

Clinical Assessment Jargon

Supplied by panelist Dr. Karen Snider

OPP – Osteopathic Principles and Practice is a conceptual and practical understanding of the distinct behavioral, philosophical, and procedural aspects of osteopathic medicine

OMM – Osteopathic manipulative medicine includes diagnosis of somatic dysfunction and treatment using osteopathic manipulative treatment

OMT - Osteopathic manipulative treatment includes a variety of hand-on techniques to treat somatic dysfunction

Supplied by panelist Dr. Satish Kumar

Assessment

A system of evaluation of professional accomplishments using **defined criteria and** usually including an attempt at **measurement either by grading on a rough scale or by assigning numerical value.**

The purpose of assessment in an educational context is to make a **judgment about the level of skills or knowledge**, to **measure improvement over time**, to **evaluate strengths and weaknesses**, to **rank students for selection or exclusion**, or to **motivate.**

Assessment should be as **objective and reproducible** as possible.

A reliable test

should **produce the same or similar scores on two or more occasions** or if given by **two or more assessors.**

The validity of a test

is determined by the **extent to which it measures whatever it sets out to measure.**

Formative assessment

is testing that is part of the **developmental or ongoing teaching/learning process.** It should include **delivery of feedback to the student.**

Summative assessment

is testing which often **occurs at the end of a term or course**, used primarily to provide information about how much the student has learned and how well the course was taught.

Criterion-referenced assessment

refers to **testing against an absolute standard** such as an individual's performance against a benchmark.

Clinical oral examination (COE)

With **face-to-face contact**, examiners **explore both the breadth and depth of a student's understanding in real-life clinical situations**. Proper briefing and **training of examiners and a very structured approach** to scoring contribute to the quality of this exam.

Direct observations or performance audits

The **student is observed performing a complete history and examination**, which provides the best possible opportunity for the observer to make multiple judgments over a period of time in a variety of clinical situations. Use of observation checklists is helpful. Similar assessment: **Direct observation of procedural skills (DOPS)**

Learner-centered education

A method of teaching in which the students' needs have priority. **Learners are responsible for identifying knowledge gaps**, actively participating in filling them, and keeping track of their learning gains.

Multiple choice question (MCQ)

An assessment tool that requires examinees to identify the one correct answer to a question.

Objective structured clinical examination (OSCE)

The clinical competence to be tested is **broken down into its various components** such as taking a history, auscultation of the heart, interpretation of an ECG, or making a conclusion on a basis of findings. **Candidates rotate through a series of 'stations'**, usually 12–20, and in a specified time perform a standardized task.

Performance-based assessment

An evaluation that demands trainees be engaged in specified clinical activities. This permits **evaluation of an ability to perform clinical tasks** and not merely the recitation of medical knowledge. Typical measurement tools for this form of testing are **checklists, observation logs, and anecdotal reports**.

Portfolio-based learning or portfolios

A collection of evidence that learning has taken place, usually set within agreed objectives or a negotiated set of learning activities. In essence, **portfolios contain material collected by the learner over a period of time**. The use of portfolios **encourages autonomous and reflective learning**, which is an integral part of professional education and development.

Problem-based learning (PBL)

In this approach, **students learn in small groups supported by a tutor**. They initially **explore a predetermined problem**. The problem contains triggers designed to **evoke objectives or concepts that are used to set the agenda for individual or group**

investigation and learning after the initial session. Subsequent group meetings permit students to monitor their achievements and to set further learning goals as required.

Reflective learning process

An important model of learning that is based on the principle of gaining from the learner's own experience. It has very clear links with the model of self-directed learning based on a portfolio that gives evidence of activity, reflection and the outcomes of learning.

Wojtczak A. Glossary of medical education terms: part 1. *Med Teach*. 2002;24(2):216-219.

Wojtczak A. Glossary of medical education terms: part 2. *Med Teach*. 2002;24(3):338-340.

Wojtczak A. Glossary of medical education terms: part 3. *Med Teach*. 2002;24(4):450-453.

Wojtczak A. Glossary of medical education terms: part 4. *Med Teach*. 2002;24(5):567-568.

Wojtczak A. Glossary of medical education terms: part 5. *Med Teach*. 2002;24(6):658-660.

Wojtczak A. Glossary of medical education terms: part 6. *Med Teach*. 2002;25(1):94-96.