



<http://fhs.mcmaster.ca/facdev/pbsg-ed.html>

# Assessment of Learner Performance

## Introduction to PBSG-ED Series

This special series of modules is dedicated to enhancing the educational skills of busy clinical teachers. The modules provide continuing education in a case-based format that makes judicious use of the most recent and best education evidence available. Starting from real-life examples of teaching and learning situations, the modules have been designed to promote discussion with colleagues around challenging issues/dilemmas that are likely to arise when working with learners. Their purpose is to foster reflection and provide opportunities to refine skills – preparing the way for selected changes that can improve teaching and learning.

Some teachers report difficulty understanding their role in assessing learner's performance. Assessment can be time consuming and uncertainty about the required benchmarks to reference or what to expect from learners in different clinical settings can be a challenge. Completing an assessment can also be a problem without the proper framework and tools to help document effectively. Providing feedback and a formal assessment for the learner may also be uncomfortable to deliver, even confrontational, and can impact the teacher/learner relationship. However, when assessment is framed as an educational process and incorporated using a variety of different methods throughout the learning experience, it can be rewarding for learners and teachers alike.

### **This module will enable clinical teachers to:**

- Describe how assessment can enhance learning.
- Identify and recognize the difficulties that may arise during the in-training assessment process.
- Utilize methods and strategies that will help with an approach to in-training assessment.

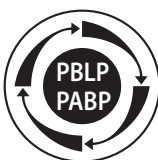
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Experience



Practice  
Integration



Learning  
Objectives

New Knowledge

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### Case Example: Jeremy B. (Early Learner)

You are a relatively new teacher and your experience has been with learners early in their clinical experiences. You have been working with Jeremy and he will soon be finishing his placement. You are concerned that Jeremy's clinical pace is exceptionally slow, spending more than twice as much time with each patient than you would expect.

Both patients and staff have complained. You had spoken to him about his time management skills early in his placement but there has been little if any progress. You think that his clinical knowledge and skills are appropriate. However, you are unsure if your student is really functioning at an appropriate level or not, and wonder how to complete his final assessment.

- What would be your next steps to assess Jeremy?
- What tools would be useful in your assessment process?

SAMPLE  
Not for Use