



# A digital assessment and feedback resource for the School of Health Sciences and Melbourne Dental School

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### Aim

Objective Structured Clinical Examinations (OSCEs) are integral to assess students' clinical competencies. Traditional paper-based OSCEs are time-consuming and not conducive to providing personalized feedback. An iPad-based assessment and feedback resource was developed in Optometry to provide personalized written feedback following OSCEs. This resource was recently adapted for use in Speech Pathology (Figure 1) and Melbourne Dental School (figure 2).

### Method

Examiners used the digital resource to assess students during OSCEs. Feedback was emailed to students. A week later, students completed a survey to evaluate their perceptions about feedback quality and assessment resource satisfaction. Examiners were surveyed regarding use of the digital resource.

### Results

**Students:** 70 out of 116 Optometry and Speech Pathology students (60%) were surveyed. 90% of respondents reported that the feedback received was timely and facilitated self-reflection. The digital resource was considered appropriate for assessing clinical skills and was reported to have a positive impact on their skill development.

**Examiners:** All examiners reported that the iPad-based assessment resource was easy to use. It made assessment more efficiently. Overall, they were satisfied with the resource and would use it for future OSCEs.

### Significance of the findings to allied health

This iPad-based OSCE tool provides timely and specific written feedback in formative and summative assessment in a time- and resource-constrained educational environment. This technological intervention has been well-received by both users and receivers.

Item	Assessment	Rating
Introduction to session		
Introduces self	<input type="checkbox"/>	Poor Adequate Good
Explains reason for session / assessment	<input type="checkbox"/>	Poor Adequate Good
Explains role of speech pathologist	<input type="checkbox"/>	Poor Adequate Good
Explains timeframe of session	<input type="checkbox"/>	Poor Adequate Good
Builds rapport / sets simulated patient at ease	<input type="checkbox"/>	Poor Adequate Good
Invites simulated patient to ask questions	<input type="checkbox"/>	Poor Adequate Good
Case history		
Presenting concern	<input type="checkbox"/>	Poor Adequate Good
Speech development	<input type="checkbox"/>	Poor Adequate Good
Language production	<input type="checkbox"/>	Poor Adequate Good
Language comprehension	<input type="checkbox"/>	Poor Adequate Good
Motor milestones	<input type="checkbox"/>	Poor Adequate Good
Play	<input type="checkbox"/>	Poor Adequate Good
Hearing	<input type="checkbox"/>	Poor Adequate Good
Social History		
Education	<input type="checkbox"/>	Poor Adequate Good

Figure 1: Speech Pathology version.

Item	Assessment	Rating
Empathy		
Eliciting of patient's circumstances, beliefs, concerns and expectations	<input type="checkbox"/>	Successful Limited Unsuccessful
Incorporated patient's perspectives into responses and discussions with patient	<input type="checkbox"/>	Always Mostly Rarely Never
Knowledge Base & Rationale for Treatment Options		
Correctness of diagnosis(es) and treatment options considering patient information obtained. Evidence-based current knowledge displayed	<input type="checkbox"/>	Complete Mostly Limited Incorrect
Explanation		
Clarity of descriptions and explanations provided	<input type="checkbox"/>	Excellent Good Average Poor
Provided opportunities for patient to ask questions and/or prompts to confirm understanding	<input type="checkbox"/>	Always Mostly Partly Never
Avoided use of dental jargon while explaining	<input type="checkbox"/>	Always Mostly Partly Never
Risk Benefit Analysis & Prognosis		
Discussion of costs, risks, benefits, life span and prognosis of proposed treatment based on evidence-based knowledge	<input type="checkbox"/>	Complete Mostly Limited None
Informed Consent		
Consent was obtained and informed	<input type="checkbox"/>	Both Obtained Neither

Figure 2: Dental School version.

