Engaging and Effective Methods for Testing (and Teaching) Jurisprudence and other Professional Content
Fern Hubbard, MEd, Registrar, College of Dietitians of BC
Mickie Rops, MAEd, RDN, CAE

Overview - CDBC’s JED Program

- Why develop a jurisprudence program?
- Design requirements and goals
- College of Dietitians of BC’s Jurisprudence Examination for Dietitians (JED) program
- Survey results
- Lessons learned

Why Test Jurisprudence?

- Regulation: public protection mandate
- Amended ‘Agreement on Internal Trade’
- JED - quality assurance initiative
- Need to ensure all registrants know key aspects of legal, ethical and professional requirements for practicing dietetics in BC
Program Design Requirements

- Must address provincial jurisprudence - key points unique to dietetic regulation in BC
- Mandatory for all registrants
- 100% required to “pass”
- Unlimited number of attempts
- No time limit
- No cost, and...

Online Software Solution

- Program must be based on Principles of Adult Learning:
  - Learning has meaning and is relevant
  - Learning best achieved by active involvement
  - Learning preferred in informal settings
  - Learning is applicable and practical
  - Learning is important to the learner
  - Learning is efficient

- Met with 3 online program providers
- Discussed principles for development
- Contracted with Claymore Inc. (Skilsure®)
- Claymore’s IT team designed a unique learning-testing software solution to meet CDBC’s needs
Several days later…

Eventually…

Council on Licensure, Enforcement and Regulation

www.cleare.org
- Registrant report: JED successfully completed
- Link to database: Registrant has met JED requirement

Administration

1. Incomplete by Year (2015)

<table>
<thead>
<tr>
<th>Report Date: Aug 26, 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>JEDs</td>
</tr>
<tr>
<td>2015</td>
<td>224</td>
</tr>
<tr>
<td>Total JEDs</td>
<td>2</td>
</tr>
<tr>
<td>Total JEDs Completed</td>
<td>224</td>
</tr>
</tbody>
</table>
1. Incomplete by Year (2015)

2. Complete by Year (2015)
Question Attempts (2014)

Category Statistics

Summary of Design Features
- Secure link to JED through an existing login
- Easy-to-follow instructions; Tutorial
- Short sections of text; ‘Open book’ exam
- Interactive: questions, answers and text linked
- Can complete at work, home or away
- Responsive design; Adjusts to screen size
- Capacity to save, exit and resume later
- Administrative link to database, reports and control
Survey Results

Does the JED program ensure all registrants know key aspects of the legal, ethical and professional requirements for practicing dietetics in BC?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
<td>24.2%</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>52.6%</td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
<td>16.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>5.3%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td>1.1%</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Meet the Design Goals?

Does the JED reflect Principles of Adult Learning?
- Meaningful and relevant? 86%
- Active involvement, interactive? 75%
- Applicable and practical? 62%
- Important to know? 77%
- Efficient? Time to complete:
  - 0-2 hours 20%
  - 2-4 hours 56%

Most Liked Features?

<table>
<thead>
<tr>
<th>Response</th>
<th>Chart</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Save, exit, resume later</td>
<td></td>
<td>57%</td>
</tr>
<tr>
<td>Interactive; links between text and questions</td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>Questions helped me learn the information in the text</td>
<td></td>
<td>43%</td>
</tr>
<tr>
<td>Answer chapters in order I wanted</td>
<td></td>
<td>23%</td>
</tr>
<tr>
<td>Unlimited attempts to pass</td>
<td></td>
<td>52%</td>
</tr>
<tr>
<td>JED was free</td>
<td></td>
<td>58%</td>
</tr>
<tr>
<td>All of the above</td>
<td></td>
<td>47%</td>
</tr>
<tr>
<td>Other: Easy to understand and use</td>
<td></td>
<td>76%</td>
</tr>
</tbody>
</table>
Lessons Learned

- Determine design requirements and goals
- Respect adults’ style of learning
- Contract with an online software company that can meet your requirements
- Be responsive to feedback...
- And... an interactive jurisprudence program can be engaging and effective.

Overview - CDR’s Assess and Learn Modules

- Why develop?
- Principles of development
- Features
- Feedback - lessons learned

Why Develop? Assessment is critical element of CDR’s Recertification System

1. Reflect
2. Conduct learning needs assessment
3. Develop learning plan
4. Implement learning plan
5. Evaluate learning plan outcomes
Assess and Learn Modules

Guiding Principles

- Voluntary
- Focus on professional development, no pass or fail
- Accessible and affordable
- Provide objective feedback on strengths and learning needs
- Simulate practice - scenario-based
- Answers based on evidence, not SME opinion

Features of Assess and Learns

- Online modules available immediately after purchase
- Flipped model of assessment then learning
- Realistic case scenarios with documentation
- Multiple choice questions - mostly application
- Rationales for answers and evidence citations
- Report of strengths and learning needs by performance task and CDR’s learning need codes
- References to learn more
CDR Lessons Learned

- Most online learning platforms don’t include the features needed for this approach
- Hiring the right author(s) is critical
- Development is resource-intensive
  - Realistic scenarios and collaterals
  - Evidence-based
  - Answer rationales and references
- Learning sells better than assessment!

Speaker Contact Information

- Fern Hubbard
  - Registrar, College of Dietitians of BC
  - Vancouver, British Columbia Canada
  - fhubbard@collegeofdietitiansbc.org
- Mickie Rops
  - Mickie Rops Consulting LLC
  - Westfield, Indiana USA
  - Mickie@msrops.com