Course Title	Principles of Assessment and assessment in the Healthcare setting
Course Code	MDE630
Course Type	Compulsory
Level	Master (2rd Cycle)
Year / Semester	1st year / 2nd semester
Teacher's Name	TBA

ECTS	10	Lectures / week	Up to 6 Teleconferences	Labs / week	N/A

Course Purpose and Objectives	The purpose of the present course is to elucidate why and how Medical Educators should assess in the undergraduate and post-graduate setting. In a simplistic sense, the purpose of assessment is to enhance learning. To this end, the character of assessment in medical education has been dissected, evaluated and refined for decades. If the purpose of assessment is to enhance learning, the purpose of teaching is to facilitate it. Before any particular teaching method can be widely implemented in health sciences education, however, there must be a method to assess its product. Generations of medical educators have outlined questions that guide decisions about developing the most appropriate method for assessing a learned skill. In medical education, assessment is a dynamic and multi-faceted process with variable aims. These may include: providing a means by which students are graded or advanced; licensing students for practice; enabling student feedback on the quality of their learning; enabling teachers to evaluate the effectiveness of their teaching; and maintaining academic standards. Defining the purpose of an assessment shapes the important consideration of what should be assessed. In an effectively-designed curriculum, course objectives will mirror the assessment content because they both serve to facilitate the same educational product. As illustrated by Harden, knowledge objectives are those that address cognitive measures. These range on a continuum from being able to recall factual events to integrating processes for problem solving. Skills objectives involve psychomotor aspects that are needed to be an efficient clinician. Attitude objectives relate to personal qualities of the learner and their approach to medicine, patients and their peers. By harmonizing course objectives with assessment content, educators ensure a unified curriculum. Next, it is important to consider the attributes desirable for an effective assessment tool. This consideration requires an understanding of the fundamental concepts of validity and reliability. Also, an ideal assessment tool would also possess the

	following features: accountability, flexibility, comprehensiveness, feasibility, timeliness and relevance to both the examiner and examinee. To date, a range of assessment techniques has been described and utilised in all areas of medical education. Although too numerous to describe, each method has its own inherent advantages and disadvantages. When choosing a method, it is important that the assessment technique be closely related to what one is trying to examine. In clinical medicine it is important to distinguish between what a candidate knows and what they can do (""shows how""). Here, the clinical and practical assessment techniques are important. These techniques importance have led to more objective approaches to clinical assessment over the past 30 years. The Objective Structured Clinical Examination (OSCE) and more recently the Objective Structured Assessment of Technical Skill (OSATS) and Patient Assessment and Management Examination (PAME) are well known examples of these.
	The course will also highlight the differences in formative and summative assessment as well as norm and criterion-referencing assessment. The students will also get familiar with self-assessment and peer-assessment.
Learning Outcomes	Upon successful completion of this course students should be able to: • Discuss the attributes of assessment whether summative, formative or peer assessment • Define and explain validity and face, content, construct and criterion validity • Discuss reliability of assessment as a measure of stability • Describe internal consistency reliability, test-retest reliability, equivalent forms reliability and inter-rater reliability • Discuss accountability of assessment in the various stakeholders of Academic Medicine • Explain flexibility, comprehensiveness and feasibility of the assessment method • Critically analyze the various assessment techniques, such as OSCE, OSATS and PAME among others • Compare and contrast norm-referencing versus criterion-referencing assessment • Discuss programmatic Assessment

Prerequisites	None	Co-requisites	None

Course Content	Various elements of Assessment such as accountability, flexibility, comprehensiveness, feasibility, timeliness and relevance to both the examiner and examinee

	Various forms of Assessment (self-assessment, peer-assessment, norm and criterion-referencing assessment)
	Creation of both effective and reliable written and oral assessment, such as OSCE, OSATS and PAME
	Technology enhanced assessment in medical education
	Assessment in the context of licensure
	Assessment of logbooks
	Assessment of conceptual understanding
Teaching Methodology	E-Learning
Bibliography	Walsh K. (2013) Oxford Textbook of Medical Education. Oxford University Press. DOI: 10.1093/med/9780199652679.001.0001
	Dent J &Harden RM. (2009) A Practical Guide for Medical Teachers. Churchill Livingstone
	Kalman K (2006). Medical Education: Past, Present and Future. Churchill Livingstone
	ASBMB-RCN Workshop: Assessment of Students' Reasoning with Core Concepts and Visualizations in Biochemistry available at https://www.asbmb.org/uploadedFiles/Education/TeachingStrategies/Workshop/AssessmentAll.pdf
Assessment	

Assignments/Ongoing Evaluation	50%
Final Examination	50%
Total	100%

Language	English