

IMPROVING OUR FORMATIVE ASSESSMENT DURING MENTORED CLINICAL PRACTICE

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MY BACKGROUND

Teaching

MSc Advanced Manipulative
Physiotherapy



MSc Exercise and Sports
Medicine (Football)



Research

Doctorate focused to
advanced musculoskeletal
practice

Clinical reasoning focus to
clinical trials

E.g. post lumbar spinal
surgery

Clinical

Consultancy re
examination of
complex presentations
in private practice



AIM OF THE SESSION

Analyse the key features of effective formative assessment to enable student development during their mentored clinical practice experience

- Formative assessment is key to enabling deep learning (Rushton, 2005)



ASSESSMENT

Paradigm shift from a testing to assessment culture

(Gipps, 1994)

Two types of assessment:

- Summative assessment
- Formative assessment



FORMATIVE ASSESSMENT

The process of assessment is a learning experience
Usually not included in the formal grading of work
Includes all activities which provide information to be used as feedback to modify performance

Many examples that we use for the mentored practice component of programmes

Half way review is one example.....



FORMATIVE ASSESSMENT

Following evaluation of the student's performance, **feedback** is the central feature

(Black and Wiliam, 1998)



ROLE PLAY

Student
Clinical mentor

Context:

You are at the mentored practice half way point

The clinical mentor is providing feedback on their evaluation of the student's performance at this point of the mentored practice

The student is failing at this stage

Key issue contributing to the fail:

- Ineffective patient examination process
 - Breadth of hypotheses being considered
 - Planning of physical examination
 - Handling skills



WHAT HAPPENED?

From mentor's perspective?

From student's perspective?

Did it work well?



FORMATIVE ASSESSMENT

Feedback is the central feature

(Black and Wiliam, 1998)

Feedback is the most powerful single effect on achievement

Feedback provides information about the existing 'gap'

The gap is between the actual level and the reference level of performance

Information is only feedback if it is used to alter the gap



KEY ISSUES FROM THE STUDENT PERSPECTIVE

Accurate perception of gap
Motivation to address gap
Interpretation of feedback
Individual model of self-esteem

Good feedback

- Encourage students to self assess to encourage reflection
- Begin with positive comments, encourage students to identify their own areas for development / improvement
- Discuss strategies for development / improvement



KEY ISSUES FROM THE TEACHER/MENTOR PERSPECTIVE

Method and manner of feedback

Individual feedback is better than group

Task centred feedback is better than goal centred

Progress is inhibited if the gap is too wide

Experience of mentor is crucial, enabling automaticity of some tasks and emphasis on feedback

Feedback must be individualised and planned carefully



GOOD FEEDBACK

- Agree with any co examiner your strategies for, and content of feedback
- Ask student how they thought they had performed - reflective
- Use of open questions can be valuable
- Importance of wait time after questions
- Illustrate your points with specific examples
- Use the learning objectives / outcomes to structure feedback
- Use the marking criteria to inform feedback
- Ensure balanced feedback - give specific examples of both positive and negative aspects of performance
- Integration of evidence to support your analysis
- Summarise key points at end
- Allocate a time limit to providing verbal feedback to ensure key messages are clear
- Follow up key messages with another form of feedback – written, auditory etc



KEY MESSAGES

Formative assessment is essential to learning

Feedback is the central component of formative assessment

Planning feedback is an important part of the assessment process

Negative feedback can inhibit learning

Good feedback will enhance learning and the student experience

Standardisation across students is important

Preparation and flexibility is central to your success as a mentor



KEY READING

Rushton A (2005). Formative assessment: a key to deep learning? *Medical Teacher*, 27(6):509-513.

Black P, Wiliam D (2009). Developing the theory of formative assessment, *Educational Assessment, Evaluation and Accountability*, 21(1):5-31.

