

## Assessment Based on Everyday Practice of MSc Graduates in Physiotherapy: Worth the Effort from Students?

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**PURPOSE** The MSc Physiotherapy - consisting of eight semesters - bases its assessment policy on the principle that assessment directs learning-activities. In that light, the chosen assessment methods reflect standard practice in the field of Physiotherapy Science; for example: students are asked to write an abstract or to make a presentation on their research. This study aims to determine the amount of time spent preparing for such assessments and to gain insight into the efficacy of this learning method, as these activities might require more hours spent studying compared to a more traditional manner of assessment. **RELEVANCE** Students, as academic professionals, need to become familiar with carrying out research, communicating about the outcomes and - by doing so - innovating the profession. **DESCRIPTION** During the second semester (20 weeks), students were asked to carry out a descriptive study and subsequently to write an abstract and present a poster. This assessment method was evaluated by 1) distributing a questionnaire among the students 2) analysing the grades. **RESULTS** All 28 students carried out a descriptive study, 21 of them (75%) agreed that writing an abstract is a useful manner to test their gained knowledge. The average time spent on their research project (including abstract and presentation) by students was 5,8 hours a week (range 1,5 - 15 h). Twenty-two students (79%) wrote an abstract that was marked as "sufficient" (mean rating 6,7 ± 1,5, range 3-9) - i.e. sufficient for acceptance as a poster presentation at a conference. **CONCLUSIONS:** Students approve of this type of assessment. Also the learning efficiency as well as the results of the method appear to be high. Therefore it is advisable to maintain this assessment method in order to direct learning activities of students in the future.