



HỘI NGHỊ

GIÁO DỤC Y HỌC TOÀN QUỐC LẦN THỨ 7

LƯỢNG GIÁ TRONG GIÁO DỤC Y HỌC DỰA TRÊN NĂNG LỰC: THÁCH THỨC - GIẢI PHÁP

PHIÊN TOÀN THỂ

A common vision to develop assessment practices in Viet Nam aligned with the global context over the next 5 years

Prof. Tran Diep Tuan, MD, PhD

University of Medicine and Pharmacy at Ho Chi Minh City, Viet Nam

Sheraton Saigon Hotel, 11th November 2023



DISCLOSURE

**Tôi không có các lợi ích liên quan đến bài báo cáo.
I have nothing to disclosure.**



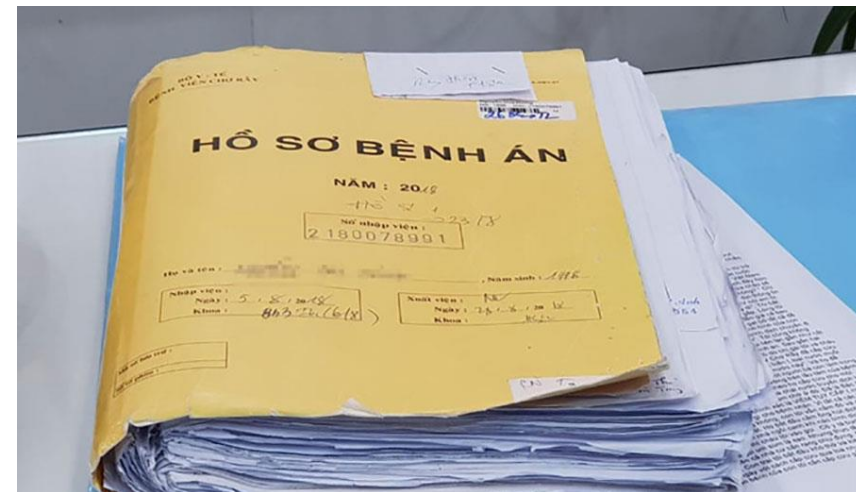
Outlines

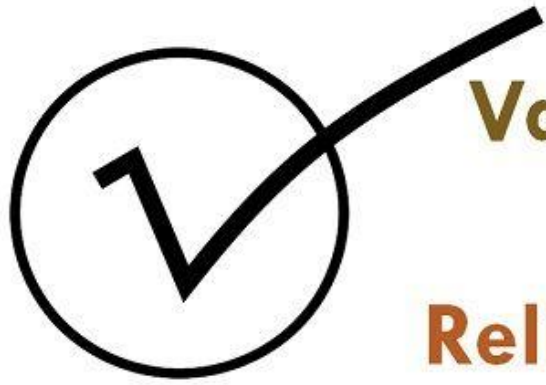
1. Assessment: from past to present
2. Assessment in competency-based medical education
3. Transforming medical education in Vietnam
4. Assessment practices in the next 5 years in Vietnam



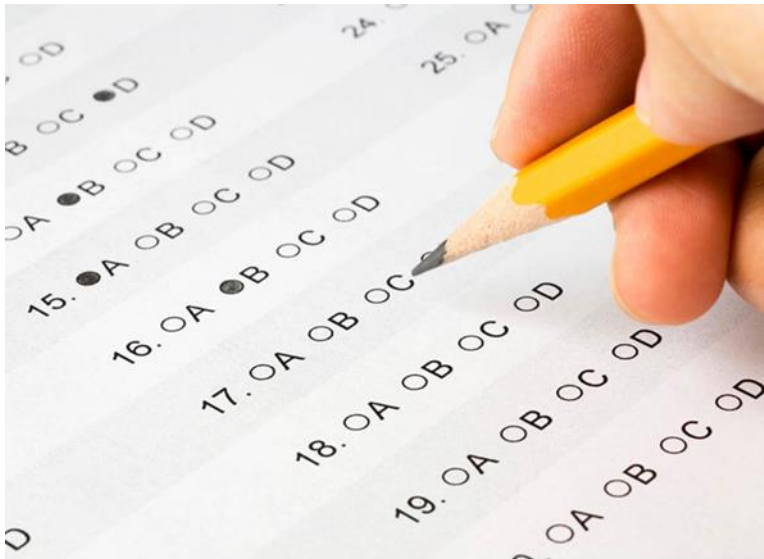
Written and clinical exams in the past at UMP

Handwritten text, likely a medical history or clinical notes, written in Vietnamese. The text is dense and appears to be a detailed account of a patient's condition and treatment.





Validity Vs Reliability



Multiple-choice questions (MCQs)

Item analysis

Analysis of Item Difficulty

Analysis of Item Discrimination

Analysis of Item Options

Comparative Analyses of Test-taker Groups

NBME item-writing guide, 2021



Reliability and Validity

Reliability and Validity



Reliable
Not valid



Low validity
Low reliability



Not reliable
Not valid



Both reliable
and valid

Reliability refers to the **consistency** of a measure (whether the results can be reproduced under the same conditions).

Validity refers to the **accuracy** of a measure (whether the results really do represent what they are supposed to measure).



Reliability was not defined in the everyday meaning of the word, such as “the quality of being able to be trusted or believed because it is working or behaving well” but merely as the extent to which scores would be reproducible across items, cases, examiners, etc. or as internal consistency.

Even the most structured multiple-choice test is preceded by a process that **includes a series of human judgments**: blueprinting, standard setting, relevance of items to include, wording of items and so on.

Objective Structured Clinical Examination (OSCE)

- An OSCE is a common method of assessing clinical competence in medical education.
- An OSCE assesses performance in a simulated clinical environment, not in an actual clinical environment.



Objectivity



Subjectivity is not the main source of **unreliability**, but **poor sampling strategies** are.

(Swanson 1987; Swanson & Norcini 1989)

Assessment is a process of collecting information about a learner's achievement and progress. Therefore, it always incorporates **human judgement**.



Three generations of reform

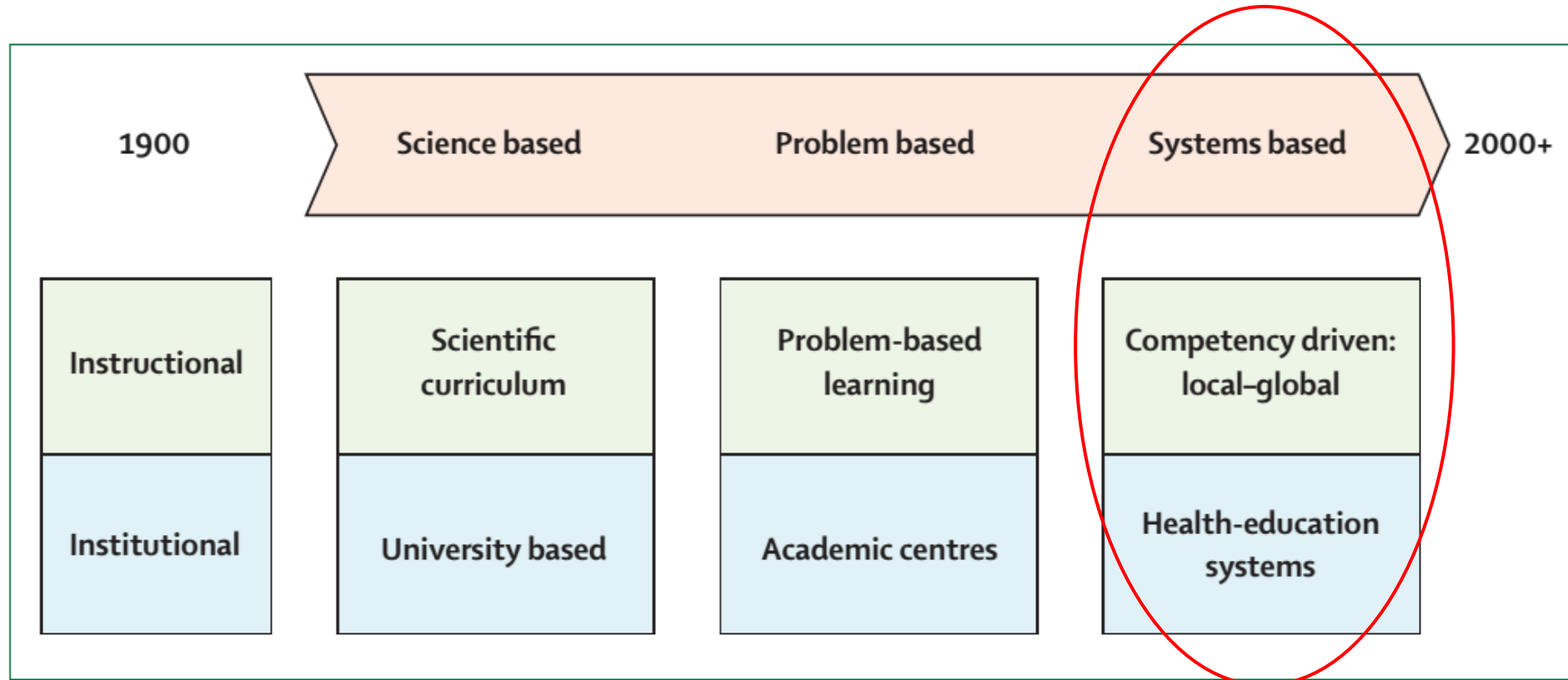
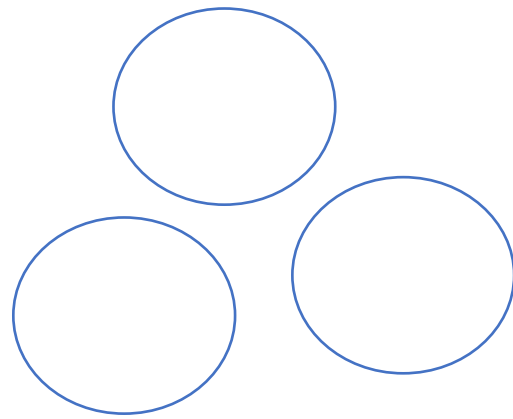


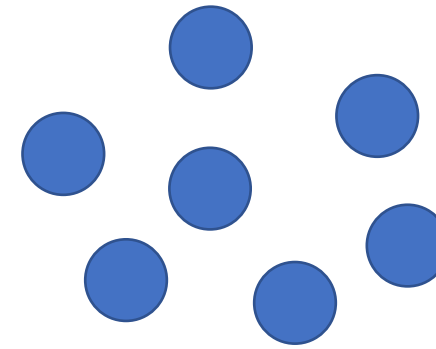
Figure 5: Three generations of reform

CBME curriculum

Expected competent



Domain of competence



Competencies

Competent

Practical domain

Pre-clinical phase



Labs, Skill-labs,
Simulation centers

Clinical phase



Clinical settings



Assessment

Where

Simulation centers

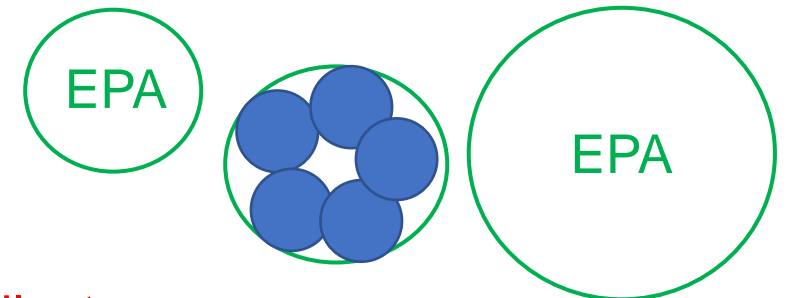
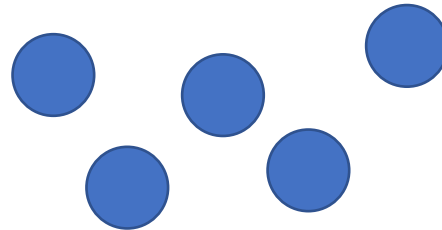
Workplace-based assessment

Tools

OSCE, OSPE...

EPAs, OPAs, DOPS, Mini-CEX...

What



How
(Rating scales)

Check lists, Rubrics...

Milestones...



Assessment *of* learning → Assessment *for* learning

Punishment and reward

VS

Meaningful and timing feedback

Workplace-based assessment (WBA)



- Multiple observations
- Verbal feedback
- Quality documentation

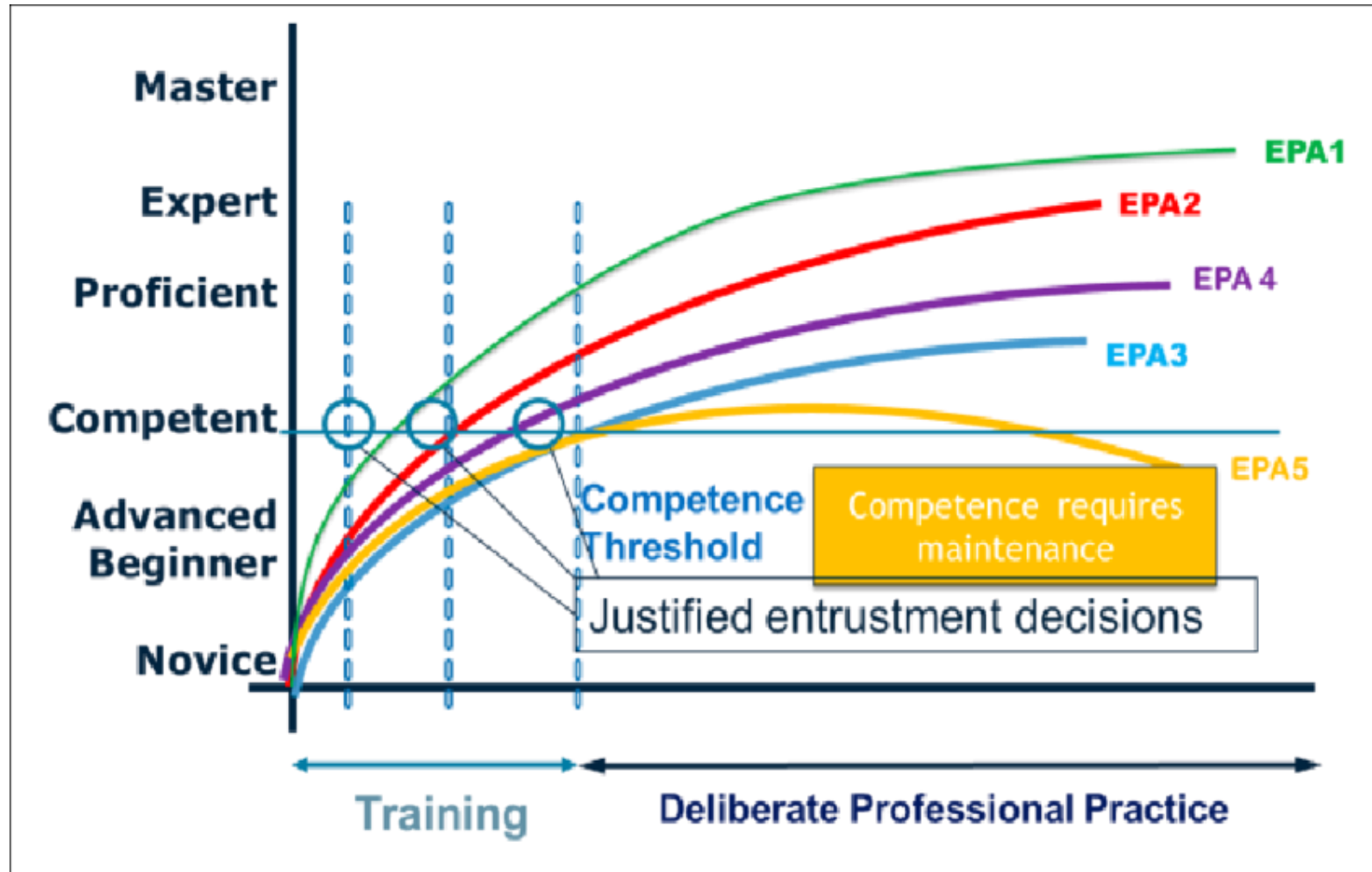
Assessment tools:

Mini-clinical evaluation exercise (mini-CEX)
Direct observation of procedural skills (DOPS)
Case-based discussions (CBD)
Multisource feedback (MSF)
Mini-peer assessment tool (m-PAT)...

Based on an expert subjective judgement utilizing global rating scales and are widely used in clinical settings.

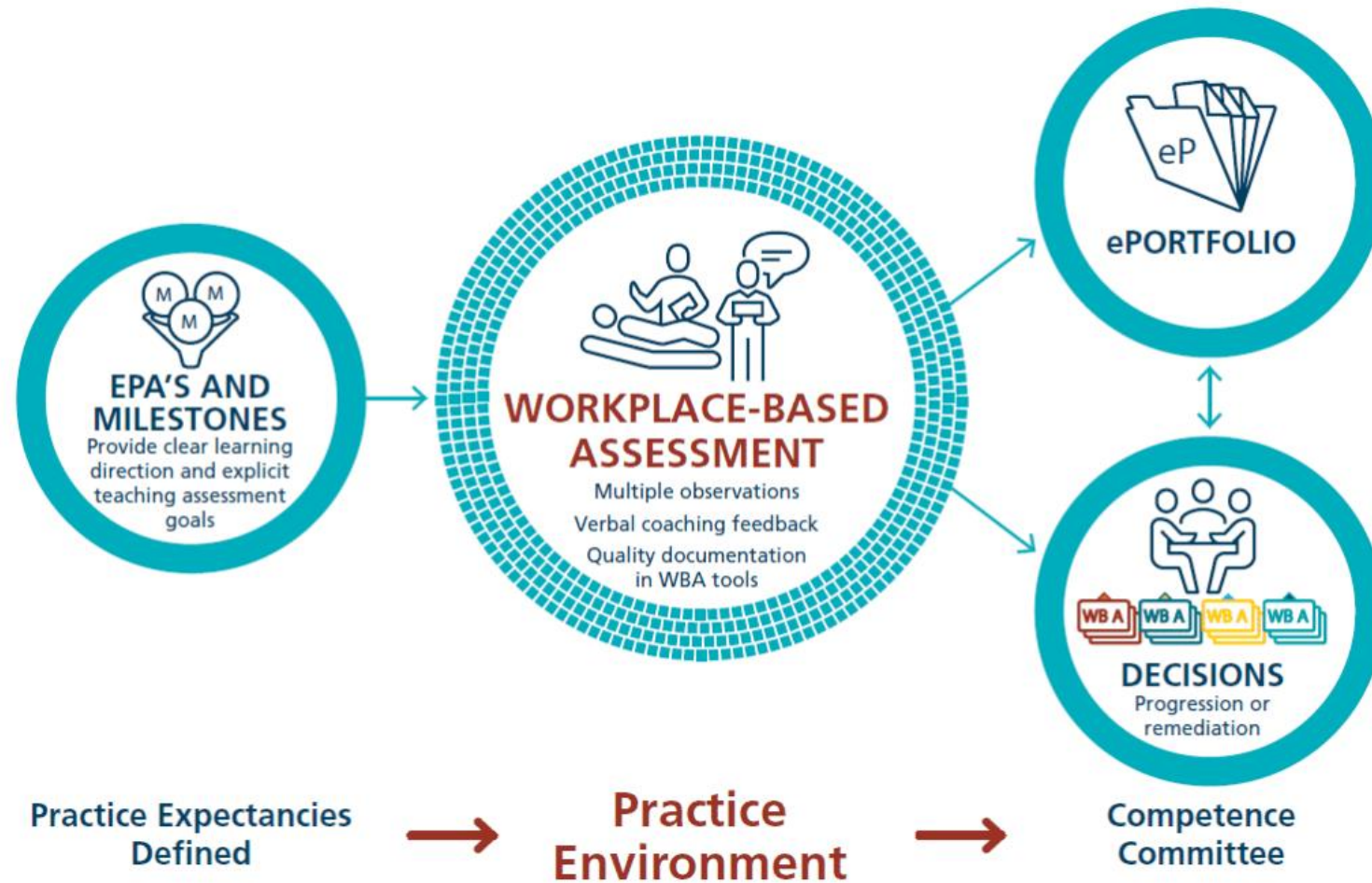


EPAs – Competency-based medical education





Workplace-based assessment (WBA)



Health Professionals Education and Training for Health System Reforms

In 2013, the Ministry of Health of Vietnam launched the Health Professionals Education and Training for Health Systems Reform Project (HPET) for Health Systems Reform Project to execute a more sustainable and effective human resources for health development strategy. In particular, the project has made targeted efforts to improve the quality of workforce education and training to strengthen PHC capacity at the local level.

Transforming medical education to strengthen the health professional training in Viet Nam: A case study



Tuan D. Tran,^{a,1} Phuc M. Vu,^a Hong T.M. Pham,^a Luan N. Au,^a Hung P. Do,^a Hoa T.T. Doan,^a Nghia Huynh,^a Quynh T.V. Huynh,^a Bao K. Le,^a Dat Q. Ngo,^a Hanh T.M. Nguyen,^a Khanh D. Nguyen,^a Nghia A. Nguyen,^a Phong H. Nguyen,^a Tuan A. Nguyen,^a Thang C. Tran,^a Hoa N. Chau,^a Lan N. Vuong,^a and Nu V. Vu^{b,1}*

^aUniversity of Medicine and Pharmacy at Ho Chi Minh City, Ho Chi Minh City, Viet Nam

^bUnit of Development and Research in Medical Education, University of Geneva Faculty of Medicine, Geneva, Switzerland

Summary

The competency-based undergraduate curriculum reform at the University of Medicine and Pharmacy at Ho Chi Minh City, Faculty of Medicine (UMP-FM) is detailed and reviewed in reference to the instructional and institutional reforms, and enabling actions recommended by the Lancet 2010 Commission for Health Professional Education. Key objectives are to: revise the overall 6-year curriculum to be more integrated and competency-based; reinforce students' knowledge application, problem-solving, clinical competence, self-directed learning and soft skills; develop a comprehensive and performance-based student assessment programme; and establish a comprehensive quality monitoring programme to facilitate changes and improvements. New features include early introduction to the practice of medicine, family- and community-based medicine, professionalism, interprofessional education, electives experiences, and a scholarly project. Institutional reform introduces a faculty development programme, joint planning mechanism, a "culture of critical inquiry", and a transparent faculty reward system. Lessons learnt from the curriculum reform at UMP-FM could be helpful to medical schools from low- and middle-income countries consid-

**The Lancet Regional
Health - Western Pacific
2022;27: 100543**

Published online xxx
<https://doi.org/10.1016/j.lanwpc.2022.100543>



Competency-based medical education (CBME)

Simulation



Standardized patient



Laboratory



Case-based learning



Team-based learning



Lecture with clickers



Assessment

- MCQ (Multiple-choice question)
- SOE (Structured oral examination)
- OSPE (Objective structured procedure examination)
- DOPS (Direct observation of procedural skills)
- OSCE (Objective structured clinical examination)
- Mini-CEX (Mini-clinical evaluation exercise)
- Portfolio
- Meta-cognition
- CBD (Case-based discussions)
- MSF (Multisource feedback)
- M-PAT (Mini-peer assessment tool...)





Competency-based medical education (CBME)

Assessment *for* learning

- Multiple observations
- Meaningful and timing feedback
- Quality documentation

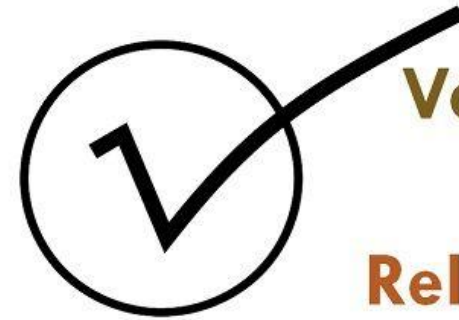


The road
ahead in
the next 5
years

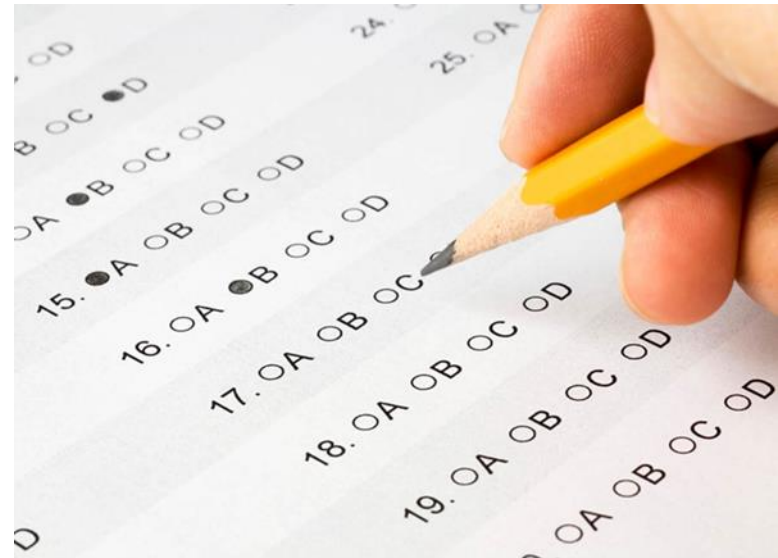




Written assessments

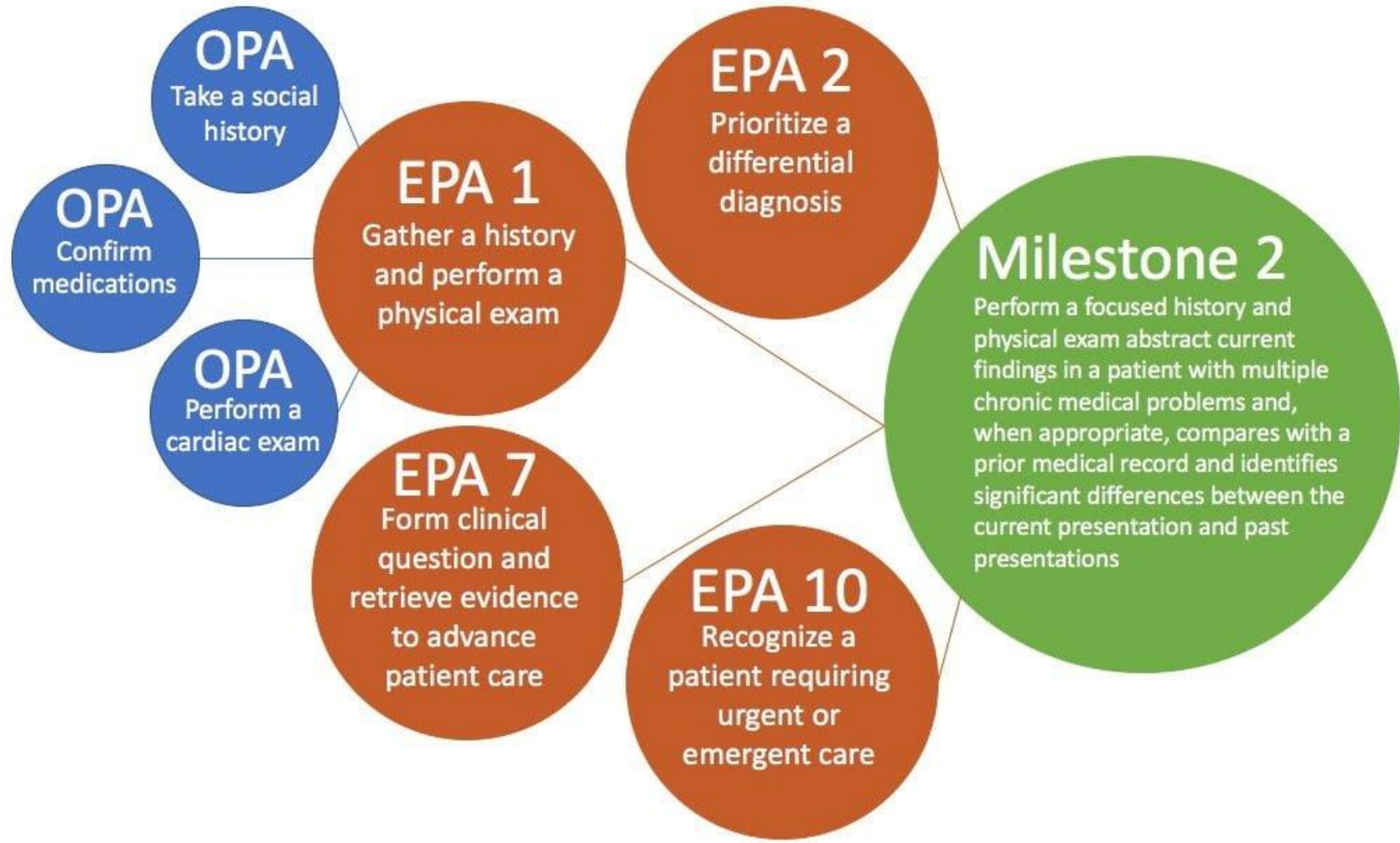


Validity
Vs
Reliability





Clinical assessments





Three generations of reform

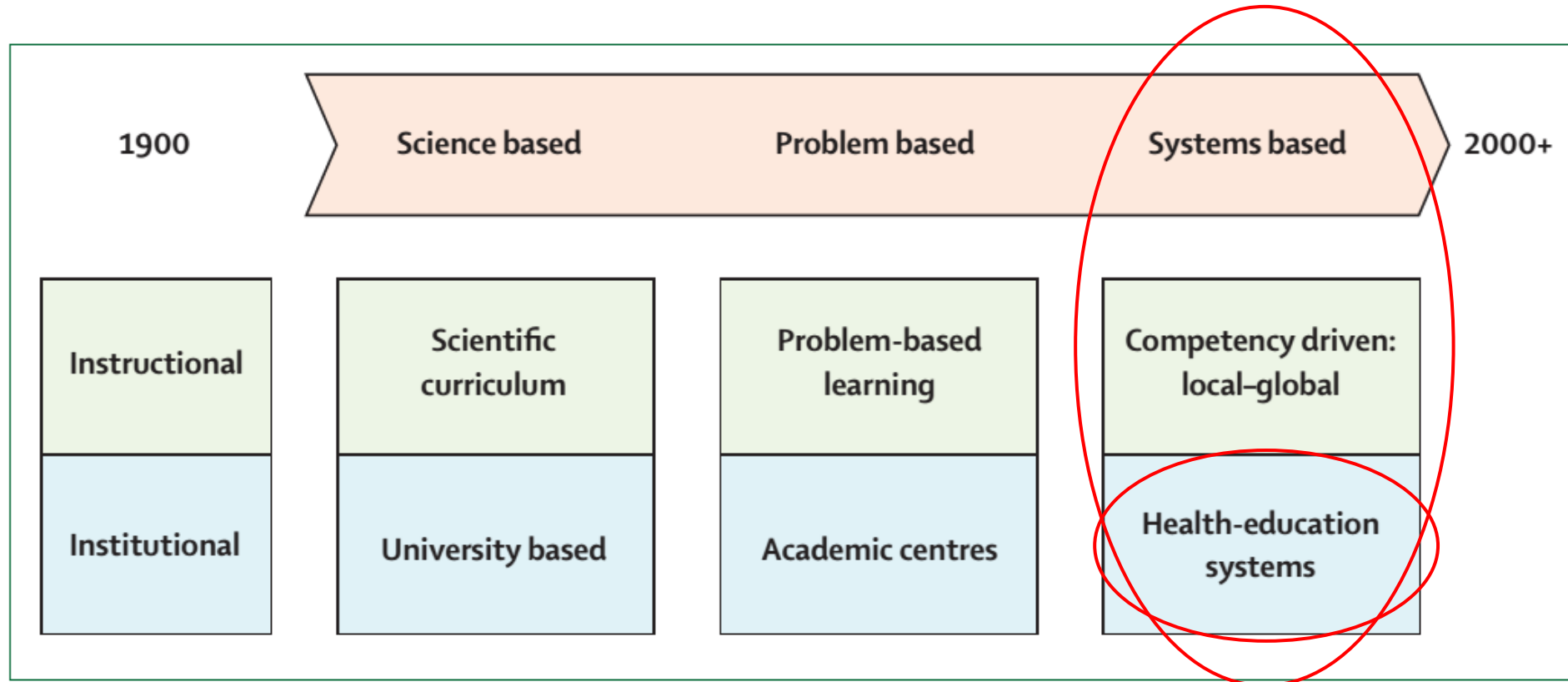


Figure 5: Three generations of reform



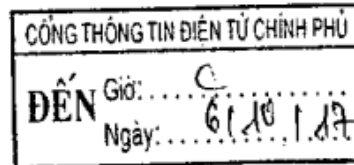
CHÍNH PHỦ

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

Decree 111

Số: 111/2017/NĐ-CP

Hà Nội, ngày 05 tháng 10 năm 2017



NGHỊ ĐỊNH

Quy định về tổ chức đào tạo thực hành
trong đào tạo khối ngành sức khỏe

Opportunity to revise

A recent report of Health Strategy and Policy Institute after 5 years of implementing Decree 111 has revealed the need to improve the teaching and learning environment in clinical settings and emphasized a closely collaboration between teaching hospitals and health professional educational institutions.



National health professional licensing examinations

New law on medical examination and treatment
Take effect on 1st January 2024

QUỐC HỘI

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Luật số: 15/2023/QH15
NG CHỈNH PHU

Độc lập - Tự do - Hạnh phúc

VĂN ĐẾN
gày 12
TTĐ

LUẬT
KHÁM BỆNH, CHỮA BỆNH

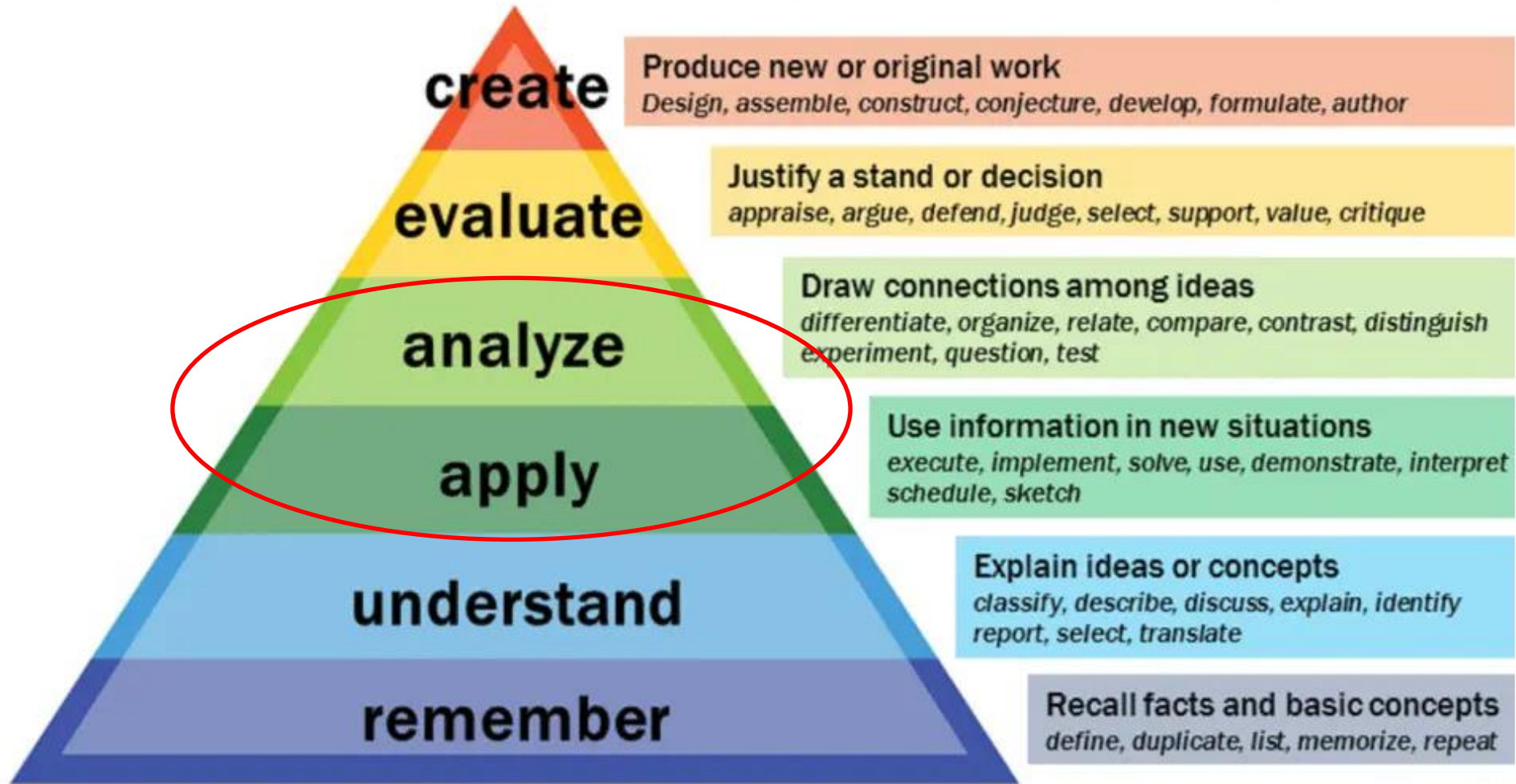
CÔNG THÔNG TIN ĐIỆN TỬ CHÍNH PHỦ
ĐẾN Giờ: 5
Ngày: 07/02/2023

2027!

Điều 24. Kiểm tra đánh giá năng lực hành nghề khám bệnh, chữa bệnh

1. Việc kiểm tra đánh giá năng lực hành nghề khám bệnh, chữa bệnh trước khi đề nghị cấp giấy phép hành nghề áp dụng đối với các chức danh bác sỹ, y sỹ, điều dưỡng, hộ sinh, kỹ thuật y, dinh dưỡng lâm sàng, cấp cứu viên ngoại viện và tâm lý lâm sàng.

Bloom's Taxonomy





Cố lên!

Do your best!



HỘI NGHỊ GIÁO DỤC Y HỌC TOÀN QUỐC LẦN THỨ 7

LƯỢNG GIÁ TRONG GIÁO DỤC Y HỌC DỰA TRÊN NĂNG LỰC: THÁCH THỨC - GIẢI PHÁP



Thank you for your attention!