



Objective Structured Teaching Evaluation & Objective Structured Examination of Clinical Examiners Workshop

Thursday 29th & Friday 30th June 2006
Seminar Room M10, Yong Loo Lin School of Medicine
National University of Singapore

Organised by Medical Education Unit
Yong Loo Lin School of Medicine

Objective Structured Teaching Evaluation Workshop

Objective

To enhance the Teaching and Evaluation Skills of Clinical Faculty

About the Workshop

The quality of clinical teaching is traditionally measured by learner written evaluations. However, such evaluations may relate more to a teacher's charisma or communication style than actual teaching skills. This workshop will focus on enhancing the teaching and evaluation skills of faculty (1.5 days) as well as standardising the examiners' clinical examining skills (0.5 days).

OSTEs allow instructors to practice teaching skills with a standardized student actor and receive immediate objective feedback on their teaching efforts. This workshop will explore the use of OSTEs with faculty teachers. Workshop faculty will discuss :

- How to develop and utilize OSTE cases
- How to train standardized students for OSTE participation

Special attention will be focused on standardizing the evaluations of learners among clinical faculty. Participants will have the opportunity to engage in a mock OSTE and utilize a variety of different rating scales developed for OSTEs. Participants will engage in a small group discussion on how to implement a successful OSTE at their own institution and problem-solve common barriers to implementation. To further the teaching skills of faculty, participants will learn the principles of feedback. Workshop faculty will review how to give effective positive and constructive feedback to learners. Participants will practice giving feedback through role-play. Finally, participants will be introduced to the Teaching Observation Program (TOP)—a program designed to improve the teaching skills of faculty through a peer observation program.

Participants will discuss the use of the TOP program and will become trained to be a peer mentor in order to give feedback to academic colleagues on their teaching skills.

Learning Objectives:

By the end of the workshop session, participants should be able to:

- Understand the use of the OSTE to evaluate and improve faculty teaching skills.
- Create OSTE cases.
- Create and utilize OSTE rating scales.
- Describe strategies for training standardized students.
- Describe the process used to standardize evaluations among faculty clinical examiners.
- Provide effective feedback to learners
- Serve as an effective peer mentor in a TOP program.

Workshop Faculty

Katherine Julian, M.D. is an Assistant Clinical Professor of Medicine at the University of California, San Francisco (UCSF). She is the Program Director for the UCSF Primary Care General Internal Medicine Residency Program and as such, is responsible for creating and implementing educational curricula for resident trainees. Dr. Julian is Co-Director of the UCSF Resident Teaching Fellowship. Dr. Julian has extensive experience in faculty development. She has implemented the Objective Structured Teaching Evaluation at UCSF.

Maria Wamsley, M.D. is an Associate Clinical Professor of Medicine at the University of California, San Francisco (UCSF). She is the Co-Director of the Longitudinal Clinical Experience, a required course for third-year medical students. Dr. Wamsley is Co-Director of the UCSF Resident Teaching Fellowship and Co-Chairs the Faculty Development Committee for the UCSF Academy of Medical Educators. She has extensive experience in faculty development and has implemented the Objective Structured Teaching Evaluation at UCSF.

Objective Structured Examination of Clinical Examiners Workshop

"If examinations continue to master the curriculum the chances of students receiving a proper education are slim"

Evans, I. and Fox, R. (1995). Curse of the examination incubus. *Lancet*, **345**: 764.

Objective

To enhance the reliability of assessment strategies used in clinical examinations through standardizing the clinical examining skills of clinical faculty

Why Do We Need The Workshop?

Today, one of the *basic tenets* of assessment is that any assessment strategy used must ensure that that it is *reliable* and *valid*, especially when used in high stakes examinations, i.e. in summative or final assessments which determine the ultimate fate of a student in respect of whether the student is fit to practice medicine or otherwise.

Examiners therefore have a primary responsibility to their examinees (students) to ensure that any assessment strategy that they use is defensible on grounds of reliability and validity.

A common practice in conducting clinical examinations is to involve multiple examiners in providing rating scores on each examinee. Consequently, this can give rise to the problem of wide variation in inter-examiner/rater ratings which can either severely penalize a student and be the main cause of the student “failing” the examination, or result in inflation of performance ratings leading to apparent high scores in the examination..

The workshop on **O**bjective **S**tructured **E**xamination of **C**linical **E**xaminers is to guide participants in thinking through how best to enhance the reliability of clinical examinations. It will apply the same principles used in the OSTE workshop which serves as a preparatory workshop for the OSCE.

Workshop Faculty

Paul Anantharajah Tambyah MBBS, Dip.ABIM (IntMed), DipABIM (InfDis) is the Associate Professor, Dept of Medicine, National University of Singapore, Assistant Dean (Education), Yong Loo Lin School of Medicine, National University of Singapore, Consultant Infectious Disease Physician, National University Hospital, Singapore and Visiting Consultant, Alexandra Hospital, Singapore. He is on the editorial board of the Singapore Medical Journal and is an ad hoc manuscript reviewer for various journals including Asia Pacific Journal of Public Health, Eur J Clin Micro & ID, and BMJ. Professor Tambyah has won several awards including the National University of Singapore Special University Award for being part of SARS online module team (2004), the National University Hospital Singapore Teaching Excellence Award (2003) and the National University of Singapore Faculty Teaching Excellence Award (2003).

Erle Lim, MBBS, MMed is an Assistant Professor in Medicine, National University of Singapore (NUS) and a Consultant Neurologist, National University Hospital. He chairs the Education Task Force Working Group on Core Skills Training and is the Course Director for the Acute Medicine Training Program NUH/NUS. He is a member of the Medical Education Unit, NUS. He has served on the Assessment, OSCE and Examination Subcommittees. He plays an active role in the simulation training lab.

Tan Chay Hoon, MBBS, MMed, PhD is an Associate Professor in Pharmacology, National University of Singapore (NUS) and Consultant Psychiatrist, National University Hospital. She is also a Member of the Medical Education Unit, NUS and she is actively involved in mentoring program, PBL, OSCE, and faculty development in examination training. She has received Faculty Teaching Excellence Award (2002) and National University of Singapore Teaching Excellence Award (2006).