

Outcomes Assessment Resource Guide for Schools and Colleges of Optometry

Compendium of Additional Resources

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Epstein RM, Cox M, Irby D, Editors. Assessment in Medical Education. New England Journal of Medicine 356;4. January, 2007.

This review article of medical education offers an overview of the goals, methods and challenges of assessment. A thorough discussion of both the advantages and limitations of various forms of assessment, such as written examinations, direct observation/video, clinical simulations, assessment by supervising clinicians, and multisource assessments are included.

Harrison R, Mitchell L. Using Outcomes-based Methodology for the Education, Training and Assessment of Competence of Healthcare Professionals. Medical Teacher, Vol 282 (2). 165-170. 2006.

Functional analysis and assessment is an outcomes-based assessment of competence which focusses on the outcomes of the work performed, rather than on the job title and/or description. The focus is shifted away from the abilities that the student/clinician should be able to perform, to what is expected a required in a given workplace. This allows for many different learning processes to allow for qualification.

Steinert Y, Mann K, et al. A Systematic Review of Faculty Development Initiatives Designed to Improve Teaching Effectiveness in Medical Education. Medical Teacher, Vol 28 (6). 497-526. 2006.

This document demonstrates that faculty development activities, such as workshops, seminars, activities, and projects, appear to be highly valued by faculty in attendance. Changes in learning and behavior reflect that.

Trent A. Outcomes Assessment Planning: An Overview with Application in Health Sciences. Journal of American Veterinary Education. Vol 29 (1). 2002.

Although published in a veterinary medicine journal, this article provides a review of the trends of outcomes assessment in all health professions, including optometry. Examples and models are included in order to clarify in many cases.