

Situational Judgement Tests: from understanding to practical development

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Introduction/background:

Situational Judgement Tests (SJTs) are now widely used in a variety of health care settings for selection into courses, junior doctor placements and post graduate training programs. At the University of Melbourne, they are used in the teaching and assessment of medical student professionalism. SJTs provide a platform to appraise traditionally difficult-to-assess attributes such as empathy, integrity, communication and teamwork. SJTs deal with difficult moral or ethical concepts and their scoring allows for 'shades of grey' in responses, rather than requiring clearly right or wrong answers.

Purpose and outcomes:

Participants in this workshop will learn how to write 2 types of SJT items: 'Selection' (a scenario followed by 8 options, with the 3 best selected) and 'Ranking' (a scenario followed by 5 options to be ordered most to least appropriate). They will also have the opportunity to identify appropriate and relevant situations for SJT use, be introduced to methods of scoring of SJTs, and will see examples of meaningful post-test feedback for students.

Issues for exploration or questions for discussion:

Topics and issues covered during the workshop will include; merits and downfalls of selection and ranking-type questions; methods for maximising the quality and relevance of scenarios; and challenges and tips for scoring and standard setting.

Outline of workshop activities:

The workshop will involve a number of hands-on activities. Participants will answer sample situational judgement questions, write responses to sample scenarios, and develop SJT scenarios and responses relevant to their particular requirements. Group discussion will be used to provide feedback, share learnings and draw on participant expertise.

Note: This workshop will not cover the process of using SJTs for selection purposes