Workplace-Based Assessments in Psychiatric Training
This book is dedicated to Satya and Prabhu Dayal Goswami, for their love, support and blessings
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Preface

The Royal College of Psychiatrists began exploring the issue of implementing workplace-based assessments in psychiatric training in the UK in 2005. Initial scoping of the assessment methods in other countries and then a formal literature review made us realize the paucity of international literature on how psychiatric trainees are assessed in training systems around the globe. After painstaking investigation, it became clear that most national and regional postgraduate assessment programmes were still using traditional knowledge-based assessments to evaluate their trainees and certify them for independent practice. The difficulties in obtaining this information actually prompted the idea of having one resource specific to psychiatry that would outline developments in postgraduate psychiatric assessments internationally and place them within the context of the current evidence base in evaluating trainee or resident performance.

This volume will outline the current evidence base in assessing postgraduate trainees, especially in the context of their workplace. The specific research messages regarding different types of workplace-based assessment methodologies will also be reviewed. Subsequent chapters will look at assessment practices in a range of postgraduate psychiatric training systems across the globe, with a special emphasis on workplace-based or in-training assessments. Some of these are national systems, whilst others exist within a postgraduate psychiatric training institution and have been selected for their innovation and initiative within a national or international context. Methods and issues relating to the assessment of the patients’ perspective of a trainee’s performance will be discussed. Finally, we will aim to look to the future and the various challenges facing workplace-based assessments in postgraduate psychiatric training, focusing especially on some of the challenges arising from the principles outlined in the introductory chapter.

We are grateful to all the psychiatric and medical educators who have contributed to this book. Their leadership and contributions in the area of assessing postgraduate trainees have led to significant improvements in this field internationally and added to the richness of this text. As always, we remain grateful to our respective departments, both at the Institute of Psychiatry at King’s College...
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London and the Hampshire Partnership NHS Foundation Trust, who support us in our endeavours in improving postgraduate psychiatric education. The Royal College of Psychiatrists has always been a champion of innovation in psychiatric education and our involvement in its activities is the basis for all our work in this area. Thanks also go to Richard Marley and his colleagues at CUP for their support and encouragement. Finally, this volume could not have been accomplished without the painstaking efforts of Andrea Livingstone, who has the unique ability to bring together pieces of written work and make them gel together into a readable textbook.

Dinesh Bhugra and Amit Malik