Computer Based Assessments

Zeev Goldik



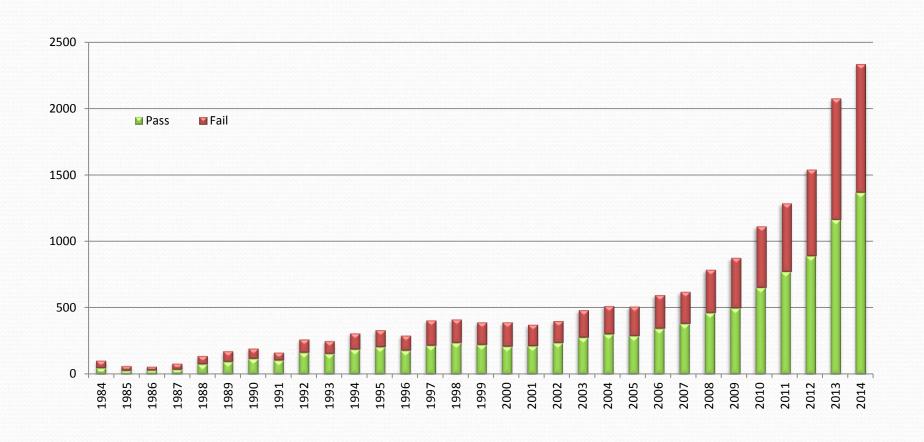
30 years of the European Diploma in Anaesthesiology and Intensive Care (EDAIC)

ZEEV GOLDIK
CHAIRMAN- EXAMINATIONS COMMITTEE





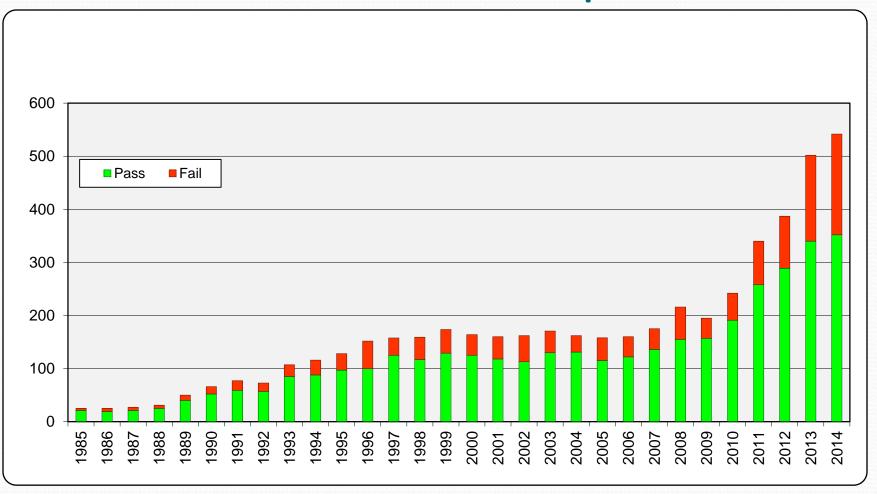
Candidates EDAIC part I



Part I (MCQ) and In-Training Asses	sment (ITA)	
Ankara - Turkey	Amsterdam – Netherlands	Athens – Greece
Barcelona – Spain	Beirut – Lebanon	Belgrade – Serbia
Berlin – Germany	Berne – Switzerland	Bucharest – Romania
Budapest – Hungary	Buenos Aires – Argentina	Cairo – Egypt
Chisinau – Moldova	Cork – Ireland	Dublin – Ireland
Genoa – Italy	Ghent – Belgium	Göttingen – Germany
Groningen – Netherlands	Innsbruck – Austria	Istanbul – Turkey
Jakarta – Indonesia	Jerusalem – Israel	Liège – Belgium
Lisbon – Portugal	London – UK	Lund – Sweden
Ljubljana – Slovenia	Madrid – Spain	Maastricht - Netherlands
Milan – Italy	Moscow – Russia	Msida – Malta
Nijmegen – Netherlands	Oslo – Norway	Pamplona – Spain
Paris – France	Porto – Portugal	Riga – Latvia
Rome – Italy	Rotterdam – Netherlands	Salzburg – Austria
St. Petersburg – Russia	Tbilisi – Georgia	Thessaloniki – Greece
Trondheim – Norway	Turku – Finland	Uppsala – Sweden
Utrecht – Netherlands	Valencia – Spain	Vienna – Austria
Warsaw – Poland	Yerevan – Armenia	
All Part I centres are also ITA centres	5.	

The following centres opened in 2014: Belgrade, Buenos Aires, Genoa, Nijmegen, Rotterdam and Tbilisi.

Candidates EDAIC part II



Part II (Oral)

On-line registrations for the Part II examinations are now open and will close on 15 January 2015.

Venues	Languages	Dates	Days
Madrid	Spanish only	28 February-1 March	Sat-Sun
Göttingen	German only	14-15 March	Sat-Sun
Porto	English only	27-28 March	Fri-Sat
Zürich	German only	24-25 April	Fri-Sat
Uppsala	English, Scandinavian	12-13 May	Tue-Wed
Berlin	English, German	29 May	Friday
Warsaw	English only	20-21 June	Sat-Sun
Paris	English, French	4-5 July	Sat-Sun
Vienna	English, German	5-6 September	Sat-Sun
Valencia	Spanish only	3-4 October	Sat-Sun
Athens	English only	30-31 October	Fri-Sat
Maastricht	English only	14-15 November	Sat-Sun
Istanbul	English only	28-29 November	Sat-Sun

THE EUROPEAN DIPLOMA IN ANAESTHESIOLOGY AND INTENSIVE CARE IS OFFERED IN:

- 1. English
- 2. German
- 3. Spanish
- 4. French
- 5. Italian
- 6. Russian
- 7. Polish
- 8. Hungarian
- 9. Romanian
- 10. Portuguese
- 11. Turkish
- 12. Slovenian
- 13. Czech



Countries where EE are recognized

- Switzerland
- Austria
- Hungary
- Poland
- Netherlands
- Romania
- Malta
- UK

- Ireland
- Finland
- Turkey
- Slovenia
- Moldova
- Portugal
- Czech Republic
- Egypt

Moving to Computer Based Tests

- In Training Assessment
- Part I Exam (written MCQ's)
- Part II Exam- Orals

Home on Line Assessment + e- learning

Why?

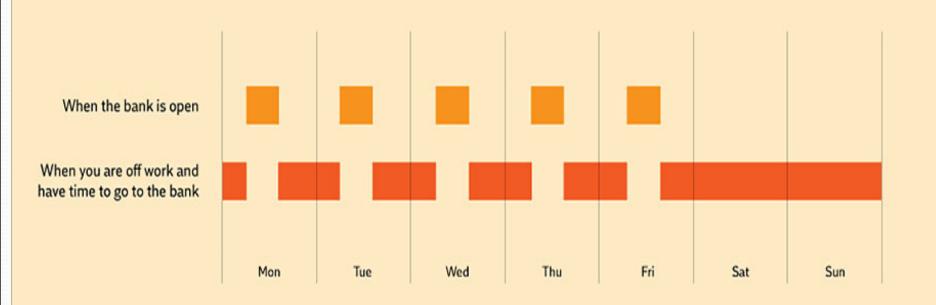






"Next century, schools as we know them will no longer exist,"

OPENING HOURS OF BANKS



HOW LONG A HUMAN CAN LIVE WITHOUT...



Paperless Education?

WELCOME to 2014:

- Our Phones Wireless
 - Cooking Fireless
 - Cars Keyless
 - Food Fatless
 - Tires —Tubeless
 - Dress Sleeveless
 - Youth Jobless
 - Leaders Shameless
- Relationships Meaningless
 - Attitudes Careless
 - Babies Fatherless
 - Feelings Heartless
 - Education Valueless
 - Children Mannerless
 - Country Godless

Computer Based Assessments

Black coffee

Coffee with cream and/or sugar

Cappuccino
Latte Single
Latte Double
Latte Triple
Espresso Single
Espresso Double
Gibraltar
Café au lait
Café con leche
Americano
Caffe tobio
Affogato
Mocha
Caffe Corretto

Frappe
Frappuccino
Pocillo
Espressino
Flat white
Café misto
Half-caf
Melange
Ristretto
Skinny Latte
Soy/Almond latte
Chai Latte
Ice coffee
French press
Marocchino

Coffee beverages in 1996

Coffee beverages in 2014

Individual progress

We know that students learn at different speeds, so why should we keep someone who has mastered a task in a class when they could move forward?"

Schools should not use new technologies to teach the same old crap.

unschooling com

SUPPORTING. CELEBRATING. LOVING THE VIBRANT LIFE THAT IS UNSCHOOLING.

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Consultants

Good Stuff

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As HEM moves into our exciting future in full support of each person – whether child, teen or adult – creating thoughtful, electric, passionate, peaceful, wild, innovative, unique, serene, exuberant, productive, caring lives ... each in our own way, we invite you to take a look at a preview of what's coming up in our next issue, below.

Please Note: Print subscriptions begin with the upcoming May-June 2014 issue. Digital subscribers have access to the May-June 2014 issue as well as the previous year of the issues in our digital archive. If you're not a subscriber, we invite you to become one! Subscribe here.



What is the future of technology in education?

Forget devices, the future of education technology is all about the cloud and anywhere access. In the future, teaching and learning is going to be social, says **Matt Britland**





One Computer per person



One computer for 4 persons!

Fact or Fiction?: Video Games Are the Future of Education

Some educators swear by them as valuable high-tech teaching tools but little is known about their impact on learning

September 12, 2014 | By Elena Malykhina

As kids all across the U.S. head back to school, they're being forced to spend less time in front of their favorite digital distractions. Or are they?

Video games are playing an increasing role in school curricula as teachers seek to deliver core lessons such as math and reading—not to mention new skills such as computer programming—in a format that holds their students' interests. Some herald this gamification of education as the way of the future and a tool that allows students to take a more active role in learning as they develop the technology skills they need to succeed throughout their academic and professional careers.



A student plays MinecraftEdu.

Courtesy of TeacherGaming LLC

CBT: Theoretical Advantages

- Test books and answer sheets are eliminated and some production costs (eg, for color images) are reduced
- Improved examinee access and convenience
 - Greater geographic coverage
 - More frequent test administrations
 - Retesting without long delays
- More efficient measurement (adaptive/sequential testing)
- Test security is improved
- Test scores can be reported immediately
- Innovative item types assessing important skills can be developed and used (multimedia, simulations)
- It's the popular thing to do

Approaches to Test Administration

- CBT Centers (synchronous or asynchronous connectivity)
 - Dedicated test centers (eg, Prometric, Pearson VUE) with charges for "seat time"
 - Multi-purpose centers with computer labs (may be at universities, but also at private businesses)
- University facilities with internet connectivity (WBT/IBT)
 - May be wired computer labs, but also auditoria in which test takers connect laptops to internet via wireless access points
 - Often use a "locked down" browser for security reasons
- Examinee-provided computers with internet connections used for self-assessment

European exams

- Multiple locations
- Remote centers
- Different languages
- Spread faculty

Exam Types

The EDAIC consists of two mandatory components (Part I & Part II). The On-Line Assessment (OLA) and In-Training Assessment (ITA) are optional.

On-Line Assesment (OLA)

<u>In-Training Assessment (ITA) – (optional)</u>

Part I examination – written (mandatory)

Part II examination - oral (mandatory)

OLA Centres 2015		
Angra do Heroismo - Portugal	Barcelona (Hospital Bellvitge) - Spain	Barcelona (Hospital Sant Pau) - Spain
Braga - Portugal	Bucharest - Romania	Buenos Aires - Argentina
Chieti - Italy	Cluj Napoca - Romania	Coimbra - Portugal
Cork - Ireland	Dublin - Ireland	Erlangen - Germany
Ferrara - Italy	Foggia - Italy	Freiburg - Germany
Funchal - Portugal	Genoa - Italy	Gothenburg - Sweden
Hamburg - Germany	lasi - Romania	Innsbruck - Austria
Istanbul (American Hospital) - Turkey	Istanbul (Istanbul University) - Turkey	Karlsruhe - Germany
Lausanne - Switzerland	L'Aquila - Italy	Lilienfeld – Austria
Liège - Belgium	Lisbon - Portugal	London - United Kingdom
Maastricht - Netherlands	Madrid (Hospital la Paz) - Spain	Madrid (SEDAR) - Spain
Minsk - Belarus	Msida - Malta	Nieuwegein - Netherlands
Nijmegen - Netherlands	Nis - Serbia	Oslo - Norway
Palermo - Italy	Palma de Mallorca - Spain	Pamplona - Spain

Rome (Polyclinic Agostino Gemelli) - Italy

Pisa - Italy

Turin - Italy

Rotterdam - Netherlands

Santiago de Compostela - Spain

Vienna (Medical University) - Austria

Porto - Portugal

Salzburg - Austria

Umea - Sweden

Yerevan - Armenia

Strasbourg - France

Rome (Sapienza University) - Italy

Paris - France

Sanliurfa - Turkey

Tonsberg - Norway

Prague - Czech Republic

Rome (Tor Vergata University) - Italy

Vienna (Hospital Barmherzigen) - Austria

Part I Examination Centres					
Amsterdam – Netherlands	Athens – Greece	Barcelona — Spain			
Berne – Switzerland	Bucharest — Romania	Budapest – Hungary			
Cork — Ireland	Göttingen – Germany	Groningen – Netherlands			
Innsbruck – Austria	Istanbul — Turkey	Liège — Belgium			
Lisbon — Portugal	Ljubljana — Slovenia	London — United Kingdom			
Lund - Sweden	Madrid — Spain	Milan – Italy			
Moscow – Russia	Msida — Malta	Oslo — Norway			
Paris — France	Porto — Portugal	Riga — Latvia			
Rome – Italy	St-Petersburg — Russia	Tel Aviv — Israel			

Uppsala – Sweden

Warsaw - Poland

Valencia - Spain

Yerevan - Armenia

Turku – Finland

Vienna – Austria

European Exam

Individual decision

• In Training Assessment

Examination Boards reciprocity

National level

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1	Surname	First name	Institution	City	Country			
2	Kolbitsch	Christian	Innsbruck Medical University (MUI)	Innsbruck	Austria			
3	Ihra	Gerald	Allgemeines Krankenhaus (AKH)	Wien	Austria			
4	Brichant	Jean-François	Centre Hospitalier Universitaire de Liège	Liège	Belgium			
5	Haberer	Jean - Pierre		Paris	France			
6	Quintel	Michael	University Medical Center Goettingen	Göttingen	Germany			
7	Unertl	Klaus	Universitätsklinikum Tübingen	Tübingen	Germany			
8	Scholz	Jens	Universitätsklinikum Schleswig-Holstein, Campus Kiel	Kiel	Germany			
9	Kochs	Eberhard	Klinikum Rechts Der Isar Der Technischen Universität München	Munich	Germany			
10	Janecsko	Maria	Semmelweis Medical University	Budapest	Hungary			
11	Hunting	Anne Aas	Radiumhospitalet HF	Montebello, Oslo	Norway			
12	Kusza	Krzysztof		Poznan	Poland			
13	Fragata	Isabel		Miraflores, Alges	Portugal			
14	Almeida Costa	António Carlos	Centro Hospitalar do Porto - Hospital Santo António	Porto	Portugal			
15	Coelho	Daniela	Hospital Pedro Hispano - Unidade Local Saude Matosinhos EPE	Matosinhos	Portugal			
16	Matos Orfão	Maria do Rosário	Hospitais da Universidade de Coimbra	Coimbra	Portugal			
17	Figueiredo Lima	Joaquim José	Hospital de Santa Maria	Lisbon	Portugal			
18	Marcos	Ana	Centro Hospitalar de Vila Nova de Gaia, Espinho / EPE	Vila Nova De Gaia	Portugal			
19	Abelha	Fernando	Hospital de São João	Porto	Portugal			
20	Gomar Sancho	Carmen	Hospital Clínico, University of Barcelona	Barcelona	Spain			
21	Alsina Marcos	Estibaliz	Hospital La Paz-Maternidad	Madrid	Spain			
22	Belda Nacher	Javier	Hospital Clínico Universitario de Valencia	Valencia	Spain			
23	Moral García	María Victoria	Hospital de la Santa Creu i Sant Pau	Barcelona	Spain			
24	Nergelius	Görel	Universitets Sjukhuset i Lund	Lund	Sweden			
25	Wiklund	Lars	Uppsala University Hospital	Uppsala	Sweden			
26	Hanis	Tommy	Södra Älvsborgs Sjukhus	Borås	Sweden			
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ITA candidate report form

Overall Results				National Average at	European Average at		
	Right	Wrong	Void	Candidate's % Score	this Stage of Training 9 candidates	this Stage of Training 27 candidates	Average of all Diploma Candidates
Paper A	216	84	0	72.00	68.82	67.42	73.43
Paper B	252	47	1	84.00	78.78	74.02	77.75
Detailed R	esults						
Paper A							
Cardiores	spiratory P	hysiology		82.00	70.22	67.93	75.60
Neurophysiology				73.33	57.04	59.51	67.69
General Physiology				80.00	72.38	73.01	78.80
Cardiovascular Pharmacology				73.33	72.59	73.83	76.69
CNS Pharmacology				65.00	67.78	70.93	77.34
General Pharmacology				76.92	75.56	74.02	78.57
General Physics			67.50	65.56	62.96	68.52	
Clinical N	1easueme	nt		54.00	61.78	58.67	64.51
Statistics				80.00	67.78	59.26	70.55

EDA CANDIDATE REPORT FORM

In Training Assessment

Stage of Training: Overall Results

Overali Results	Right	Wrong	Void	% Score	Candidates Average at this stage of	National Average at this Stage of 3 candidates	Europe wide Diploma Candidates 80 candidates	Average of all
Paper A	140	51		109	29.67	34.59	36.58	47.65
Paper B	177	48		75	43.00	43.44	43.88	51.84
Detailed Results Paper A								
Cardio-respiratory Ph	ysiology			24.00	32.00	37.05	46.86	
Neurophysiology				26.67	36.41	36.17	43.52	
General Physiology				20.00	35.60	42.82	49.45	
Cardiovascular Pharn	nacology			28.00	36.00	39.95	57.60	
CNS Pharmacology				70.00	63.85	59.50	77.73	
General Pharmacolog	ду			36.92	34.20	32.21	46.37	
General Physics				30.91	30.21	31.43	40.59	
Clinical Measurement	t			28.57	38.46	39.82	50.89	
Statistics				10.00	21.54	27.00	32.30	
Paper B								
General Anaesthesia				23.75	33.94	38.80	46.42	
Special Anaesthesia				29.41	38.73	39.46	54.64	
Local, Regional Anae	sthesia, F	Pain		35.00	30.38	30.50	44.38	
Intensive Care				65.00	48.46	42.44	42.07	
Internal Medicine				44.00	48.62	46.20	57.44	
Emergency Medicine				0.00	17.31	25.44	33.40	

Cardio resp	Neuro phys	General physio	Cardio vasc	CNS pharm	General pharm	General physics	Clinical measur	Stats	Paper A	General anaes	Special anaes	LRP	Intensiv care		Emerg'y medicin	Paper B
82.00	73.33	80.00	73.33	65.00	76.92	67.50	54.00	80.00	72.00	85.33	84.00	72.00	82.00	92.50	82.86	84.00
64.00	53.33	51.43	73.33	50.00	69.23	52.50	64.00	80.00	61.67	72.00	68.00	80.00	62.00	80.00	57.14	69.33
56.00	60.00	65.71	80.00	55.00	69.23	60.00	46.00	80.00	61.00	65.33	68.00	44.00	62.00	60.00	57.14	62.00
70.00	86.67	82.86	73.33	90.00	72.31	70.00	60.00	70.00	72.67	88.00	80.00	64.00	72.00	77.50	80.00	79.00
68.00	53.33	57.14	73.33	60.00	84.62	62.50	54.00	50.00	65.67	78.67	70.67	80.00	72.00	75.00	77.14	75.00
66.00	40.00	71.43	66.67	40.00	70.77	55.00	66.00	70.00	63.33	82.67	85.33	84.00	58.00	65.00	62.86	74.67
50.00	46.67	60.00	53.33	60.00	75.38	65.00	48.00	40.00	58.67	73.33	74.67	68.00	64.00	75.00	68.57	71.33
78.00	53.33	82.86	73.33	45.00	83.08	60.00	70.00	40.00	71.00	74.67	69.33	68.00	76.00	70.00	77.14	72.67
66.00	73.33	57.14	80.00	70.00	69.23	52.50	48.00	80.00	62.67	77.33	81.33	72.00	74.00	65.00	68.57	74.67
52.00	73.33	77.14	80.00	65.00	72.31	67.50	58.00	90.00	67.00	76.00	74.67	56.00	68.00	70.00	71.43	71.33
72.00	40.00	68.57	66.67	45.00	70.77	67.50	56.00	70.00	64.33	82.67	77.33	60.00	66.00	82.50	85.71	77.00
66.00	60.00	77.14	66.67	85.00	78.46	75.00	64.00	80.00	72.33	85.33	78.67	72.00	66.00	90.00	82.86	79.67
86.00	66.67	85.71	60.00	75.00	81.54	60.00	74.00	70.00	76.00	84.00	86.67	68.00	76.00	80.00	85.71	81.67
64.00	66.67	65.71	80.00	80.00	66.15	55.00	56.00	80.00	64.67	82.67	76.00	60.00	78.00	72.50	74.29	76.00
54.00	53.33	74.29	60.00	45.00	72.31	65.00	48.00	70.00	61.00	80.00	81.33	76.00	70.00	72.50	60.00	75.00
70.00	80.00	77.14	66.67	75.00	86.15	67.50	68.00	60.00	74.00	85.33	81.33	80.00	74.00	80.00	77.14	80.33
64.00	60.00	91.43	46.67	65.00	75.38	70.00	82.00	70.00	72.67	73.33	80.00	60.00	68.00	80.00	82.86	75.00
76.00	60.00	74.29	66.67	55.00	78.46	60.00	60.00	90.00	69.33	88.00	76.00	64.00	72.00	80.00	71.43	77.33
56.00	53.33	77.14	53.33	50.00	63.08	67.50	54.00	10.00	59.00	81.33	70.67	76.00	72.00	77.50	71.43	75.00
76.00	60.00	82.86	66.67	70.00	84.62	65.00	66.00	80.00	74.00	89.33	69.33	72.00	70.00	87.50	77.14	78.00
76.00	53.33	57.14	86.67	80.00	76.92	62.50	54.00	90.00	68.67	84.00	82.67	60.00	76.00	62.50	62.86	75.00
76.00	53.33	57.14	60.00	70.00	73.85	57.50	64.00	90.00	67.00	73.33	69.33	60.00	64.00	77.50	65.71	69.33
68.00	60.00	77.14	73.33	55.00	73.85	62.50	64.00	50.00	67.33	82.67	77.33	80.00	78.00	77.50	88.57	80.33
84.00	66.67	85.71	60.00	80.00	87.69	67.50	72.00	70.00	78.00	86.67	89.33	68.00	78.00	70.00	80.00	81.33
62.00	40.00	65.71	73.33	45.00	76.92	50.00	56.00	80.00	62.00	73.33	58.67	56.00	62.00	60.00	65.71	63.67



On-Line Assessment (OLA) 2015
ANAESTHESIOLOGY AND INTENSIVE CARE

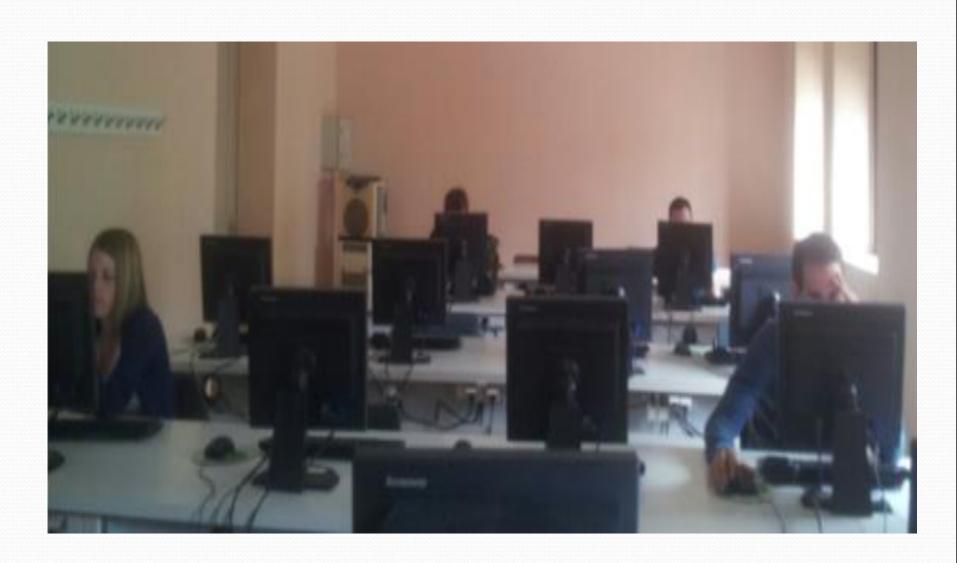
A continents | 7 languages | 7 timesones | 60 nectors | 100,000 questions assessed



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Pamplona



Salzburg



Tenerife



Bucharest



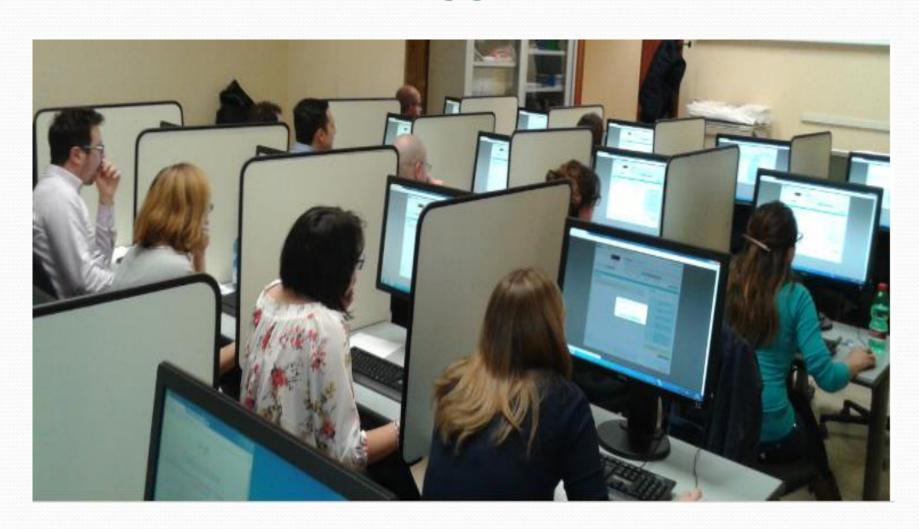
Buenos Aires



Cluj- Napoca



Foggia



Genoa



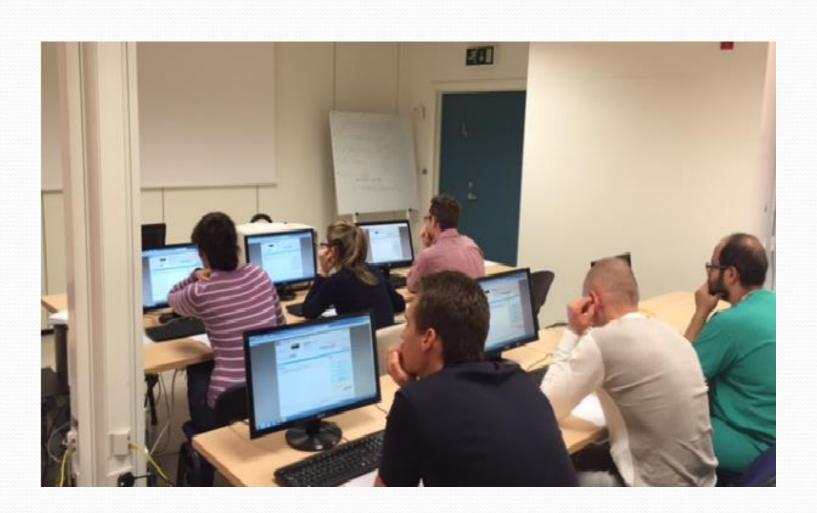
Istanbul



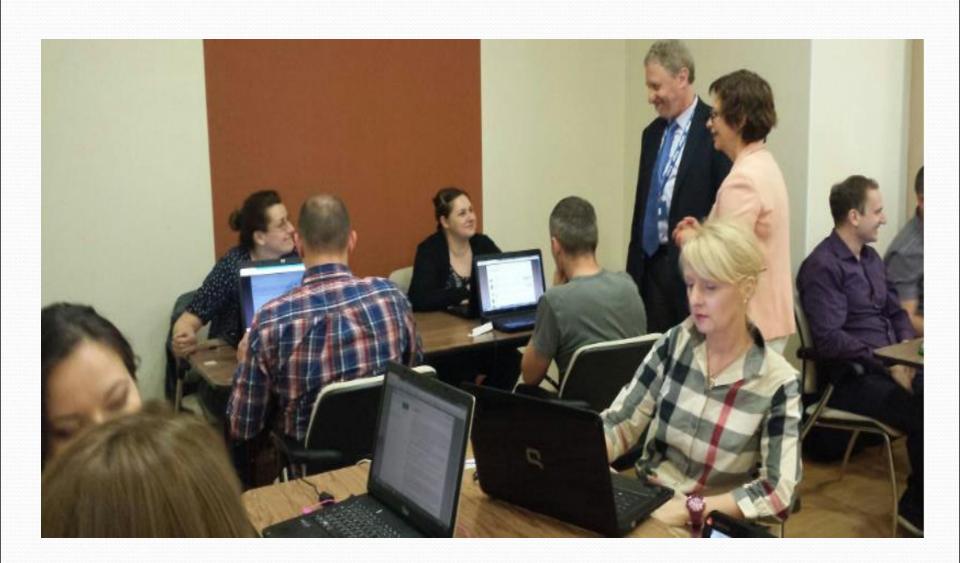
Maastricht



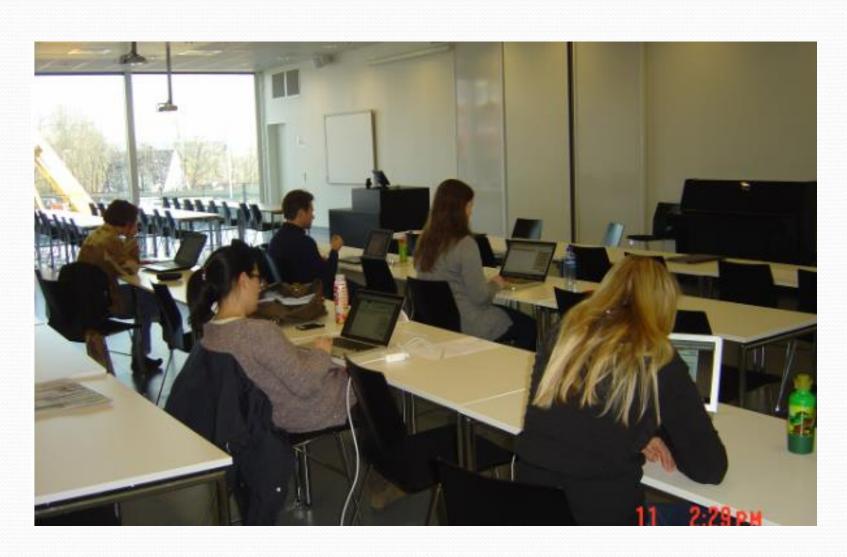
Msida



Nis



Oslo



Palma de Mallorca



Basic Science Course



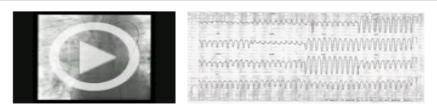
Question

By comparison to an adult on a weight basis, a neonate has a higher

Alternatives

True	False	
0	0	cardiac output
0	0	percentage of total body water loss every 24 hours
0	0	oxygen consumption

Attachments



Question details

Question number #1379 Randomize alternatives No
Author David Hedlund Question type 2. True or false
Created 2011-09-06

View history Preview question





1. Impersonator



6. Collaborator



2. Smuggler



7. Robin Hood



3. Storyteller



8. Hacker



4. Chain Gang



THANE TICKET 9. Ticket Scalper



5. Time Traveler



10.Insider & Fence

Featured Products

Portable wireless bug camera jammer



Price: £188.00

Details

Portable Cell Phone & GPSL1 jammer



Price: £185.00

Details

Mini Portable Cellphone Jammer J-260A

Price: £60.00

Details



Mini Portable Cellphone Jammer J-260A-P...

Price: £99.10

Details



GPS and Cell phone Jammer J-220B

Price: £57.00

Details

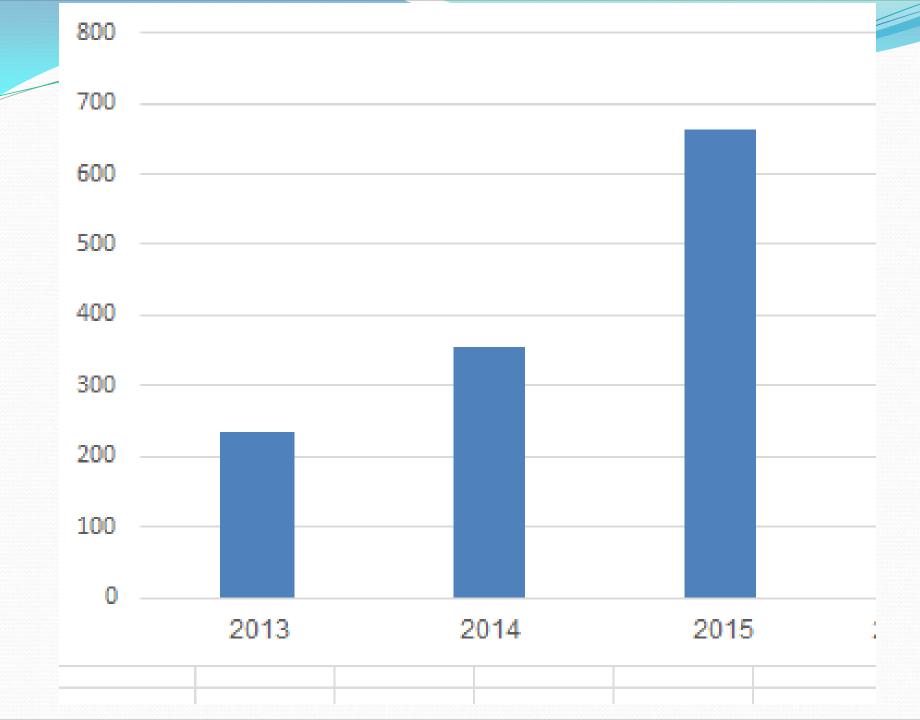


Jammer Detector J-B

Price: £77.00

Details





Security benefits

- If MCQ tests are reviewed and sent as attachments
 - Attachments are printed can be seen by others
 - Public computers others can read attachments
 - Attachments forwarded read by non-authorised
- Computer based tests
 - Documents can be labeled to be non-printable
 - Login and logout automatical. Doesn't matter if person have access to public computer (can still not access MCQs)
 - Reviews can only be forwarded to authorised persons

Cost/Financial benefits

- Online is not only safer, it is more flexible and costeffective
 - A test room can be opened anywhere
 - For supervised tests, wherever there is a supervisor and student(s)
 - For non-supervised tests wherever there is a student
 - No cost for room setup
 - No cost for paper test administration (scanning, reporting)
 - Can be hundreds of euros per test

Home On Line Assessment (HOLA)

- Low-stakes; no security concerns
- Immediate scoring and performance feedback
- 24/7 access to the examination worldwide
- Simple payment system required

OLA Pilot – Competences

<u>Domain 1.1: Disease management, Patient Assessment and Preoperative Preparation</u>

During the course of their training, residents must acquire clinical abilities and skills in the anaesthetic and perioperative care of patients. These include the acquisition of following competences:

- a. Identifies, optimizes, and treats all relevant patient pathologies, including those with direct impact on anaesthetic techniques
- b. Assesses preoperative risks
- c. Uses and interprets preoperative investigations appropriately and rationally
- d. Assesses airway for potential difficulty with intubation and /or ventilation
- e. Knows and applies recognized principles of preoperative therapy, fasting and premedication
- f. Elaborates an individualized preoperative anaesthetic strategy, including rational use of drugs and techniques
- g. Provides appropriate information and obtains consent for anaesthesia

Domain 1.2: Intraoperative Care and Anaesthetic Techniques

During the course of their training, residents must acquire clinical abilities and skills in the anaesthetic and intraoperative care of patients. These include the following competences:

- a. Provides safe induction, maintenance of, and emergence from general anaesthesia, including choice of drugs, airway management, ventilation techniques and monitoring
- b. Provides safe regional anaesthesia, including choice of drugs, techniques and monitoring
- c. Masters knowledge of pharmacology relevant to general and regional anaesthesia, including preparation, administration and monitoring of drug effects
- d. Knows and uses appropriately and safely all relevant medical/technical equipment, takes appropriate environmental safety measures and prepares the workplace according to local checklists
- e. Chooses and uses appropriate monitoring devices for safe management of anaesthesia
- f. Provides adequate record keeping of perioperative procedures
- g. Maintains perioperative homeostasis of organ systems of patients throughout different procedures, including adequate fluid and volume management, safe use of blood and blood products, and maintains normothermia
- h. Recognizes diagnoses and manages intraoperative critical incidents, including allergic reactions as well as organ dysfunction, stress and inflammatory response

Curriculum	Question Stem	Comment on stem
Domain		
	A patient presenting for surgery, who had a NSTEMI 8 months previously, is likely to be taking	"likely" not a good word: may differ; need to change: "Morbidity and mortality following NSTEMI is reduced by treatment with"
1.1.a	Acute onset of atrial fibrillation may be due to	"may" not a good word: "Acute onset of atrial fibrillation is associated with"
1.1.a	Acute tubular necrosis may be attributed to toxic effects of	"may" not a good word: "Acute tubular necrosis is a recognized toxic effect of"
1.1.a	Addison's disease is associated with	
1.1.a	Aldosterone	
1.1.a	Alpha-2 adrenergic agonists produce	
1.1.a	Anatomical landmarks of spinal column include	Minor revision: Anatomical landmarks of the spinal column include
1.1.a	Ankylosing spondilitis	
1.1.a	Assessment of the patient with a pacemaker and/or implantable defibrillator	
1.1.a	Causes of diabetes insipidus include	
1.1.a	Cerebrospinal fluid (CSF)	
1.1.a	Chronic liver cirrhosis	
1.1.a	Compared with adults, infants	
1.1.a	Concerning adrenocortical hormones	
1.1.a	Concerning neuronal regulation of ventilation	
		The stem could be more specific: "When performing neuraxial blockade in the presence of anticoagulant drugs"

CUESTIONARIO DE EVALUACIÓN

CURSO: EVALUACIÓN EN LINEA: SIMULACRO DEL EXAMEN EUROPEO DE ANESTESIA

ORGANIZADO POR: Dr Nicolas Brogly LUGAR DE REALIZACIÓN: Sala de Informática – Hospital Universitario La Paz

FECHA: 13/05/2011

Por favor, marque con una cruz el valor que mejor refleje su opinión sobre cada una de las cuestiones que se plantean, teniendo en cuenta que: El 1 es el valor más negativo y el 10 es el valor más positivo

CONTENIDOS DEL CURSO		1	2	3	4	5	6	7	8	9	10
Contenidos teóricos impartidos	14						14				X
Contenido de los casos prácticos										X	
Adecuación de la metodología empleada	-									×	
APROVECHAMIENTO DEL CURSO		1	2	3	4	5	6	7	8	9	10
Utilidad para su trabajo habitual											>
Grado de aprendizaje conseguido con el curso)										5
Interés despertado por los temas del curso											×
Respuesta a las expectativas previas		1									\geq
ORGANIZACIÓN DEL CURSO		1	2	3	4	5	6	7	8	9	10
Información previa sobre el curso										X	
Adecuación del horario											X
DURACIÓN DEL CURSO	INSUFICE	INSUFICIENTE			USTA	ADA	_	EXCESIVA			
		-	_	-							
		1	2	3	4	5	6	7	8	9	10
VALORACIÓN GLOBAL DEL CURSO										X	
VALORACIÓN DEL PROFESORADO	1	2	3	4	5	6	7	8	9	10	
Nivel de conocimientos sobre el tema										X	
Claridad en la exposición									X		
Metodología utilizada									X		
Accesibilidad										X	
Valoración global					1					V	

COMENTARIOS Y SUGERENCIAS

OBSE	RVACI	ONES	O MODIFICA	CIONES QUE IN	NTRODUCIRÍA		
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European e- Portfolio



Portfolio

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CV and Education scheme WBA and 360-degree feedback Courses and Examination Research and Teaching Learning and Reflection Interview reports

Workplace-based assessments

360-degree feedback

Refine overview

VIEW/HIDE INSTRUCTION

This overview displays all your workplace-based assessments. You can view this by clicking "view" in the table. You can filter this overview for year and semester.

Display semester:



New workplace-based assessment

<u>Date</u>	<u>Form</u>	<u>Year</u> /Sem	<u>Department</u>	Concerning	<u>Val.</u>	Level	Supervision	View
05-7-11	Mini-CEX-P	1-1	MUMC+/Gyn	Patient contact	yes	Above level	Moderate	View
30-6-11	Mini-CEX-P	1-1	MUMC+/Gyn		no			View
28-6-11	CAT	1-1	MUMC+/Gyn		no	At level	Moderate	View

Thank you for your attention