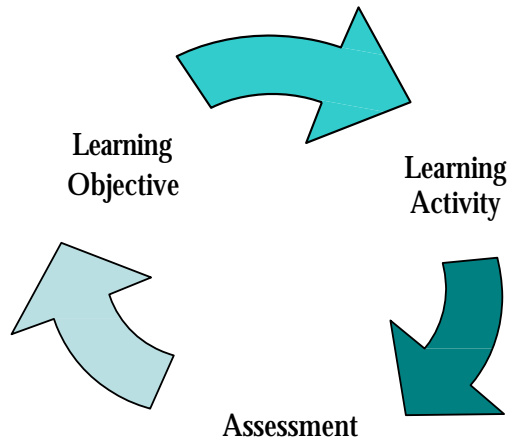


II. Assessment & Feedback

Upon completion of this section, you will be able to:

1. Describe the relationship between objectives, teaching technique, & assessment
2. Describe effective feedback techniques & strategies
3. Identify formal tools to assess clinical performance.

The Relationship between Objectives, Teaching Technique & Assessment



Procedure Objective Use a stethoscope to perform medical examinations

Set, Body, Closure Student learns how to use a stethoscope to perform medical examinations

Practical Assessment (not paper-based) Student demonstrates their ability to use the stethoscope.

Formative vs. Summative Assessment

Formative assessment is part of the learning process; helping students revise their path from incorrect to correct is an unwritten role of teaching that needs further exploring here. Formative assessment is like a gift of gold, not a punishment. Feedback is the most common form of formative assessment in clerk/resident teaching. It is a required element in coaching students' practice of skills & you should be setting aside weekly private time to engage the learner in this process.

Feedback Requirements

Before looking at the process, there are some prerequisite knowledge, skills & attitudes that need to be examined.

Behavior vs. Assumptions

When you give feedback, all you can legitimately comment on is the behavior you observe.

Unfortunately, we tend to link assumptions to our observations. For example:

- We see a driver swerve into another lane & we assume he is on his cell phone.
- We see two people with raised voices having an animated conversation & we assume they are angry.