

EVOLVE  
EDUCATE  
ENGAGE



# Education Stream

## SPDP Workshop 3 Part 1

### Workbased learning and assessment



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# Supervisor Professional Development Program

Facilitators: A/Prof Darren Roberts and Dr Peter Davoren

Tuesday, 17 May 2016



# Acknowledgement of country



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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.



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SPDP 3: Work-based Learning and Assessment Workshop



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# Tell us about you.....



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

# Outcomes



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- 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.

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## The Purpose and Importance of Work-based Learning and Assessment



# Optimising learning at work



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## 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?



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- **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



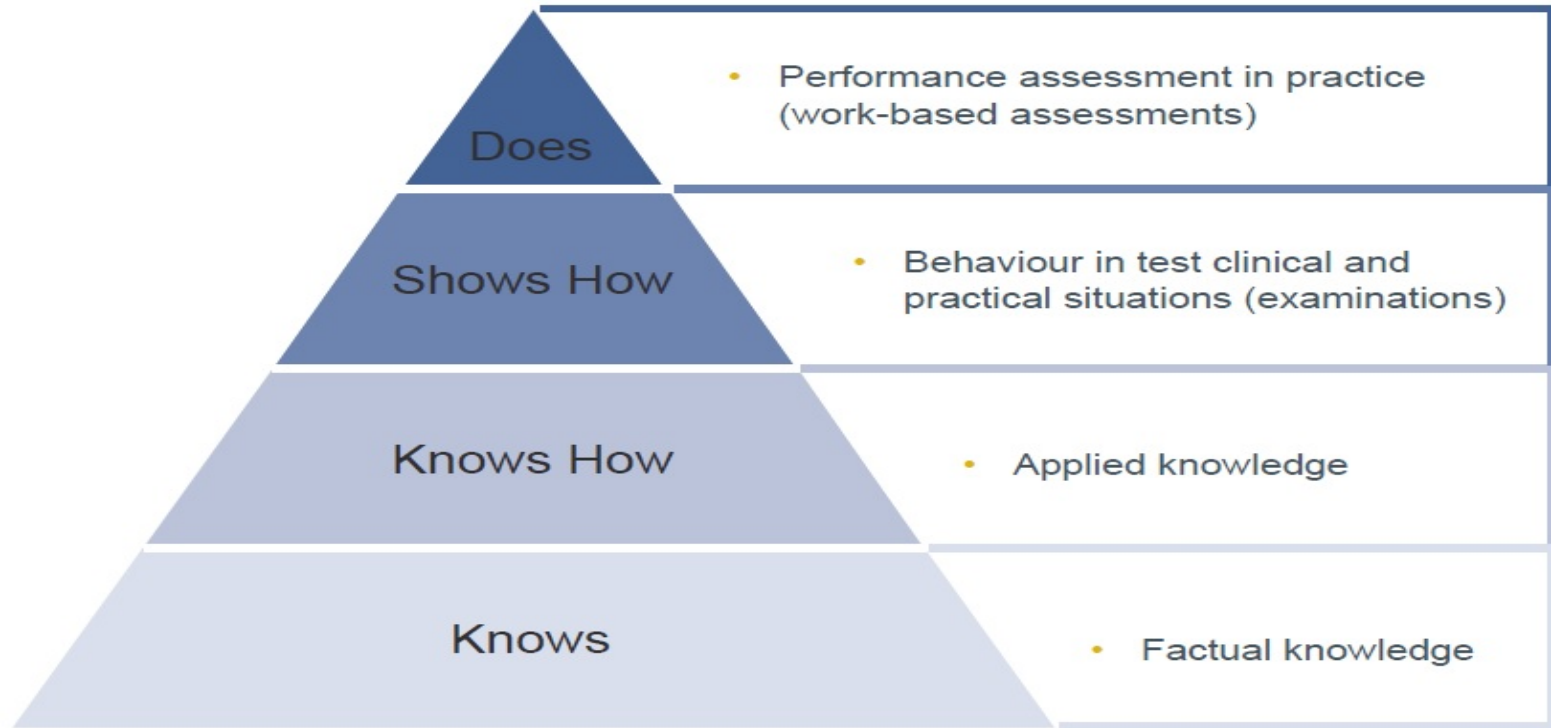
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- Feedback from members has included:
  - Perceived low educational impact
  - ‘Tick-box’ activity for the College
  - Opportunistic – there is a focus on choosing easier cases
  - ‘Failure to fail’
  - Lack of time
- How can we change the culture to make work-based assessment meaningful?

# Work-based Assessment – the evidence



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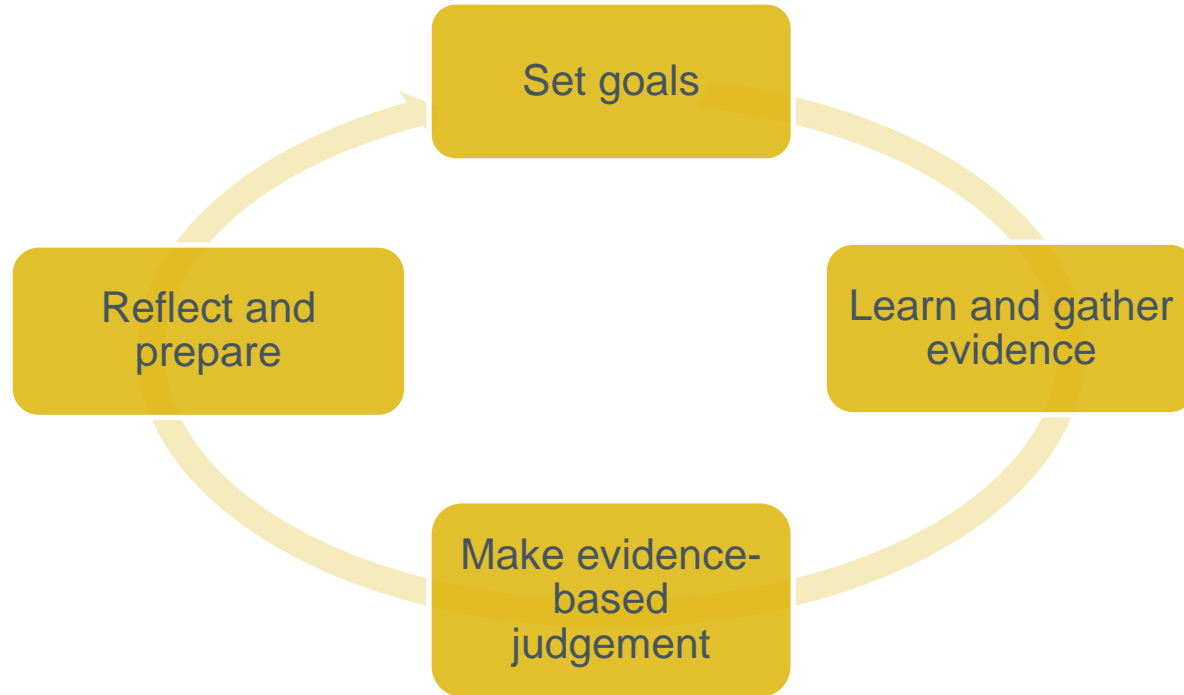


Adaptation of Miller's Pyramid (1990)

# Learning and Assessment Cycle



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**Set Goals**



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# Planning for learning



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Question 1: Why is it important to plan learning?

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

# Why plan for learning?



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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?



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- 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



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- 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



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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



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# Nadia – the trainee



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*Scenario 2*

**Nadia**

**First year Advanced Trainee**



# *Thoughts on learning goals...*

# Example learning goals



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- 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



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## 70% Exposure

- work-based assessments (i.e. mini-CEX, CbD)
- writing a reflection (i.e. PQR)
- shadowing a colleague or peer
- observing a senior colleague
- assessing patients with supervisor or colleague
- taking part in a clinical audit
- participation in interdisciplinary meetings

## 20% Experience

- role playing with a colleague or supervisor
- mentoring someone, or being mentored
- 360 multi-source feedback
- teaching junior colleagues

## 10% Education

- watching a webinar
- reading a journal article
- attending a conference or workshop
- completing an online course
- practice simulation
- reviewing case studies

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**Learn and Gather Evidence**



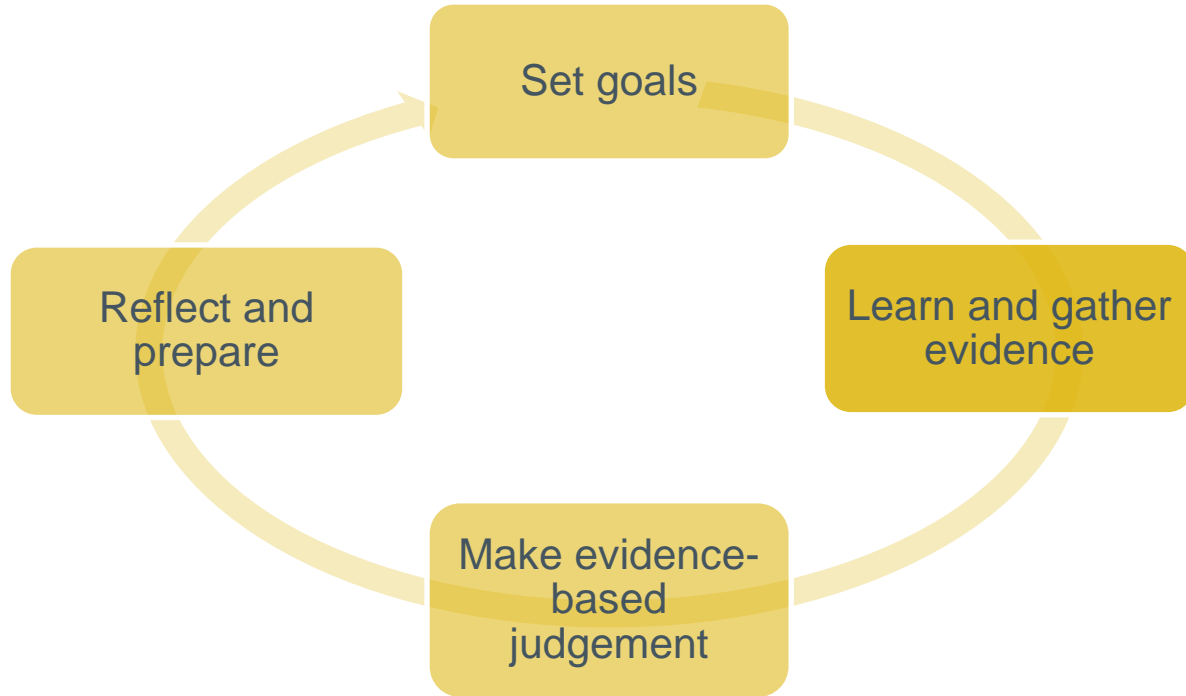
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# Learn and Gather Evidence



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# Learners preferred learning style in the workflow



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<b>In the workflow</b>	As a part of their daily workplace activities
<b>Continuously</b>	Through the constant flow of workplace information
<b>Immediately</b>	Through solving problems to get the job done.
<b>Socially</b>	Through learning from others and working collaboratively
<b>Autonomously</b>	As self-directed learners

# Gathering evidence



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Assessment method	RACP tool
Planning	<ul style="list-style-type: none"><li>• Learning Needs Analysis (LNA)</li><li>• Learning Contract</li></ul>
Observation	<ul style="list-style-type: none"><li>• Mini-Clinical Evaluation Exercise (mini-CEX)</li><li>• Direct Observation of procedural Skills (DOPS)</li><li>• Direct Observation of Practical Professional Skills (DOPPS)</li><li>• Oral Presentation</li></ul>
Writing	<ul style="list-style-type: none"><li>• Professional Qualities Reflection (PQR)</li></ul>
Discussion	<ul style="list-style-type: none"><li>• Case-based Discussion (CbD)</li><li>• In Training Long Case Assessment</li></ul>
Reporting	<ul style="list-style-type: none"><li>• Mid-Year Progress Report</li><li>• Supervisor's Report</li></ul>

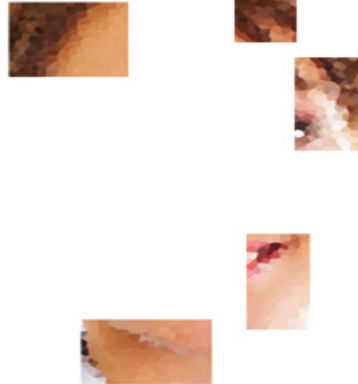
# WBA – helping complete the picture



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Written Exam

Work-based assessment



Clinical Exam

- Multiple occasions
- Multiple domains
- Multiple modalities
- Multiple observers

# Tips on using Work-based Assessments



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# Activity 2



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- **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 1) – Setting up a mini-CEX



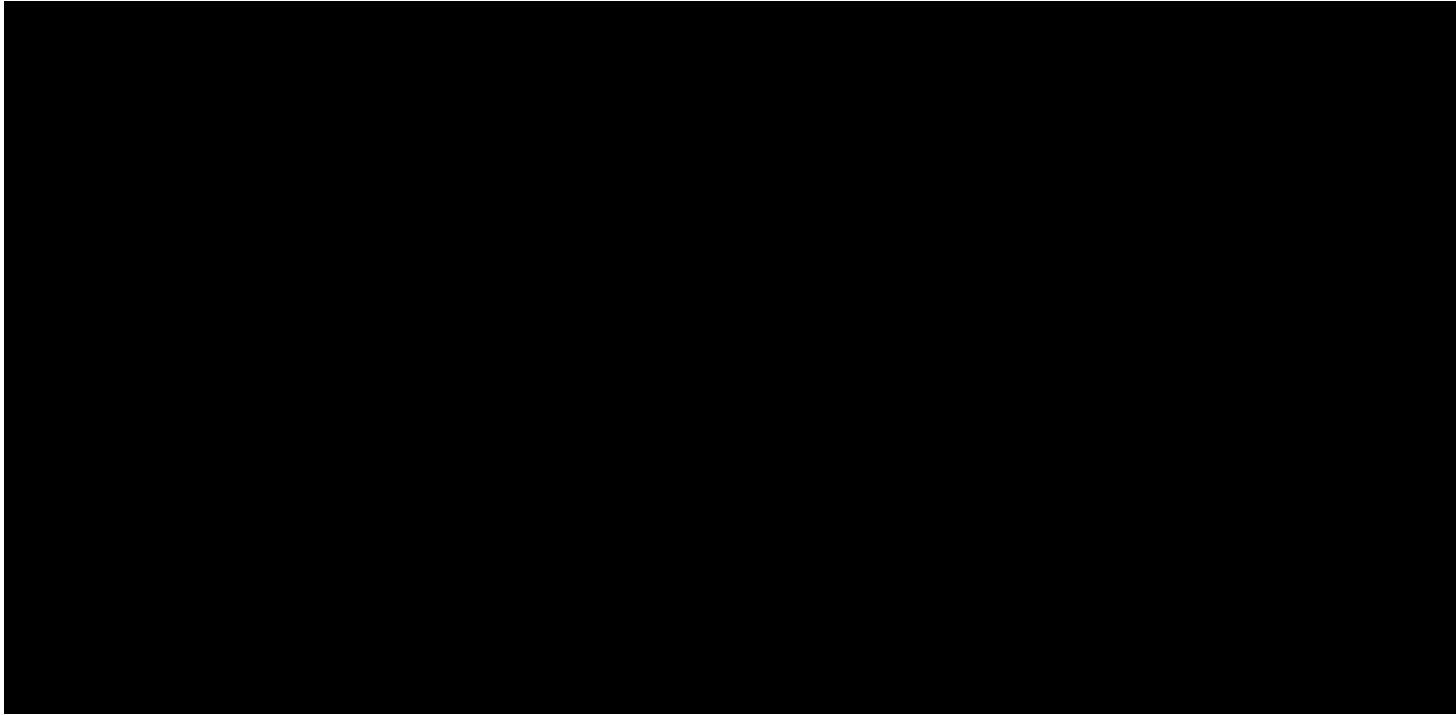
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# Mini-CEX Encounter (part 2) – Mr and Mrs Li



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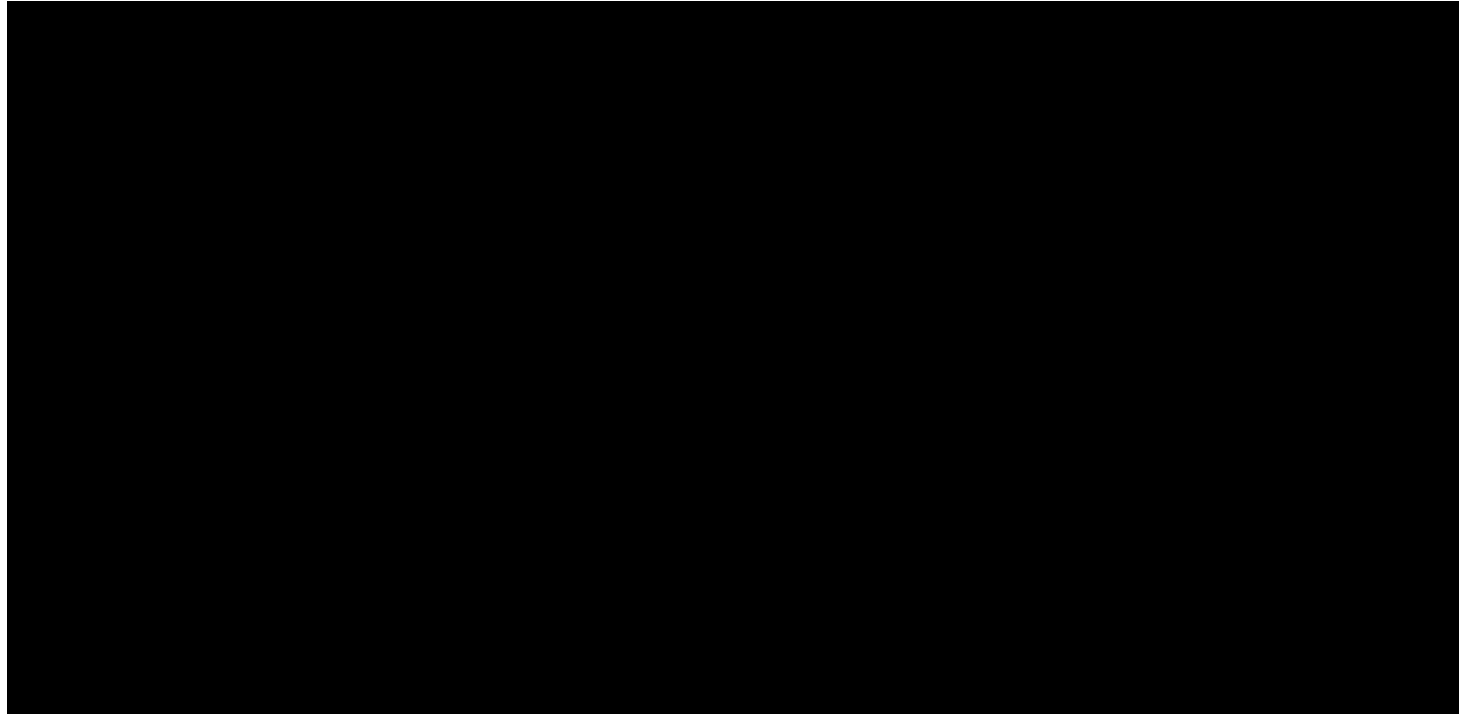




# Mini-CEX Encounter (part 3) – Clair's Feedback to Nadia



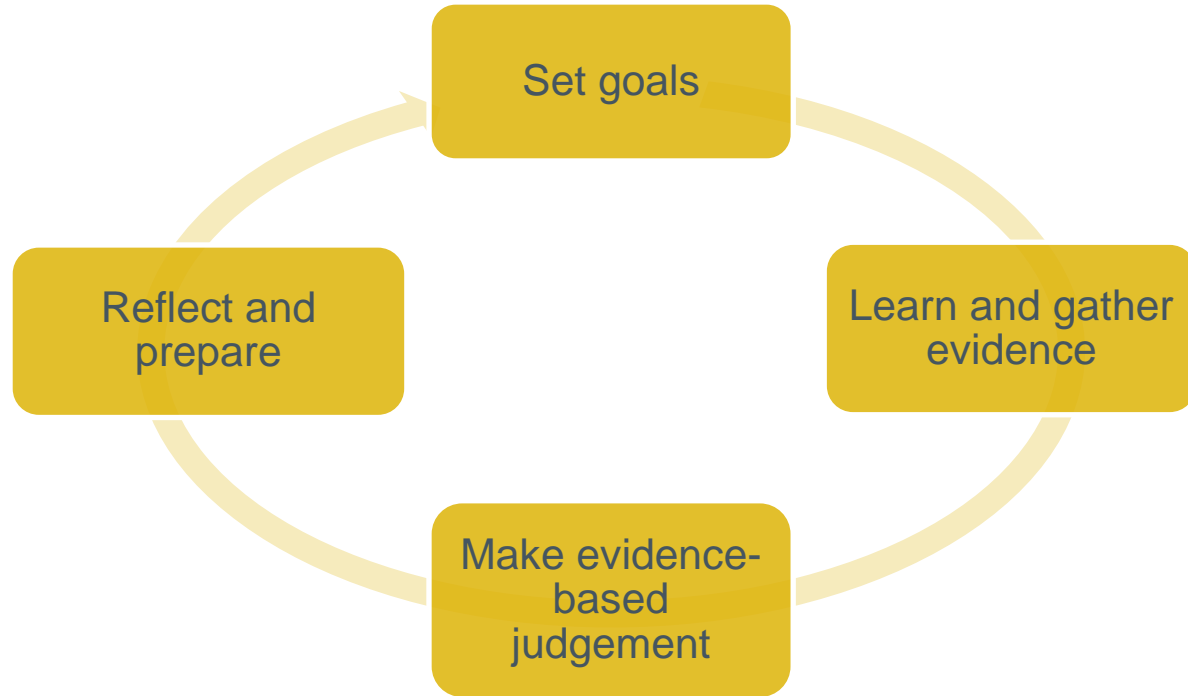
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# Learning and Assessment Cycle



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# Case selection



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

# Gather evidence



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

# Feasibility and acceptability



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- 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



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- **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.

# Nadia and pathology



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Scenario 4

Nadia and pathology



*Thoughts on the role play?*



# Verbal feedback - Clarifying questions



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**Sets context**

Why was incident important to you?

**Identifies problem**

What was the incident?

**Analyses problem**

What was the main issue?

**Poses solutions**

How did you propose that this issue could possibly be resolved?

**Moves beyond blame**

Why do you think that happened?

**Incorporates evidence from the literature**

Did you find any evidence to support your theory?

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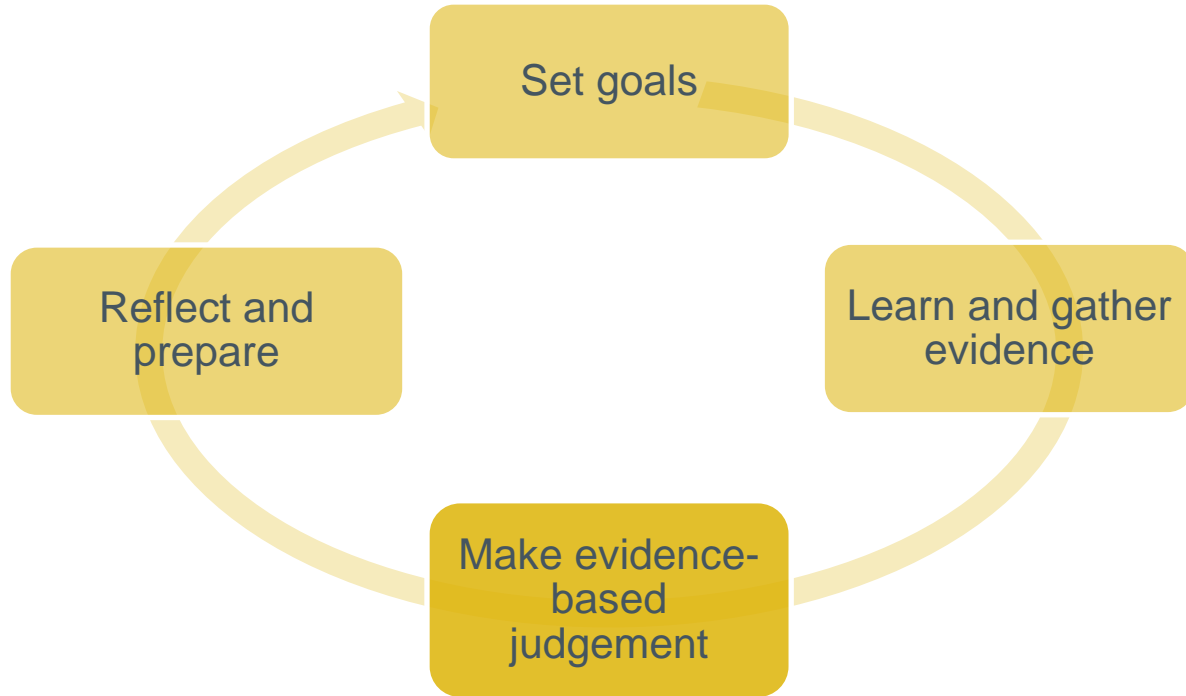
**Make Evidence-Based Judgement**



# Make Evidence Based Judgement



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# Compiling supervisor reports



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- **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



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- 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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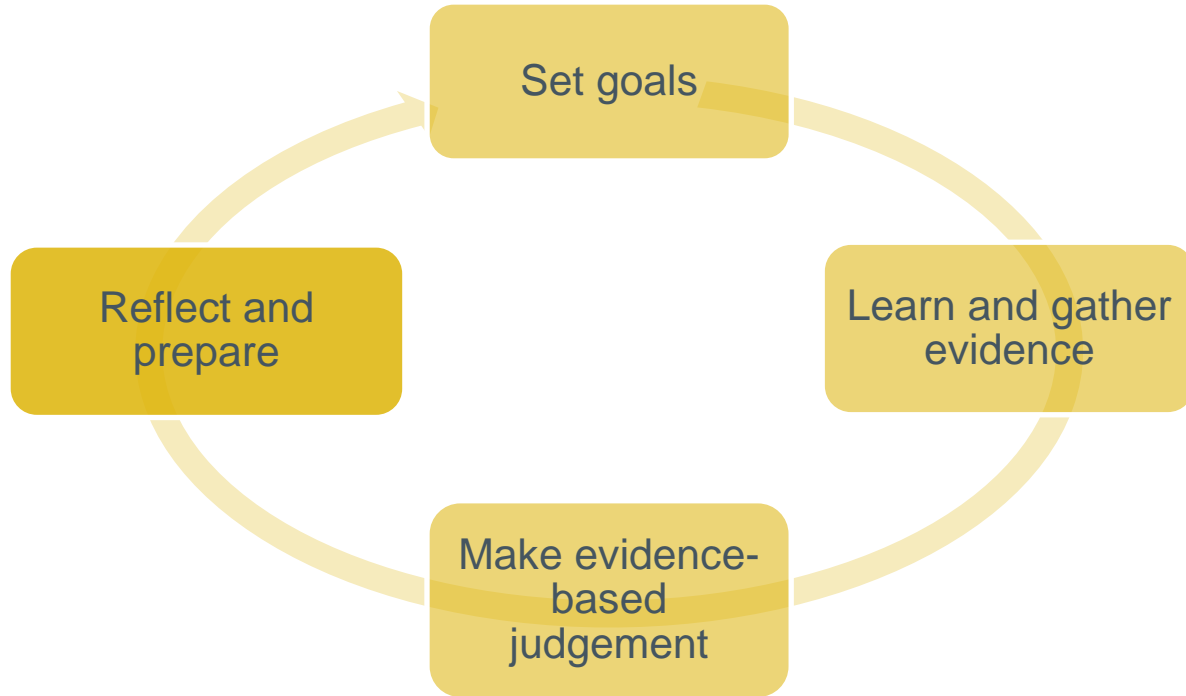
**Reflect and Prepare**



# Reflect and Prepare



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# Why evaluate the learning and assessment cycle?



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- 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....



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## 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?*

# Evaluation



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Please complete your evaluation form...