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SYMPOSIUM/WORKSHOPS/Breakfasts PROPOSAL TEMPLATE

17th International
Congress of Dietetics
GRANADA
SPAIN
2016
7, 8, 9 and 10 September

General information

- **Symposiums** can take up to two hours and will offer a strong scientific focus and approach.
- **Workshops** can take up to two hours and will have a practical, professional and hands on structure. Will be held simultaneously to other workshops. Registration will be needed. Limited places 70-120 attendees.
- **Breakfasts** can take up to one hour and will have an informal set up where all Associations' members - both directors and associates - can discuss a specific scientific or professional subject in an enjoyable and colloquial environment. Food industry and/or a pharmaceutical company can sponsor the Symposium /Workshop/ Breakfast. Sponsor 's details will be provided as part of the proposal.

SYMPOSIUM/WORKSHOPSTitle/Theme:

Competency-based Assessment in Dietetics: Challenging the status quo

SYMPOSIUM/WORKSHOPS Facilitators: Names and main filiation

Claire Palermo¹, Rachel Bacon² Kevin Whelan³

¹ Monash University, Clayton, Victoria, 3168

² The University of Canberra, Canberra, 2605

³Kings College London, London, UK

SYMPOSIUM/WORKSHOPS Presenters: Names and main filiation

As above

SYMPOSIUM/WORKSHOPSHistory:

A similar workshop was held at the Dietitians Association of Australia 32nd National Conference. The feedback from the workshop was excellent. Conducting the workshop at an international forum, where differences and similarities in assessment practices and expectations of entry-level competence could be explored, would further enrich the experience.

SYMPOSIUM/WORKSHOPS Overview:

Competency-based assessment of entry-level health professionals is complex, especially in the work-based setting. The profession of nutrition and dietetics is additionally challenged, as students need to demonstrate competence across a range of very different work contexts, including patient care, public health nutrition and food service settings. This workshop will explore the challenges of competency-based assessment and provide participants with evidence-based approaches for rethinking their approaches to competency-based assessment.

By the end of the workshop participants will be able to:

1. Identify the principles of best-practice assessment in dietetics education
2. Discuss entry-level competency assessment



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3. Evaluate current approaches to entry-level competency based assessment
The workshop is intended for dietetic educators wanting to improve their assessment practices.

SYMPOSIUM/WORKSHOPS Proposal:

Background:

The Dreyfus and Dreyfus' Model of Skills Acquisition, applied to the health context by Benner [1], has informed the way in which competence is defined in the dietetics profession [2,3]. In Benner's model [1], competence is a stage of development on a continuum of development from novice to expert, and can be measured by observing actual performance in simulated and work-based settings [4].

The difficulties with assessing student performance in the workplace are well reported in education literature [5]. Within the Australian dietetic profession assessment practices have been based on tradition rather than evidence [6], with varying expectations of competence evident [6,7]. More clarity is required to define competent performance [6, 7]. There is a need to embrace the subjectivity of competency-based assessment and the challenge of assessing professionalism [8].

System's thinking offers a refreshing approach to competency-based assessment as it allows us to maximise the quality of human observation and judgment (9). No one assessor is unlikely to 'see it all' [10]. Assessors are more credible when they assess their core business in contexts where these competencies can be clearly demonstrated [10]. A system-oriented approach offers a deliberate and arranged selection of longitudinal assessment activities, considered together as a whole, to support a defensible approach to assessment [9].

References

- 1 Benner P. *From Novice to Expert: Excellent and power in clinical nursing practice*, New Jersey, Prentice-Hall, 1984.
- 2 Academy Quality Management Committee and Scope of Practice Subcommittee of the Quality of Management Committee. Revised 2012 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitians' *JAND*. 2013; (6):s29-s45.
- 3 Ash S, Dowding K, Phillips S. Mixed methods research approach to the development and review of competency standards for dietitians. *Nutr Diet*. 2011;68(4):305-315.
- 4 Khan K, Ramachandran S. Conceptual framework for performance assessment: Competency, competence and performance in the context of assessment in healthcare – Deciphering the terminology. *Med Teach*, 2011;34:920-928.
- 5 Epstein R, Hundert E. Defining and assessing professional competence. *J Am Med Assoc*. 2002;287;226-235.



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- 6 Palermo C, Capra S, Ash S, Beck E, Truby H, Jolly, B. *Professional competence standards, learning outcomes and assessment: designing a valid strategy for nutrition and dietetics*, Office for Learning and Teaching, Sydney, Australian Government, 2014.
- 7 Bacon R, Williams L, Grealish L, Jamieson M. Credible and Defensible Assessments of Entry-Level Clinical Competence: Insights from a Modified Delphi Study. *FoHPE*. 2015; 17(3);45-56.
- 8 Govaerts MJ, van der Vleuten C. Validity in work-based assessment: expanding our horizons, *Med Educ*. 2013; 47:1164-1174.
- 9 Van der Vleuten C, Dannefer E. Towards a systems approach to assessment. *Med Teach*. 2012; 34:185-186.
- 10 Crossley J, Jolly B. Making Sense of Work-based Assessment: ask the right questions, in the right way, about the right things, of the right people. *Med Educ*. 2012; 46:28-37.

Purpose: To build the capacity of dietetics educators, both academic and practitioners to implement effective and appropriate competency-based assessment.

Learning Outcomes:

By the end of the workshop participants will be able to:

1. Identify the principles of best-practice assessment in dietetics education
2. Discuss entry-level competency assessment
3. Evaluate current approaches to entry-level competency based assessment

Proposed Program

Title(s)	Time	Speaker(s)
Introduction	10 minutes	Claire Palermo
Presentation: Principles of best-practice competency-based assessment	20 minutes	Claire Palermo
Activity: What does entry-level competence look like?	60 minutes	Rachel Bacon
Interactive presentation: Critical evaluation of current assessment approaches	20 minutes	Kevin Whelan
Summary and close	10 minutes	Claire Palermo