

PP66

Formative Assessments and Feedback Practices across Medical & Dental Faculties during Clinical Training: Multi-site Data from Seven Institutions in Sri Lanka

Marambe KN¹, Park YS², Chandratilake MC³, Lamawansa MD⁴

¹Department of Medical Education, Faculty of Medicine, University of Peradeniya, Sri Lanka.
²Department of Medical Education, School of Medicine, University of Illinois, Chicago USA.
³Dept of Medical Education, Faculty of Medicine, University of Kelaniya, Sri Lanka,
⁴Dept of Surgery, Faculty of Medicine, University of Peradeniya, Sri Lanka

Introduction

A system of regular, frequent Formative Assessments (FA) & feedback(FB) to learners is crucial to ensure desired competence in medical and dental training.

Objective

To explore current assessment and student feedback practices across seven Medical & Dental institutions in Sri Lanka.

Methodology

- Questionnaire survey - reviewed by three medical educationists
- Subjects - 60 participants attending an assessment workshop for clinical educators from medical & dental faculties.
- Respondent Trends – using descriptive statistics

Results

- 86% response rate
- >69% respondents @ Senior Lecturer & above
- 73%: >4 years of teaching experience

Opportunities used as FA for giving feedback (FB)

- 86.5%: oral questioning during ward rounds (50% on daily basis)
- 86.5%: case-based discussion
- 81%: direct observation of student-patient interactions (35% on daily basis)

Students’ recognition of teacher’s comments as FB

- 77%: almost always or always

Department culture on FA

- 71%: conducive or very conducive
- 74%: effective or very effective

Main facilitating factors

- 85%: personal attitude
- 50%: departmental culture
- 71%: institutional leadership
- 58%: support from colleagues
- 58%: knowledge of FA

Characteristics of the FB

- 92%: focus on areas needing improvement
- 88%: content relevance
- 93%: given immediately after performance

Promoting FA in teaching setting

- 100% likely or highly-likely.

Previous training on FA/FB

- 39%: not been previously trained

Main suggestions on improving FB practices

- Specific training on FB delivery, regular practice, obtaining FB on FB, & allocating time for FB.

Conclusion

- Providing training on FA and FB is a priority.