledge

Adaptation of Miller’s Pyramid (1990)
Learning and Assessment Cycle

1. Set goals
2. Learn and gather evidence
3. Make evidence-based judgement
4. Reflect and prepare

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Planning for learning

Question 1: Why is it important to plan learning?

Question 2: How do you plan learning with a trainee?
Why plan for learning?

Planning for learning assists the trainee and supervisors to ensure:

- **Realistic expectations** are set
- **A benchmark is agreed** for monitoring and directing efforts
- **Motivation is increased** to learn and improve
- **Activities are planned** to reach the identified goal/s
- **Further development** is identified to ensure continuous improvement, progression and growth
How do we plan?

- Negotiate a learning plan through conversation
  - Assess learning needs and identify goals
  - Specify what constitutes evidence of learning
  - Identify learning resources, supports and strategies
  - Specify target dates

- Document the plan using the Learning Needs Analysis (or Learning Contract for Public Health Medicine)
Activity 1

- Watch videos
  - Video 1: Clair the Supervisor
  - Video 2: Nadia the trainee

- Learning goals
  - Identify goals for Nadia on the learning plan
  - Consider how you might confirm these goals are being met
The RACP wishes to advise that the physicians and trainees in this production are depicting characters for the purpose of filming this video.
Clair – the supervisor

The Royal Australasian College of Physicians
Scenario 2

Nadia
First year Advanced Trainee
Thoughts on learning goals…
Example learning goals

- Identify key priorities in management of diabetes for each patient.
- Demonstrate knowledge of the variety of diabetic medications and appropriateness of each for a given patient.
- Develop clinical skills needed for the diagnosis and management of a wide spectrum of endocrine disorders in an out-patient setting.
- Develop a therapeutic relationship with patients and families demonstrating effective listening techniques and non-verbal communication skills.
- Develop and show collaboration and team work skills with the multi-disciplinary team.
## Example learning activities

<table>
<thead>
<tr>
<th>70% Exposure</th>
<th>20% Experience</th>
<th>10% Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>work-based assessments (i.e. mini-CEX, CbD)</td>
<td>role playing with a colleague or supervisor</td>
<td>watching a webinar</td>
</tr>
<tr>
<td>writing a reflection (i.e. PQR)</td>
<td>mentoring someone, or being mentored</td>
<td>reading a journal article</td>
</tr>
<tr>
<td>shadowing a colleague or peer</td>
<td>360 multi-source feedback</td>
<td>attending a conference or workshop</td>
</tr>
<tr>
<td>observing a senior colleague</td>
<td>teaching junior colleagues</td>
<td>completing an online course</td>
</tr>
<tr>
<td>assessing patients with supervisor or colleague</td>
<td></td>
<td>practice simulation</td>
</tr>
<tr>
<td>taking part in a clinical audit</td>
<td></td>
<td>reviewing case studies</td>
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<tr>
<td>participation in interdisciplinary meetings</td>
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Learn and Gather Evidence

1. Set goals
2. Learn and gather evidence
3. Make evidence-based judgement
4. Reflect and prepare

Process:
- Set goals
- Learn and gather evidence
- Make evidence-based judgement
- Reflect and prepare

Feedback loop:
<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the workflow</td>
<td>As a part of their daily workplace activities</td>
</tr>
<tr>
<td>Continuously</td>
<td>Through the constant flow of workplace information</td>
</tr>
<tr>
<td>Immediately</td>
<td>Through solving problems to get the job done.</td>
</tr>
<tr>
<td>Socially</td>
<td>Through learning from others and working collaboratively</td>
</tr>
<tr>
<td>Autonomously</td>
<td>As self-directed learners</td>
</tr>
</tbody>
</table>
### Gathering evidence

<table>
<thead>
<tr>
<th>Assessment method</th>
<th>RACP tool</th>
</tr>
</thead>
</table>
| **Planning**      | • Learning Needs Analysis (LNA)  
                   • Learning Contract |
| **Observation**   | • Mini-Clinical Evaluation Exercise (mini-CEX)  
                   • Direct Observation of procedural Skills (DOPS)  
                   • Direct Observation of Practical Professional Skills (DOPPS)  
                   • Oral Presentation |
| **Writing**       | • Professional Qualities Reflection (PQR) |
| **Discussion**    | • Case-based Discussion (CbD)  
                   • In Training Long Case Assessment |
| **Reporting**     | • Mid-Year Progress Report  
                   • Supervisor’s Report |
WBA – helping complete the picture

- Written Exam
- Clinical Exam

Work-based assessment
- Multiple occasions
- Multiple domains
- Multiple modalities
- Multiple observers
Tips on using Work-based Assessments

- Integrate into the workflow
- Doing things on the fly
- Focus on improvement
- Relevant to learning needs
Activity 2

• **Video 1:** Clair sets up a mini-CEX encounter with Nadia

• **Video 2:** A mini-CEX encounter between Clair, Nadia and Mrs and Mr Li

• Fill out the RACP mini-CEX rating form with your appraisal of Nadia. Think about:
  - The case selection
  - The evidence gathered
  - Integration into the workflow
  - Relevancy to learning needs

• **Video 3:** Clair’s feedback to Nadia
Mini-CEX Encounter (part 2) – Mr and Mrs Li
Mini-CEX Encounter (part 3) – Clair’s Feedback to Nadia
Learning and Assessment Cycle

Set goals

Reflect and prepare

Learn and gather evidence

Make evidence-based judgement

Reflect and prepare
Case selection

- Focuses on learner goals
- Relevant to stage of training
- Work tasks of high importance
Gather evidence

- Focus only on what was observed
- Be specific about strengths and areas for improvement
- Document in writing and verbally explain
Feasibility and acceptability

- Doing things on the fly, integrating them into the workflow
- Sample and observe through specific interactions
- Immediate feedback after consultation
- Integrate into own work schedule
Activity 3

- **Watch**: video ‘Nadia and the pathology unit’
- **Pairs**: Person 1: Nadia the trainee and Person 2: Clair the supervisor
- **Read**: Nadia’s PQR
- **Role play**: discussion between Nadia and Clair. The discussion should focus on the PQR that Nadia has written, prompting the trainee to reflect on the situation.
Scenario 4

Nadia and pathology
Thoughts on the role play?
### Verbal feedback - Clarifying questions

<table>
<thead>
<tr>
<th>Step</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets context</td>
<td>Why was incident important to you?</td>
</tr>
<tr>
<td>Identifies problem</td>
<td>What was the incident?</td>
</tr>
<tr>
<td>Analyses problem</td>
<td>What was the main issue?</td>
</tr>
<tr>
<td>Poses solutions</td>
<td>How did you propose that this issue could possibly be resolved?</td>
</tr>
<tr>
<td>Moves beyond blame</td>
<td>Why do you think that happened?</td>
</tr>
<tr>
<td>Incorporates evidence from</td>
<td>Did you find any evidence to support your theory?</td>
</tr>
<tr>
<td>the literature</td>
<td></td>
</tr>
</tbody>
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Make Evidence-Based Judgement
Make Evidence Based Judgement

- Set goals
- Learn and gather evidence
- Make evidence-based judgement
- Reflect and prepare
Compiling supervisor reports

- **Informed decisions**: across a range of domains to inform progression through training

- **Reflect on performance**: what the trainee has achieved during their time at the setting.

- **Evidence from multiple sources**: assessment at multiple points, work-based assessments and feedback from others

- **Feedback on progression**: assessments should generate feedback for trainees on their progress
Activity 4 – Nadia’s Mid-Year Report

- Note down some comments to feedback to Nadia in a meeting on the Mid-Year Progress Report.
  - What do we know about Nadia and how do we know this?
  - What would be the summary statement half way through the rotation?
  - Looking back at Nadia’s learning goals – what has been achieved, what needs to be amended or added?
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Reflect and Prepare
Reflect and Prepare

- Set goals
- Learn and gather evidence
- Make evidence-based judgement
- Reflect and prepare
Why evaluate the learning and assessment cycle?

- To improve the implementation and effectiveness of a training program
- To ensure the learning needs of trainees are being met
- To improve the quality of supervision for future training rotations
- To provide sound, useful, and reliable information
Most of the time, you get out of it what you put in….

Key messages

- Set negotiated learning goals
- Gather evidence about a trainee using the assessment tools, and use this to guide trainee development
- Use the resources available to conduct assessment and integrate into the workflow
- Use this evidence to make a judgement about a trainee’s performance
How will you approach work-based assessment differently?
Please complete your evaluation form…