



# **The Fundamentals of Work-based Assessment**

## **Extend Section Resources**

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### Resources referred to during the presentation:

- Carraccio, C.L., et al., From the Educational Bench to the Clinical Bedside: Translating the Dreyfus Developmental Model to the Learning of Clinical Skills. *Academic Medicine*, 2008. 83(8): p. 761-767.
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- Clouder, Lynn (2009) 'Being responsible': students' perspectives on trust, risk and work-based learning, *Teaching in Higher Education*, 14:3, 289-301, DOI: 10.1080/13562510902898858 To link to this article: <https://doi.org/10.1080/13562510902898858>
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- Gaberson, K., Oermann, M. & Schellenbarger, T. (2015). *Clinical teaching strategies in nursing* (4th ed.). New York: Springer.
- Ilgen, J. S., Ma, I. W. Y., Hatala, R., & Cook, D. A. (2015). A systematic review of validity evidence for checklists versus global rating scales in simulation-based assessment. *Medical education*, 49(2), 161-173. doi:<https://doi.org/10.1111/medu.12621>
- Kilgour, A.J. (2011), Assessment of competency in radiography students – a new approach. *Radiographer*, 58: 32-37. <https://doi-org.elib.tcd.ie/10.1002/j.2051-3909.2011.tb00153.x>
- Miller, G. E. The assessment of clinical skills/competence/performance. *Academic Medicine* (Supplement) 1990; 65: S63-S67.
- van der Vleuten CP, Schuwirth LW, Scheele F, Driessen EW, Hodges B. The assessment of professional competence: Building blocks for theory development. *Best Pract Res Clin Obstet Gynaecol* 2010; 24: 703-719
- Project Implicit Bias Checker: <https://www.projectimplicit.net/>

### Additional recommended resources:

- Bearman, M., Molloy, E., Ajjawi, R., & Keating, J. (2013). 'Is there a Plan B?': clinical educators supporting underperforming students in practice settings. *Teaching in Higher Education*, 18(5), 531-544
- Driessen, E. and Scheele F., What is wrong with assessment in postgraduate training? Lessons from clinical practice and educational research. *Medical teacher*, 2013. 35(7): p. 569-574.
- Nijveldt, M., Beijaard, D., Brekelmans, M., Wubbels, T., & Verloop, N. (2009). Assessors' perceptions of their judgement processes: Successful strategies and threats underlying valid assessment of student teachers. *Studies in Educational Evaluation*, 35(1), 29-36. doi:<https://doi.org/10.1016/j.stueduc.2009.01.001>

- Ten Cate, O. and D.R. Taylor, The recommended description of an entrustable professional activity: AMEE Guide No. 140. *Medical Teacher*, 2021. 43(10): p. 1106-1114.
- Yepes-Rios, M., Dudek, N., Duboyce, R., Curtis, J., Allard, R. J., & Varpio, L. (2016). The failure to fail underperforming trainees in health professions education: A BEME systematic review: BEME Guide No. 42. *Medical teacher*, 38(11), 1092-1099.
- National Forum for the Enhancement of Teaching and Learning in Higher Education, Expanding our Understanding of Assessment and Feedback in Irish Higher Education. <https://hub.teachingandlearning.ie/resource/expanding-our-understanding-of-assessment-and-feedback-in-irish-higher-education/>