

RATER TRAINING 28-11-2013 AND 29-11-2013,
SCHOOL OF HEALTH SCIENCE RAMON LLULL UNIVERSITY

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WELCOME

Mrs. Schumacher welcomes all participants to the rater training in Barcelona.

DISCUSSION ABOUT CRITERIA

“Creativity”: item 37 and 38 mistake in the translation. Mrs. Sanchez is going to correct it and send a new version.

One general problem in the transition of the comet- model is the translation of the different professional terms. For example the description of the criteria differs in the languages due to the possible structure of a phase. In Germany the substantives make it easy to describe a definition in a very short way, in Spanish or English this is not possible so the descriptions are a lot longer than in German for the same content.

Item 40: “La solución contempla de forma creativa todas las opciones que se derivan del caso?”

DECISION ABOUT WHAT TASKS TO TAKE FOR THE MAIN TEST

In the beginning the raters had to decide which tasks are applicable in the country and should be used at the main test. Since in Norway the decision was only to test three test tasks for the comparison it would be easier to use similar test tasks for the comparison.

- Hunziker: The example is applicable for health care workers of a lower level, the only way would be to change it but this would make it less realistic. Some aspects of this case are part of daily practice but Spain after the planning part other professionals are in charge of carrying out the plan.
- Maria Gonzalez: Does not have to be changed
- Mrs. Kant: The case is similar to the Maria case.
- Shela Awan: Does not have to be changed.
- Jakob: This case is applicable because in Spain the nurse is allowed to make decision about medical descriptions.

An idea would be to use in Germany all four cases the Gonzalez, Awan, Jacob and Maria case. In Spain will be used the Jacob, Awan and Gonzalez Case. In Norway will be used the Awan, Gonzalez and Hunziker. The name of the cases should be similar; the Maria Case will receive the

last name Gonzales with "z" Gonzalez. The Shela case will receive the last name Awan. To have a bigger number of solutions in Germany all 4 cases will be tested.

EXPLANATION DIFFERENCES BETWEEN SOLUTION SPACE AND STUDENT SOLUTION

The solution space shows possible solutions for one case, this should support the raters at the rating of the solutions. The Student solutions are examples of students of the Pretest which are rated during the rater training. Using real student solution makes the rater training easier and the raters will develop a common understanding of the rating.

Since the Gonzalez case has not been tested in Germany in the Pretest the rating result of the training in Spain will be used for a third rater training in Germany. Therefor the student solution of Maria Gonzales Case Number 5 will be used in English, Norway and German as well.

SHORT INTRODUCTION OF THE RATER TRAINING

(compare presentation Lars)

RATING SOLUTIONS

The raters start to rate the student solutions. In the first step everyone rates for her/himself. After the first rating each criteria is discussed and the solutions space is adjusted if necessary. The raters have to decide of each item is applicable to a case or not. If there exists a big difference between the rating of one item this is discussed in detail. The aim is to achieve a common understanding how a solution of a task should look like.

In the group rating the results of the ratings are compared a second time the raters should agree on a common rating for each item. That can sometimes be the middle in between of two ratings for example 2.5 or 1.25 depending on the ratings and discussions of the group. The group ratings are interesting if you like to compare the results internationally.

Shela AWAN: The raters started to rate the Spanish student solution of case AWAN of Student number 5. Mistake of translation in the solution space of AWAN at criteria 8 und 6.

Item 26 und 27 discussion: Case AWAN security is connected to the patient and/or carer? In Spain the item is also connected to the patient.

Definition of criteria 6 instead of social aspects to put more the security in the focus.

Maria GONZALES: Rating student solution Nr.6. The solution space is not finished yet there need to be additional descriptions of possible solutions.

Solutionspace Adaption: waering diapers

Jakob Case:

The rating of the second case had a lower coefficient as the first one but this happens sometimes if the ratings of some criteria differ strongly. Secondly since this is the first time rating each cases a difference is normal because of interpretation and understanding of the case and the results. There are minor changes in the solution space. To reorganize the order of Jakob case put

the social aspects after all medical aspects. Problem of further diagnosis since the results of the allergy tests are not available it makes no sense to talk to the patient about future behaviour.

The task should include that Jacob needs to get stabilized instead of asking for further diagnosis.

Item 29: Should be discussed again if applicable because an autonomous living has ethical aspects.

Item 10: Aspect about hygienic precautions connected to asthma are not considered in the solution, which are really important in this case.

There are strong differences between several criteria between the ratings of the German and the Spanish group.

Maria Case Number 5:

Item 25: Structures of hospital were not considered, the student solves all problems independently – this is not realistic; Rating: 1 Point

In the solutions space should be included an advice to the family (Maria's sister) members how to get Maria out of bed without ruining her own health.

Item 11: description is not specific enough rating 2P

In the discussions about the ratings the two different views of the medical and social perspective caused different ratings of items.

Item 14: long-term measures are not considered and explained, rating 1P.

Item 30: environmental aspects of using the urostomy bags and how to recycle them appropriate

Item 31: The Child is not considered in the care plan; Rating 2P

Item 34: has not included the pastor or another professional about the religious problem; rating 2P

Item 39: it is a creative solution but is not realistic without the support of other professionals, Rating 2P

Since the rating is still not stable in all cases the partners agreed to practice again together with the rating of their own pretest results and as well with translated student solutions from Norway. The aim would be not to rate only in one country in a same manner and achieve a high coefficient it would be better if all raters of the countries would have a common understanding.

Sheila Case:

Item 11: to give more points the student should consider more aspects of culture than only the language.

Item 12: something is missing, the fact that the criteria says total

Item 13: the culture background is not considered for example the cultural eating traditions

Item 15: all aspects of the family background were considered

To Do

- Translation no. 5 of student solution in English.
- Translation Jacob case and solution space in Spanish.
- Include rating number (0,1,2,3) in the rating document
- AWAN case correct English and Spanish version of solution space
- Item 26 und 27 discussion: Inform other groups to connect the security subject also to the patient
- Item 40 change in Spanish version
- Head line of criteria 6 needs to be adapted
- Solutions space Gonzales needs to be adapted
- Include changes into translations
- Solution space of Jakob needs to be adapted
- Include changes of solution space in translations
- Reorganize situation description of Jacob case first medical then social aspects
- Compare the differences of ratings in ES and DE (Jacob case)
- Practice rating with pretest solutions and translated solutions from Norway