

Deploying multifaceted assessment tools for community-based medical education, Holistic significance in assessment

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Abstract

Background: Community-based medical education(CBME) plays a vital role in training undergraduate medical education by exposing medical student to community setting and understanding community health needs. Moreover, its efficacy to enhancing proficiency in communication skills and fostering attitude toward community engagement. In order to comprehensively assess these multifaceted competencies, a diversity of assessment methods for varying proficiency levels is imperative. Our aim was to evaluate a variety of assessment tools in our community medicine program from the perspective of faculty members.

Summary of work: The community medicine program was 4-week duration rotation at Sawanpracharak Hospital, Mahidol University. On the first day, Orientation and lecture were provided outlining the framework identifying community health need. The project was assigned to study community and health determinants. After data collection, they joined small group discussions and self-reflection. On the final day, the student presented the result and their project report was submitted to preceptor. Evaluation for students in this program includes three domains of assessment; project-based assessment, knowledge assessment and performance assessment.

Results: The finding provides the perception of faculty members for using multiple assessment tools to evaluate student's competencies. They agree on the benefit of using a variety of assessment tools to enhance their ability to comprehensively evaluate student's knowledge, communication skills, cultural competence, and engagement with the community. Moreover, faculty members recognized the value of the project-based method. This tool was seen as particularly effective in encouraging student's critical thinking and collaborative skills.

Discussion& Conclusions: Faculty members staffs have a positive perception of this assessment method in CBME and suggest this method contributes to more comprehensive evaluation of student's preparedness for working in community practice setting.

Take-home messages: Variety of multiple assessment tools provide holistic evaluation of student's competency in CBME. However, Challenges of implementation and standardization will be required ongoing attention.

References (maximum three)

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