UPDATE ON CARDIOLOGY E-PLATFORM

MCQ WRITING GROUP

CESMA Meeting 21st Nov 2009

Dr Peter Mills Chairman EBSC
Approx. **70 Writers from 11 countries** (UK, Belgium, Netherlands, Sweden, Germany, Spain, Italy, Czech Rep., Greece, Poland, Switzerland)

1st Writing session – started in Autumn 2008: each Writer is assigned a topic from the ESC General Cardiology Core Curriculum
Spring 09 MCQ Review Meeting - **Approx. 400 MCQs produced** and reviewed

Summer 09 – focus on producing MCQs for the Second Edition ESC Textbook for General Cardiology (over 200 MCQs produced)

Fine-tuning MCQ Format for Knowledge Assessment
- Best of Five (only one correct answer)
- All MCQs are written against EBAC Accredited Educational Resources
  - ESC Guidelines
  - ESC Textbook
  - Education in Heart articles
  - ....
MCQs are for:

- **Learning purposes**: “Open Book Assessment” - *formative* questions with feedback if wrong answer + guidance for further reading/ for finding the right answer.

  Requirement: large bank of questions + all questions have to relate to an educational resource. Questions can be re-used ... “if you know the answer to the 5000 MCQs in the Bank, you know the breadth of the Curriculum!”

- **Assessing purposes**: “Examination type Assessment” - *summative* questions (no feedback if given + a question once used ought not to be used again)

  Requirement: questions do NOT necessarily relate to an educational resource. The questions have to remain secret:
MCQs Formats: The MCQ Writing Group are currently assessing various formats of MCQs and their respective implementations (for the different purposes)

- **Best of Five**: (only one correct answer)

  **Question Stem**
  - Option 1 – True <-
  - Option 2 - False
  - Option 3 - False
  - Option 4 - False
  - Option 5 - False

- **Best of five** (more than one correct answer)

- **True / False**
In cooperation with the British Cardiovascular Society, the First General Cardiology Knowledge Assessment was organised in London on 30 May 2009.

- 120 MCQs selected from the MCQ Bank – reflecting Core Curriculum distribution
- Candidates: 60 cardiologists (mostly year 3 and year 4 of Specialist Training)

Psychometric reports:
- Pilot Knowledge Assessment was valid and reliable (“year 4 ST4 +” did better than “year 3 ST3 -”)
- Cronbach’s alpha coefficient was 0.75 – very good for a pilot (high-stakes situations should have a reliability of 0.8-0.9)
Brussels

21 November 2009
➢ The “Bank” started off with approx. 90 MCQs from UK Writers

➢ The “Bank” aims to develop 4 to 5’000 MCQs for both

→ “Open Book Assessment” – formative assessment of knowledge related to EBAC approved educational products – Textbook, Guidelines, etc

→ Standard Examination – MCQs not necessarily related to educational content

Brussels
21 November 2009
After one year, the “Bank” holds approx. 1400 MCQs (UK Writers, new MCQs, EBAC Accredited Educational Resources – Guidelines, Textbook (1st and 2nd edition), Education in Heart articles)

The MCQ Team are working with ESC Education Committee and the EBSC to bring the MCQ Writing Process on-line for greater reliability, efficiency and flexibility

On-going process of recruiting MCQ Writers and production of MCQs
Thank you!
The “Bank” aims to develop 4 to 5’000 MCQs

-> “Open Book Assessment” – formative assessment of knowledge related to EBAC approved educational products – Textbook, Guidelines, etc

-> Standard Examination – MCQs not necessarily related to educational content.
Why 360° Assessment?

- One piece in the jigsaw of defining a good competent doctor
- Recognises team work
- Recognises the existence of patients (who are also voters)
- Can be structured in a non-threatening, constructive way

21 November 2009
Brussels
A Multi-rater feedback ...

Colleagues

Self-assessment

Co-workers & patients

Reports available to the trainee

Self-assessment Trainee report (how trainees see themselves)

Raters’ report (how trainee is seen by raters versus self-assessment report)

Positioning report (how trainee is positioned vis-à-vis other trainees)

System mandates trainee to produce a yearly development & improvement plan – trainee reflection process

Feedbacks processed

Raters’ identity encoded – TOTALLY ANONYMOUS

Supervisor receives a summary report

Interview with supervisor