

METHODS OF THE ASSESSMENT OF LEARNING

OUTCOMES AND GRADUATE ATTRIBUTES

It is essential to monitor the learning progress of each candidate through continuous appraisal and regular assessment. It not only also helps teachers to evaluate students, but also students to evaluate themselves. The monitoring be done by the staff of the department based on participation of students in various teaching / learning activities. It may be structured and assessment be done using checklists that assess various aspects.

The learning out comes to be assessed includes:

- (i) Personal Attitudes
- (ii) Acquisition of Knowledge
- (iii) Clinical and operative skills
- (iv) Teaching skills.

Personal Attitudes: The essential items are:

- a. Caring attitudes
- b. Initiative
- c. Organisational ability
- d. Potential to cope with stressful situations and undertake responsibility
- e. Trust worthiness and reliability
- f. To understand and communicate intelligibly with patients and others
- g. To behave in a manner which establishes professional relationships with patients and
- h. colleagues
- i. Ability to work in team
- j. A critical enquiring approach to the acquisition of knowledge

The methods used mainly consist of observation. It is appreciated that these items require a degree of subjective assessment by the guide, supervisors and peers.

Acquisition of Knowledge:

The methods used comprise of 'Log Book' which records participation in various teaching / learning activities by the students. The number of activities attended and the number in which presentations are made are to be recorded. The log book should periodically be validated by the supervisors. Institutions may include additional activities, if so, desired.

- a. Journal Review Meeting (Journal Club): The ability to do literature search, in depth study, presentation skills, and use of audio- visual aids are to be assessed. The assessment is made by faculty members and peers attending the meeting using a checklist
- b. Seminars / Symposia: The topics should be assigned to the student well in advance to facilitate in depth study. The ability to do literature search, in depth study, presentation skills and use of audio- visual aids are assessed using a checklist.

- c. Clinico-pathological conferences: This should be a multidisciplinary case study of an interesting case to train the candidate to solve diagnostic and therapeutic problems by using an analytical approach. The presenter(s) are to be assessed using a checklist similar to that used for seminar.
- d. Medical Audit: Periodic morbidity and mortality meeting be held. Attendance and participation in these must be insisted upon. This may not be included in assessment.

Clinical skills:

- a. Day-to-Day work: Skills in outpatient and ward work should be assessed periodically. The assessment should include the candidates' sincerity and punctuality, analytical ability and communication skills
- b. Clinical meetings: Candidates should periodically present cases to his peers and faculty members. This is assessed using a checklist.
- c. Clinical and Procedural skills: The candidate should be given graded responsibility to enable learning by apprenticeship. The performance is assessed by the guide by direct observation. Particulars are recorded by the student in the logbook.

Teaching skills:

Candidates should be encouraged to teach undergraduate medical students and paramedical students, if any. This performance should be based on assessment by the faculty members of the department and from feedback from the undergraduate students