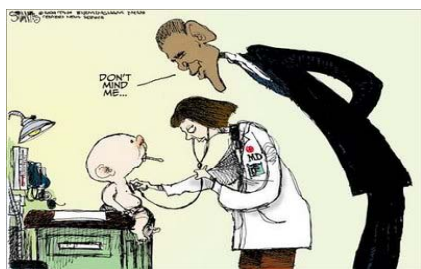


### Assessment



This project was possible due to funding made available by Health Workforce Australia.



### 'Lifted' - Pixar



### Definitions

- Assessment is making a judgment about someone's performance, using defined criteria.
  - Formative
  - Summative
- Appraisal is an educational process jointly carried out by the supervisor and learner to review progress and plan educational needs.



### What do we need to know ?

- Curriculum
- Skills able to be performed- clinical preparation
- Placement objectives
- Scope of practice
- Individual goals
- Assessment criteria – what tool is used?
- Expectations
  - Your own
  - Student
  - Education provider/ University
  - Workplace

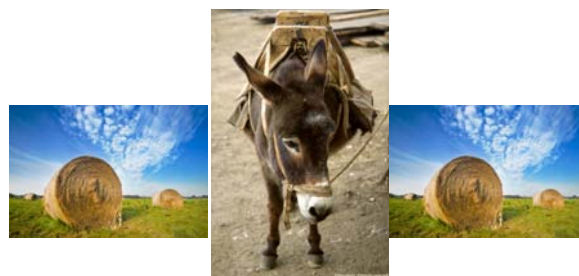


### Key features of good clinical assessment and appraisal (Cornford, 1999)

- Clear outcomes and criteria
  - validity and reliability
  - clinical knowledge/ psychomotor performance
- Appropriate timing
  - contextual relevance
- Accurate evidence
  - evidence based
- Learner input
  - accountability
- Constructive, regular feedback
  - participation & collaboration



### Novice to expert (Benner 1984)



## Developmental levels of learners

- **The Beginner** – have had little opportunity to apply classroom concepts to actual patient care
- **The Transitional Learner**- where the supervisor can 'step back' a little
- **The Competent Proficient Learner**- solid skills, more time efficient, better critical thinking skills



New Graduate Staff Member	Undergraduate Student
Registered in profession	Not yet registered as qualified
Organisation employee (belonging)	Not yet employed ('visitors')
Chose to work with organisation & specific program on offer	Short term placement, perhaps not of own choice
Orientation program to organisation and department/s	Minimal orientation



## Key elements & tools for assessment

- Assessment form/documentation
- Understand the form – (get this early)
- Collecting data
  - Observation by assessor – skills & interaction
  - Question the learner – to determine knowledge/critical thinking/
  - Feedback from others – staff, clients, patients (factual)
- Self assessment
  - Written assessment



## Bondy Rating Scale (from La Trobe University (2011) Acute Care 9: Clinical Appraisal Tool)

SCALE	PROFESSIONAL STANDARD	QUALITY OF PERFORMANCE	ASSISTANCE REQUIRED
<b>INDEPENDENT (I)</b>	Safe; accurate; achieves the intended purpose each time; performs in an appropriate manner each time	Proficient; coordinated; confident; occasional expenditure of excess energy; performs within an expedient time period	Without supporting cues
<b>SUPERVISED (S)</b>	Safe; accurate; achieves the intended purpose each time; performs in an appropriate time manner each time	Efficient; coordinated. Confident; occasional expenditure of excess energy; performs within a reasonable time period	Occasional supportive cues (eg. Comments such as "that's right", "keep going" are supportive cues)
<b>ASSISTED (A)</b>	Safe; accurate; achieves the intended purpose each time; performs in an appropriate manner most of the time	Skilful in parts of the behaviour; inefficient and uncoordinated; expends excess energy; performs within a delayed time period	Frequent verbal and occasional physical directive cues (in an attempt to correct activity or indicate what is required next) in addition to supportive ones
<b>MARGINAL (M)</b>	Safe, but not alone, performs at risk; not always accurate; occasionally achieves the intended purpose; occasionally performs in an appropriate manner	Unskilled; inefficient; considerable expenditure of excess energy; performs within a prolonged time period	Continuous verbal directive, and frequent physical directive cues
<b>DEPENDANT (D)</b>	Unsafe; unable to demonstrate intended behaviour	Unable to demonstrate procedure or behaviour; lacks confidence; lacks coordination; lacks efficiency	The cues are so directive and continuous that it is as if it is the supervisor themselves