

MEU session on “Long case as an assessment tool in Medical Education”

Date: 25.10.2024

Venue: Academic building, JIPMER Karaikal Campus

An interactive and informative session was conducted on Long Case as an Assessment Tool from 3.30pm to 4.30pm at JIPMER Karaikal. The session was led by Dr. Vignesh K and Dr. Karthikeyan R from Department of ENT and Dr Karthik Balajee L. from Deptat of Community Medicine. The problem of providing long case assessment for medical students was discussed along with ways to improve its trustworthiness in terms of potential strategies.

Key Discussion Points

1. **Inherent Pitfalls in Long Case Assessments** The session began with Dr Vignesh’s address on the inherent challenges of long case assessments, including subjectivity and variability in outcomes. The difficulty in assessing all relevant competencies within a limited timeframe was also discussed.



2. **Formative vs. Summative Assessment** The speakers explored the dual roles of long case assessments in formative and summative contexts. They emphasized the importance of balancing these functions to ensure that assessments promote meaningful learning and accurately measure clinical competence.
3. **Improving Reliability through Observation and Structuring** A significant portion of the discussion focused on improving assessment reliability. Structured observation using clearly defined rubrics and tools to provide more objective and consistent evaluations were highlighted by Dr. Karthikeyan.
4. **Scoring Methods and Critical Steps** The session reviewed various scoring methodologies, emphasizing the need to give weightage to critical steps in clinical examinations. The speakers stressed focusing on key competencies, advocating for a holistic approach that considers all aspects of patient interaction and diagnosis.

The role of negative marking was also debated as a means to differentiate competence levels effectively.
5. **Domains of Assessment and Student Performance Analysis** Dr. Karthik Balajee L. reviewed key assessment domains – History taking, physical examination, case sheet writing and Oral discussion. The session concluded with an analysis of student performance in these domains, identifying strengths and areas for improvement, and emphasizing a balanced approach to evaluation.

Conclusion

The session on "Long Case as an Assessment Tool" provided invaluable insights into the challenges and solutions related to long case exams. The discussions underscored the importance of structuring assessments, improving scoring reliability, and ensuring effective evaluation of critical clinical competencies.