Assessment Tool Kit

**Educational Leadership Program**

**—Test questions**

**Competency 3: Match methods to needs and outcomes**

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| **Question ID** | **Status** | **Comments** |
| AOT\_CEP\_C03\_q01\_v01\_PRE\* | **🞅** | Revision;  |
| AOT\_CEP\_C03\_q04\_v01\_PRE\* |  |  |
| AOT\_CEP\_C03\_q03\_v01\_POST\* |  |  |
| AOT\_CEP\_C03\_q07\_v01\_POST\* |  |  |

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Question 1

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| **Question ID** | AOT\_CEP\_C03\_q01\_v01\_PRE\* | **Status (Date)** | November, 2015 |
| **Competency 3** | Match methods to needs and outcomes |
| **Ave. Score** |  |
| **Faculty comments**  |  |

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| Question: | Data and your personal experience shows that surgeons in your region make more mistakes related to high-energy fractures than in other types of fractures. Errors can be reduced if surgeons can recognize certain key features of these fractures on x-rays.Which learning modality is most likely to help surgeons recognize key features of high-energy fractures on x-rays? |

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| **Response options** | **Res.** |
| **a) A lecture because it is an excellent way to explain new concepts.** | **6%** |
| b) Online training because simulations of fracture fixation techniques can be used. | 3% |
| c) Small group discussion because it allows debate regarding proper techniques. | 73% |
| d) Practical exercise because it allows demonstration of a specific fracture type and the proper procedure. | 18% |
| Correct: A |  |

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| **Rationale**  | The issue in this educational design decision is not one of debate or discussion. It is an issue of fact .It is also not related to actually using the techniques. The issue is how to best teach surgeons how to identify specific features on x-rays. A lecture is the most efficient way to show these features and identify their importance in practice. |

Question 2

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| **Question ID** | AOT\_CEP\_C03\_q04\_v01\_PRE\* | **Status (Date)** | November, 2015 |
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| **Ave. Score** |  |
| **Faculty comments**  |  |

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| Question: | A session is planned in an upcoming orthogeriatrics course relating to poor outcomes associated with polypharmacy. However, the needs assessment indicates that participants are not interested in the topic. They also had poor levels of knowledge as measured by low-test scores. Their low motivation scores and low-test scores emphasize the need to select the right method for teaching this topic. What approach would be best to ensure that issues related to polypharmacy lead to learning? |

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| **Response options** | **Res.** |
| a) A lecture incorporating a case in which polypharmacy impacted adversely on patient health. | 6% |
| b) A case-based discussion that shows how polypharmacy is a problem in geriatric patients. | 49% |
| c) A small group discussion case that shows the effect of polypharmacy on patient outcomes. | 12% |
| **d) Incorporating a theme on polypharmacy in a variety of educational methods.** | **33%** |
| Correct: D |  |

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| **Rationale**  | Polypharmacy is a theme in all aspects of orthogeriatric care; therefore, the topic should run throughout the educational plan. Emphasis on the topic will demonstrate how it is a constant consideration for successful practice with this patient population. |

Question 3

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| **Question ID** | AOT\_CEP\_C03\_q03\_v01\_POST\* | **Status (Date)** | November, 2015 |
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| **Faculty comments**  |  |

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| Question: | A senior faculty member objects to acting as a table demonstrator, noting that it is not usual for someone of his status to be on the tables.Which of the following statements would best explain to him why the decision to use him in this way was made? |

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| **Response options** | **Res.** |
| a) **He is well qualified to show errors in practice that often result from lack of proper technique.** | 53% |
| b) Teaching on the tables maximizes his exposure to the participants ensuring they get the best possible contact time with him  | 35% |
| c) He needs to experience the problems and challenges of table demonstrating to allow him to lead future courses. | 11% |
| d) He will not be included in next year's course if he does not accept the assignment. | 1% |
| Correct: A |  |

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| **Rationale**  | Attempts to use power or money to motivate faculty to participate in a particular method of teaching almost always fails to achieve the desired result. Teachers respond to the idea that patients eventually will benefit from their efforts. |

Question 4

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| **Question ID** | AOT\_CEP\_C03\_q07\_v01\_POST\* | **Status (Date)** | November, 2015 |
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| **Ave. Score** |  |
| **Faculty comments**  |  |

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| Question: | The pediatric group identifies the management of displaced supracondylar fractures of the humerus as one of their key patient problems and have made it a key competency for a course. Two months before the course, the session moderator asks for advice about the best way to teach insertion of K-wires into the distal humerus.What is the most appropriate advice? |

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| **Response options** | **Res.** |
| a) **Use computerized images of the distal humerus to show correct wire placement.** | 13% |
| b) Use YouTube videos taken from the Internet to show correct wire placement.  | 1% |
| c) Ask him to create a clinical video of the next case that occurs at the hospital. | 25% |
| d) Incorporate the issues into the discussion groups. | 62% |
| Correct: A |  |

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| **Rationale**  | Unfortunately, none of the options presented is the ideal. The best way to teach a practical skill is to actually do it, but no models currently exist within AO faculty resources. Two months is insufficient time to commission such a model. Discussion of the case is a good way to highlight issues but suboptimal in teaching a practical skill.(Answer D) Videos obtained from unregulated sites on the Internet often contain surprisingly useful material and can be a good resource in an emergency situation.(Answer B) Creating a clinical video is technically difficult, and it is almost impossible to show three-dimensional aspects without the use of ancillary diagrams and animations.(Answer C) Of the options presented, use of computerized images is the most likely to show the technique.(Answer A) However, participants should be advised to do their first few cases under supervision until they have mastered the correct technique. |