



The SPIDER: a model of evaluation

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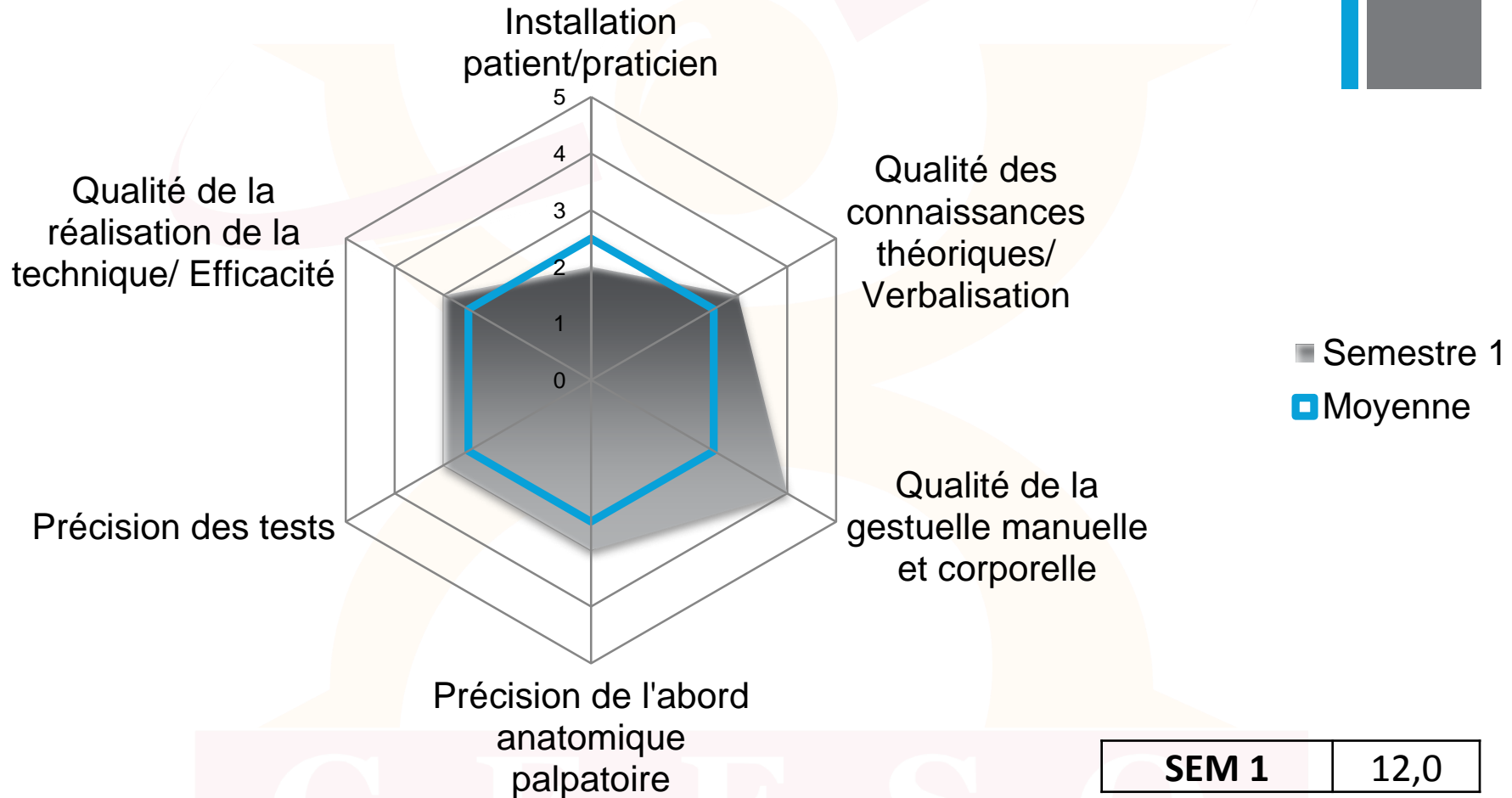


Genesis

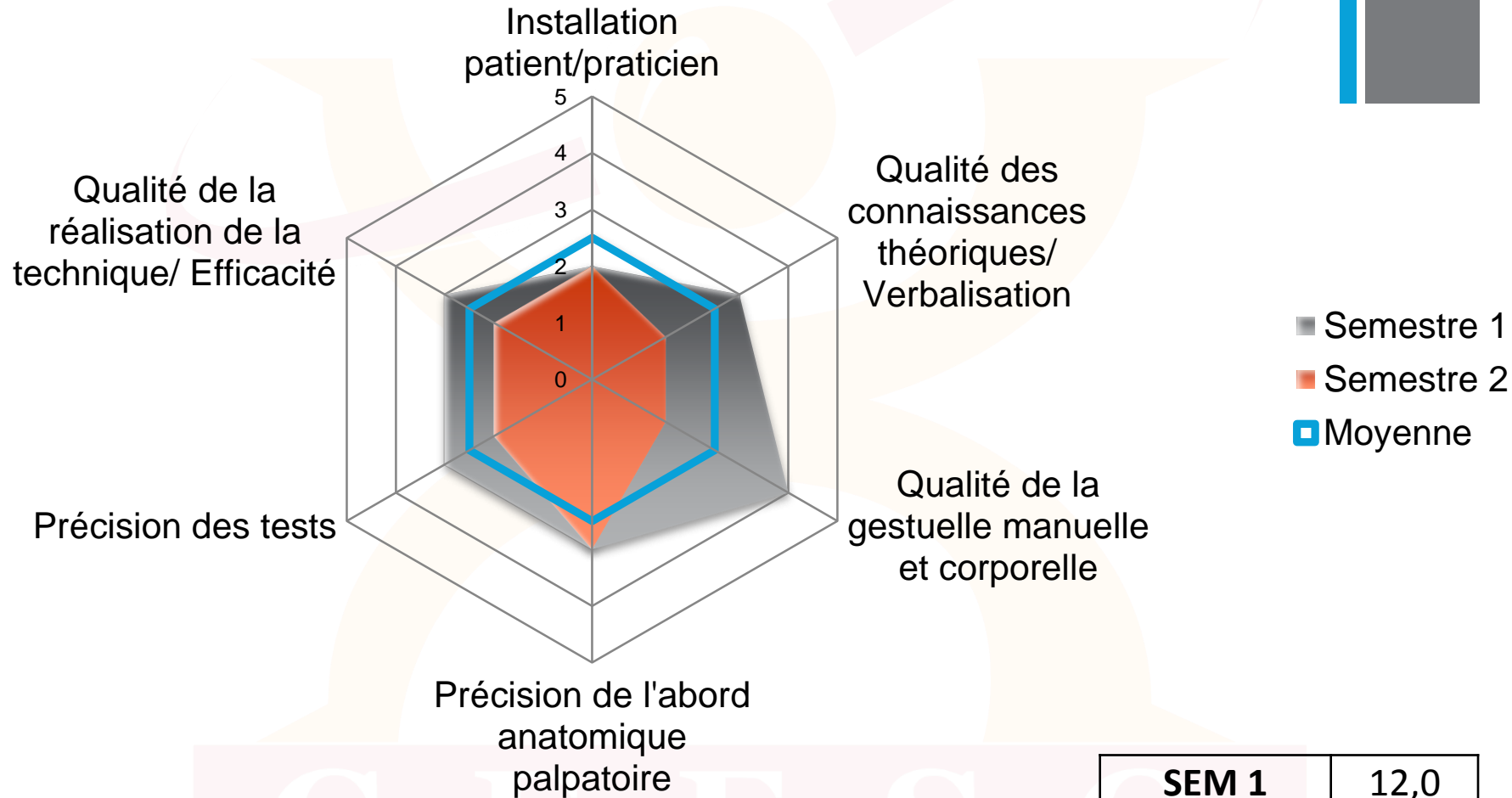
- **2012** pedagogic meeting of all the teachers in Paris on the subject of evaluations
 - ⇒ Mrs. *Ildiko Somody Neplaz, Ostéopathe D.O., shared her model of treatment évaluation: the spider*
- **2012-2013** test of an evaluation form of the spider with second year students in structural approach.
 - ⇒ **June 2013** : returns were positive (*student's quality survey*)
- **November 2013** : Work shop to define items of evaluation with SPIDER
 - ⇒ **Aim** : *Harmonisation of the features of evaluation in each practical approach.*
- **January 2014: the use of spider is generalized at all the practical approach**
 - ⇒ **Statement in July 2014**

C E E S O

+ Student A, structural approach SEM 1



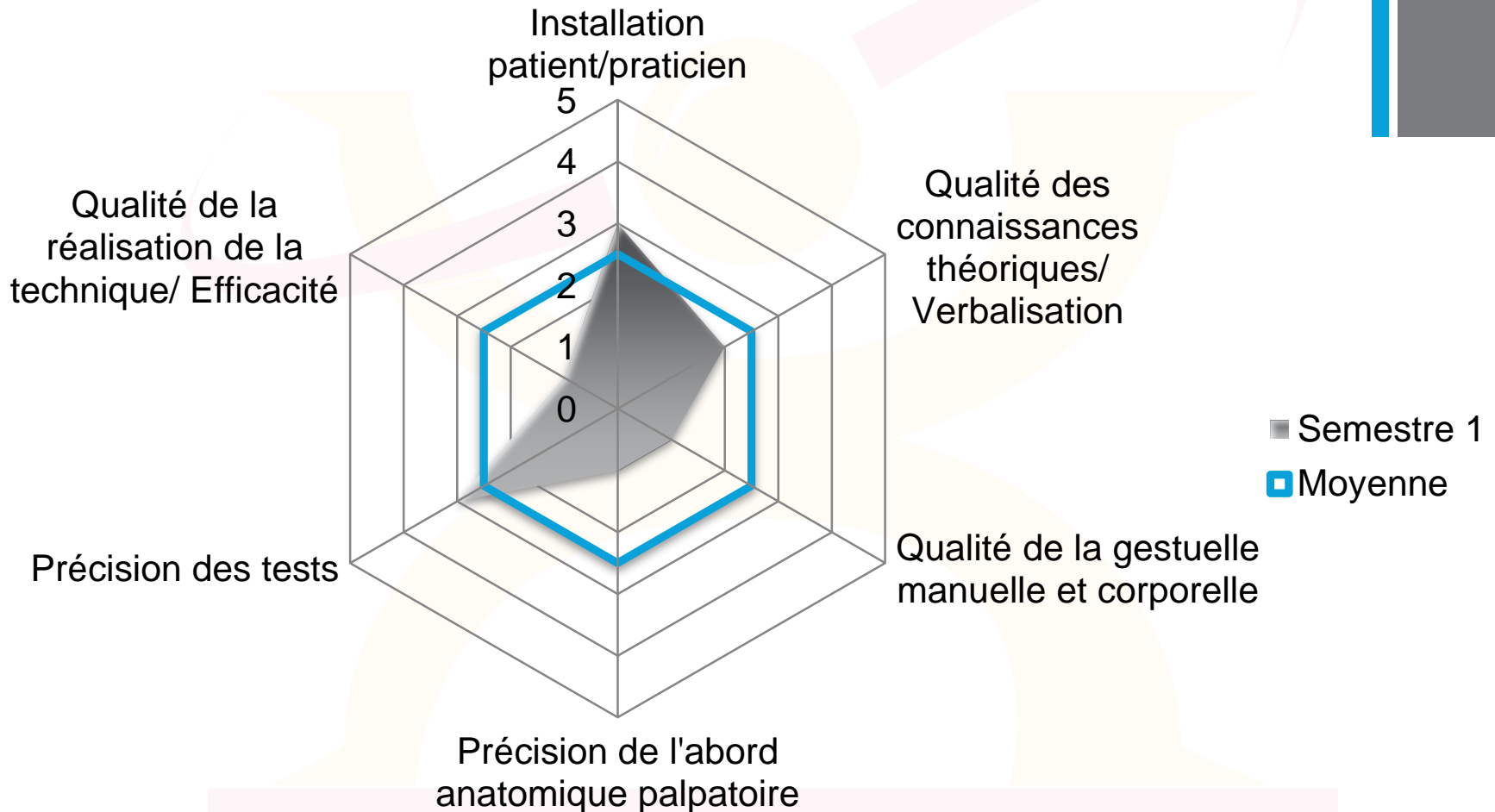
+ Student A, structural approach SEM 1 vs SEM2



SEM 1	12,0
SEM 2	8,0

C E S C

+ Etudiant B, *approche structurelle SEM 1*



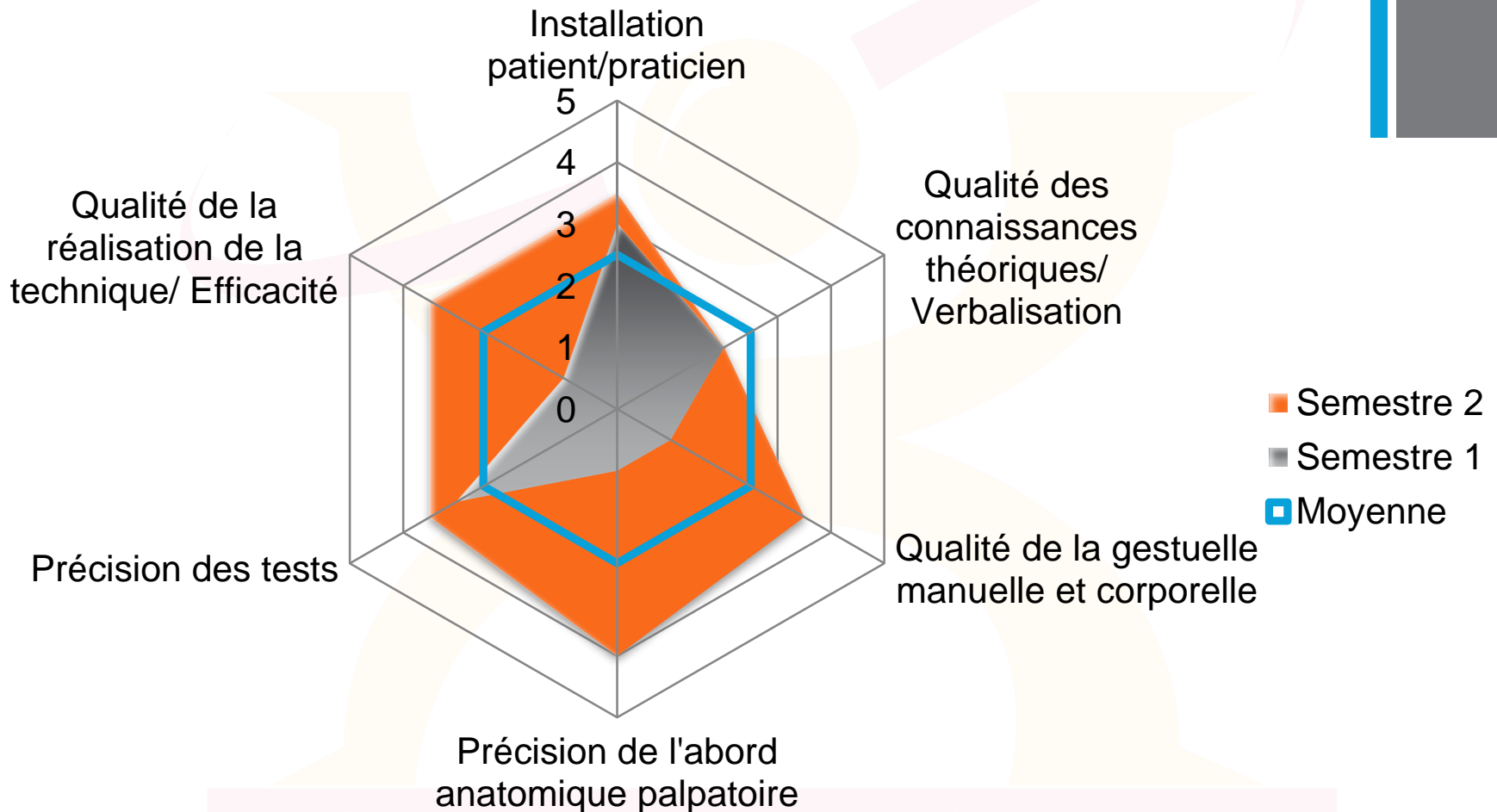
SEM 1

7,3

C E E S

+ Etudiant B, *approche structurée SEM 1 vs SEM*

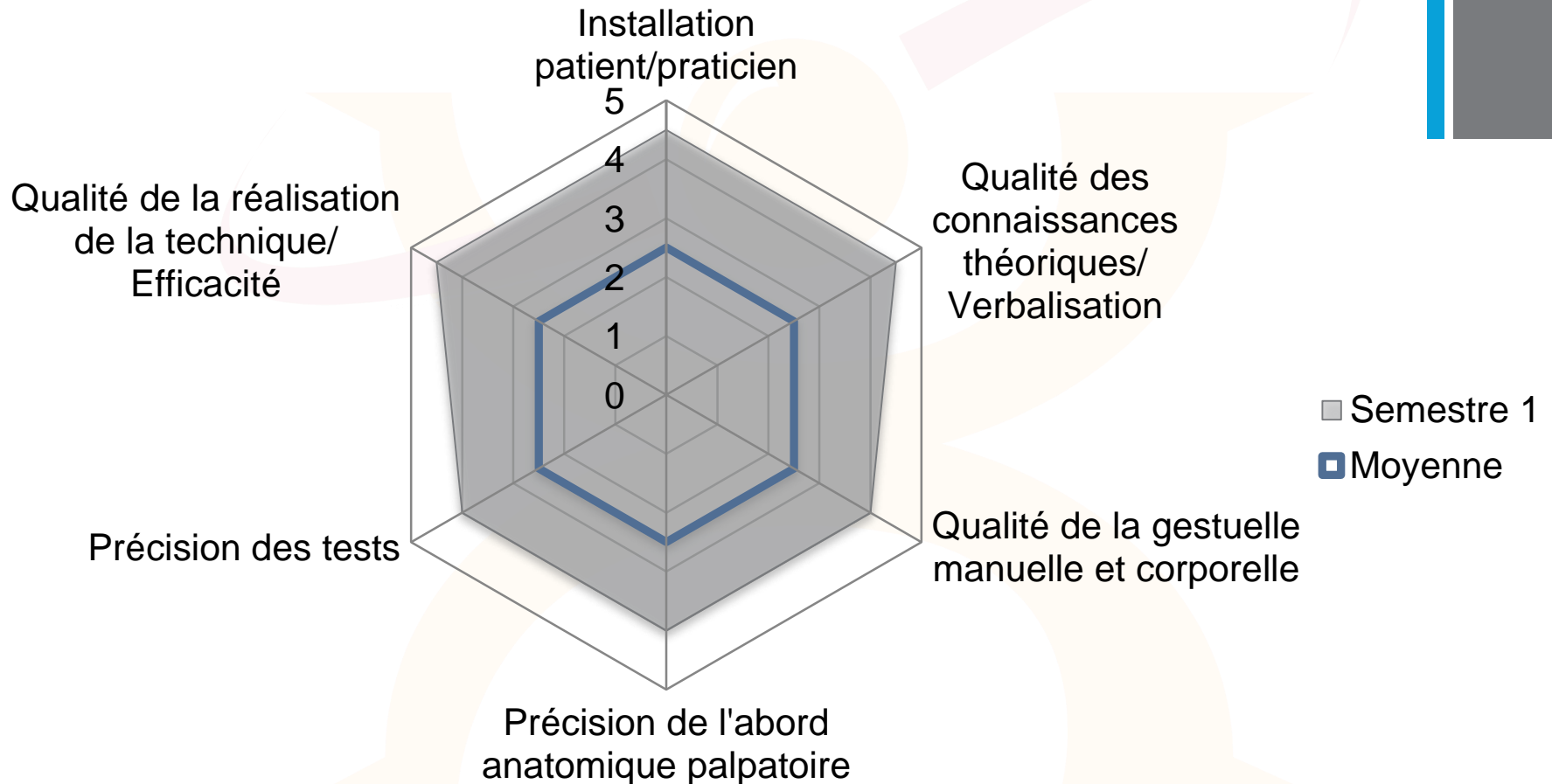
2



C E E S

SEM 1	7,3
SEM 2	13,3

+ Etudiant C, *approche structurelle SEM 1*

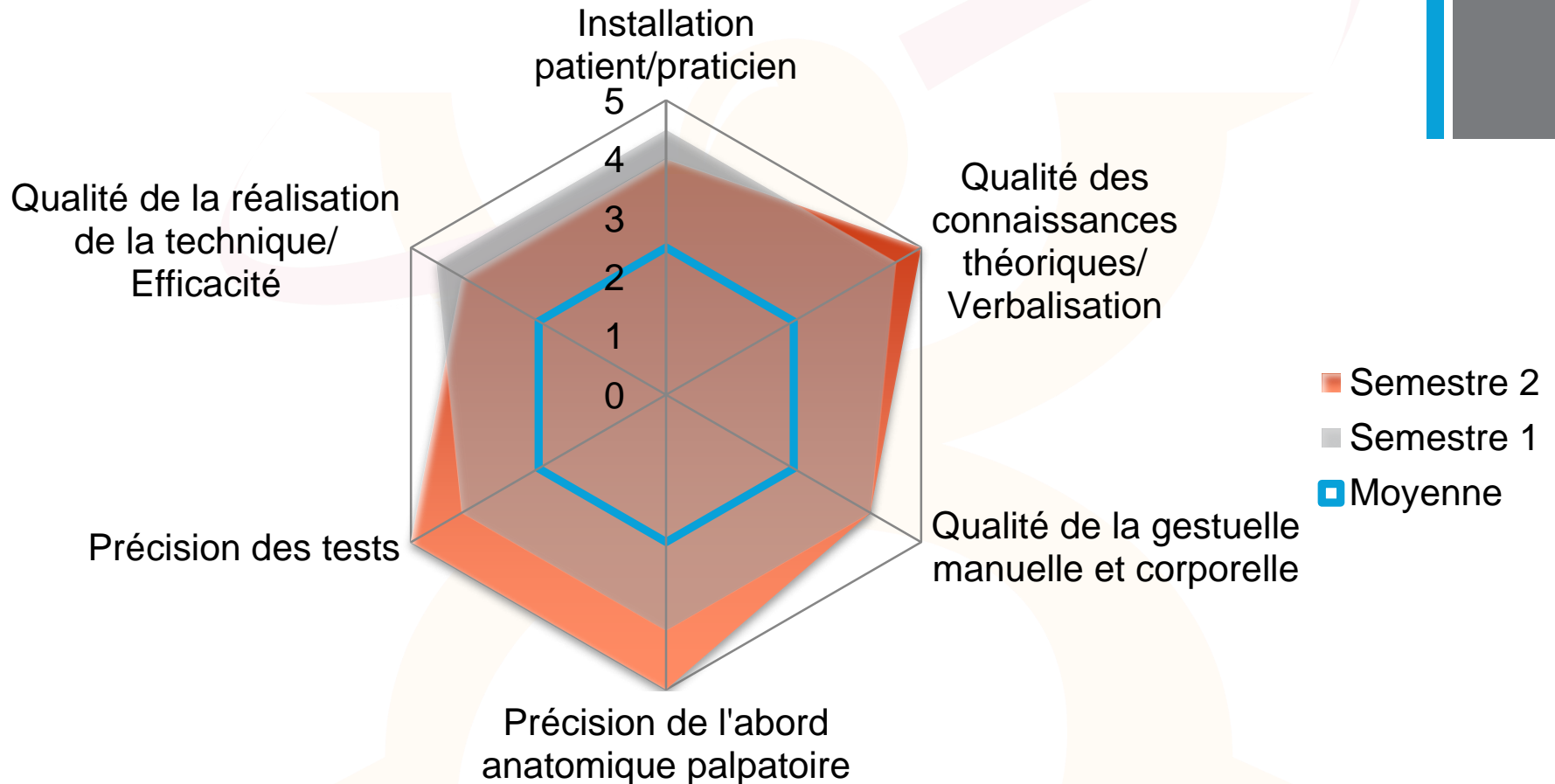


C E E S O

SEM 1

17,0

+ Etudiant C, *approche structurée SEM 1 vs SEM2*



C E E S O

SEM 1	17,0
SEM 2	18,0

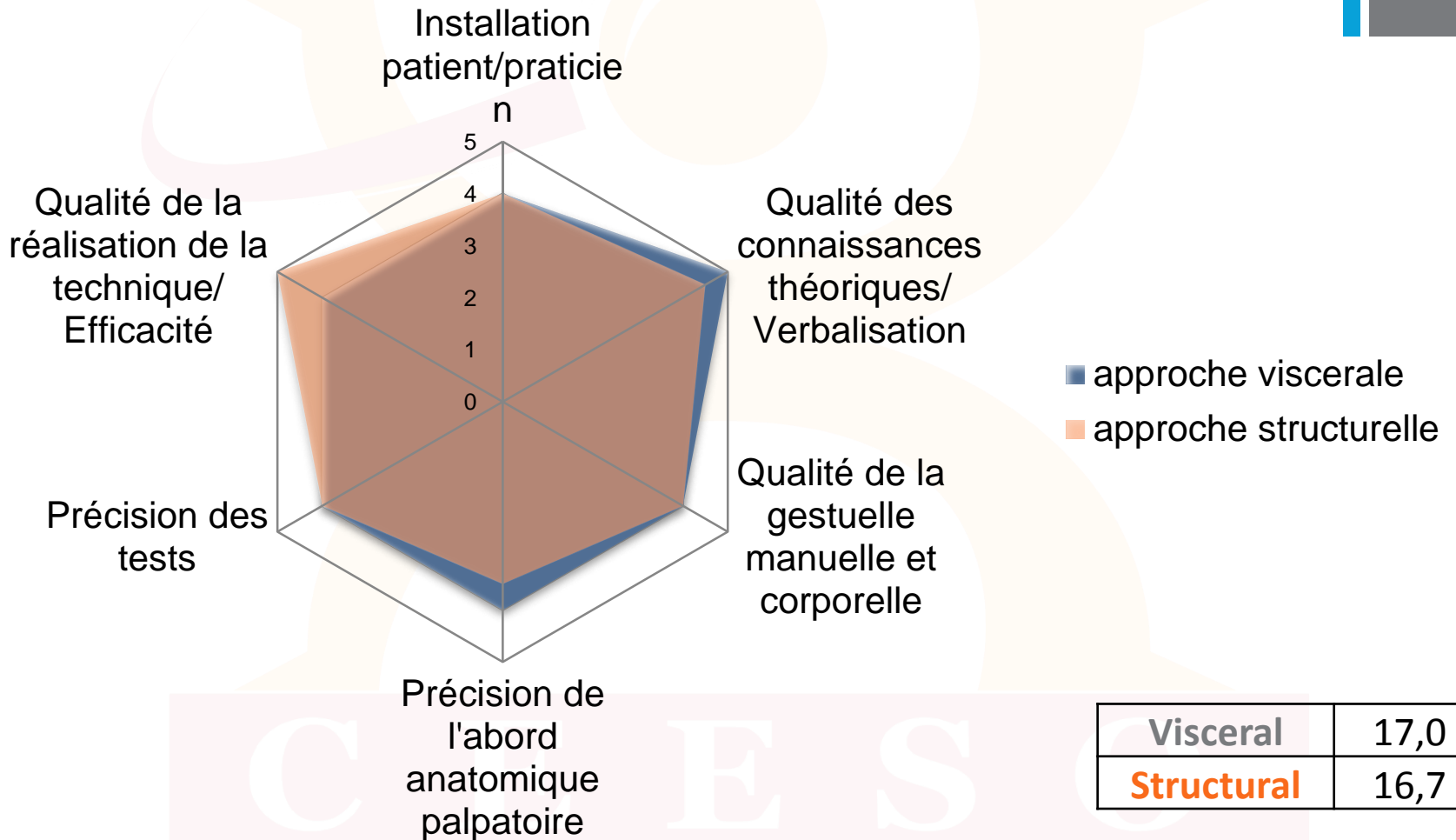


Visceral approach VS Structural approach, third year students

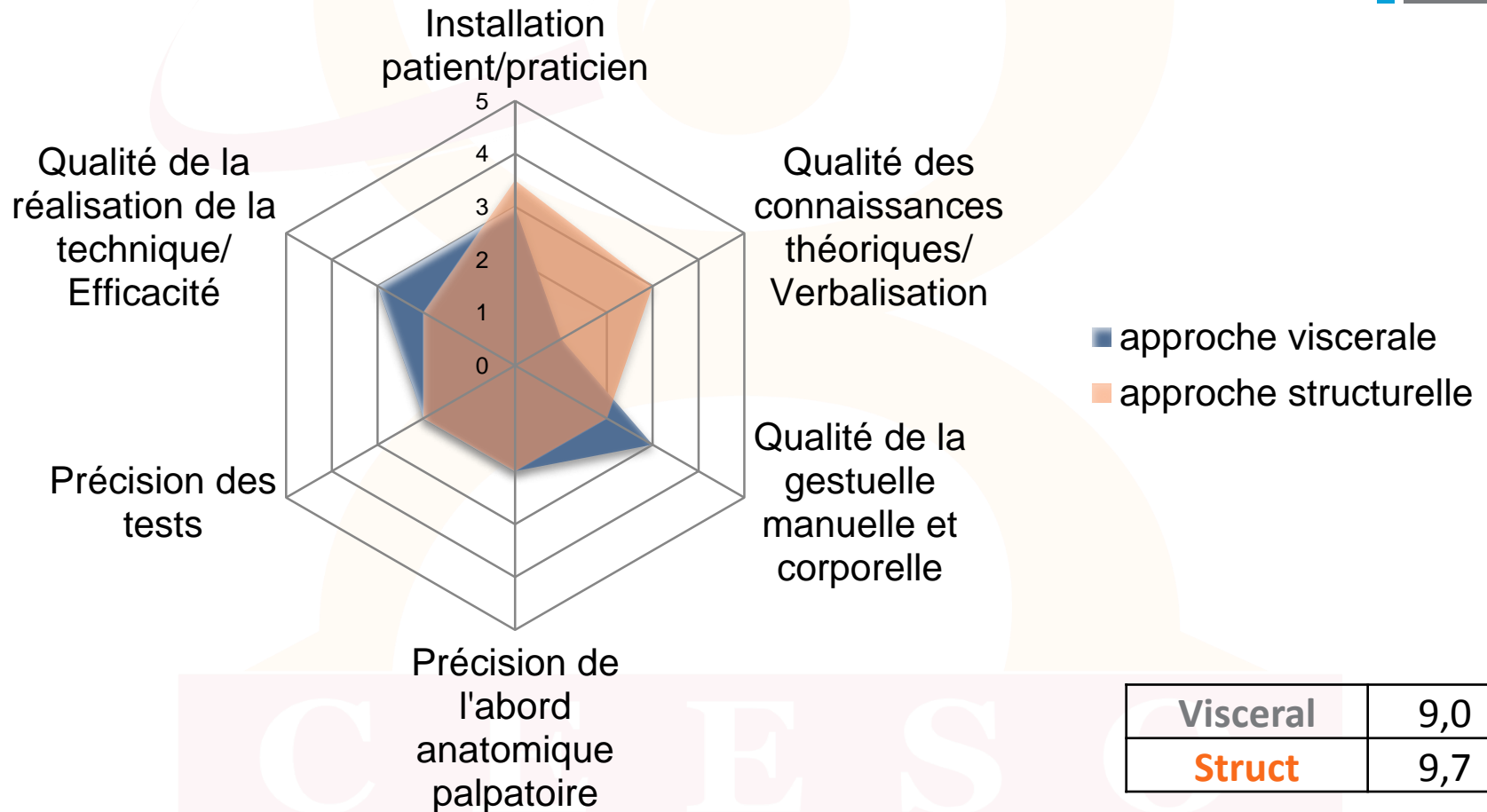


C E E S

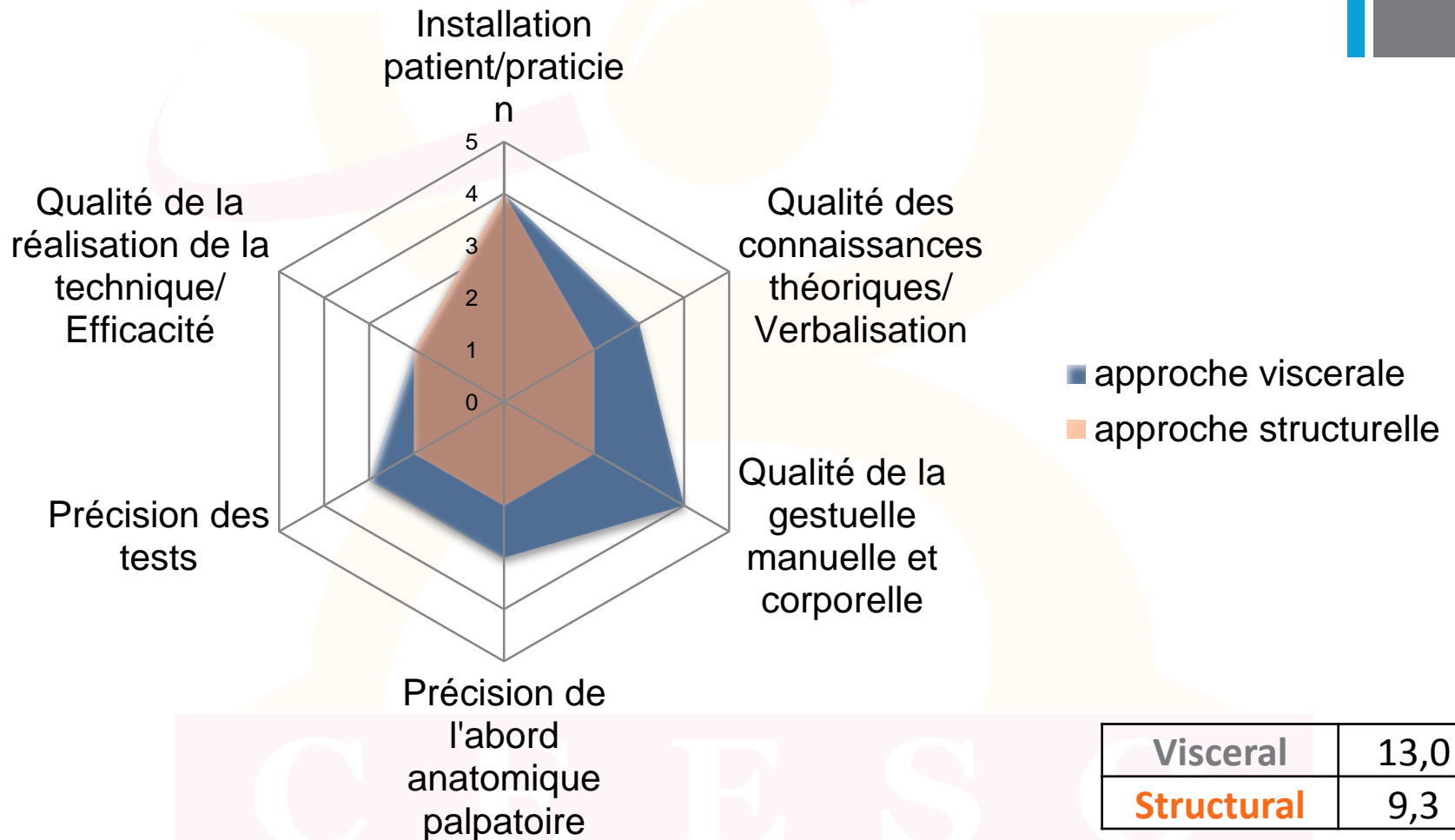
+ Student D, Visceral approach VS Structural approach, third year students



+ Student E, Visceral approach VS Structural approach, third year students



+ Student F, Visceral approach VS Structural approach, third year students



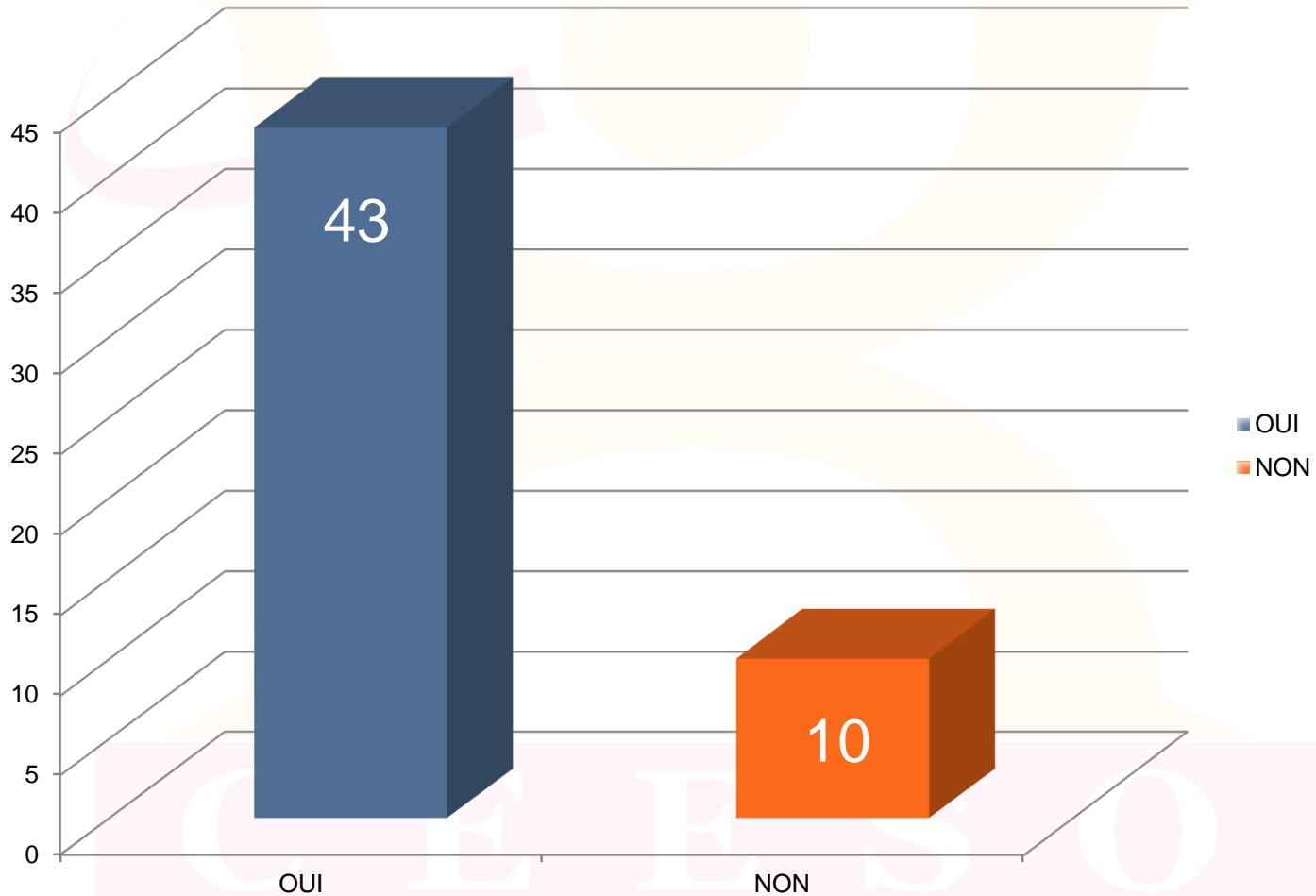


FEEDBACK

Survey : returns of third year students on structural evaluation in second year

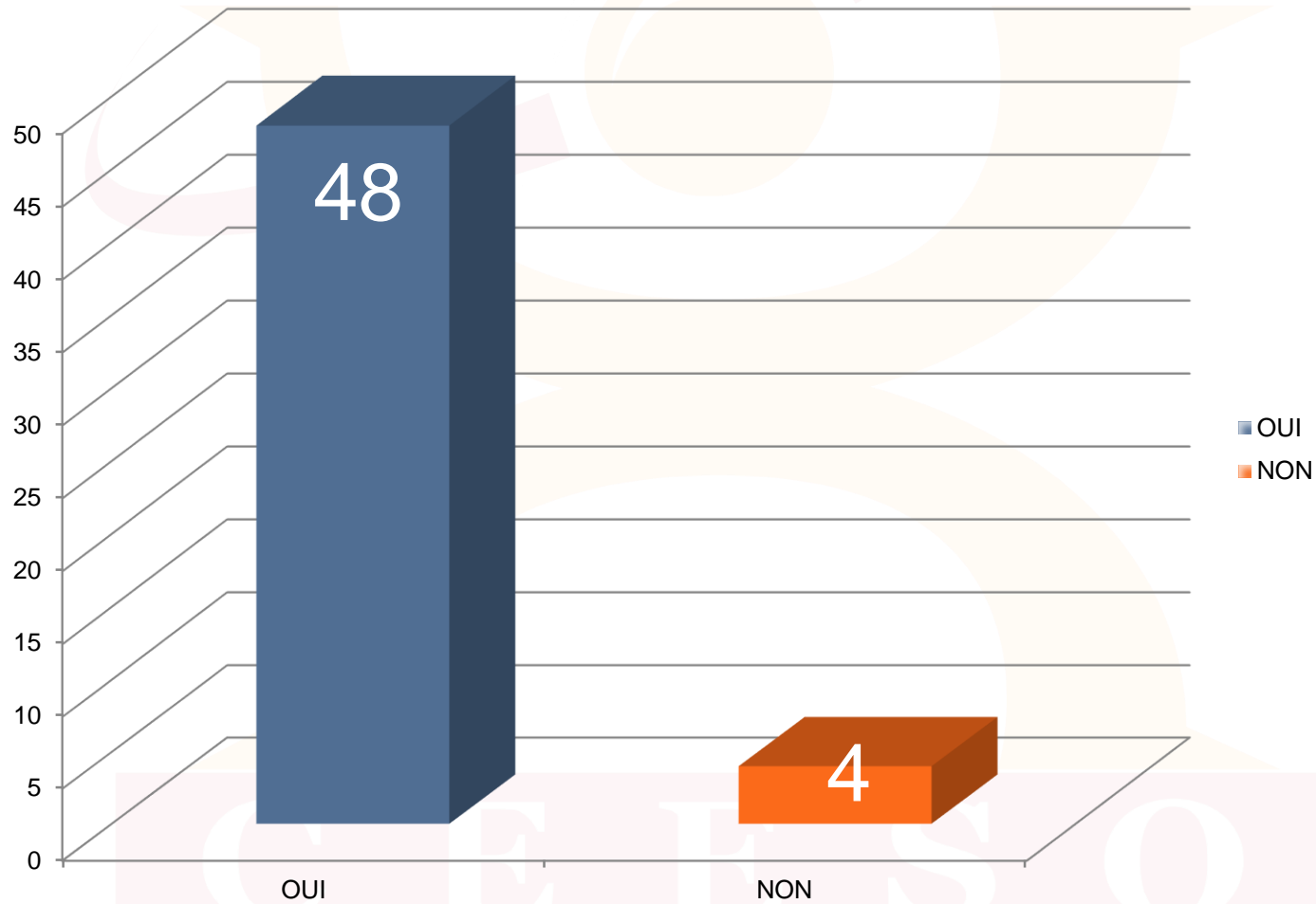


Do you think that the spider evaluation is more useful than note sheet ?

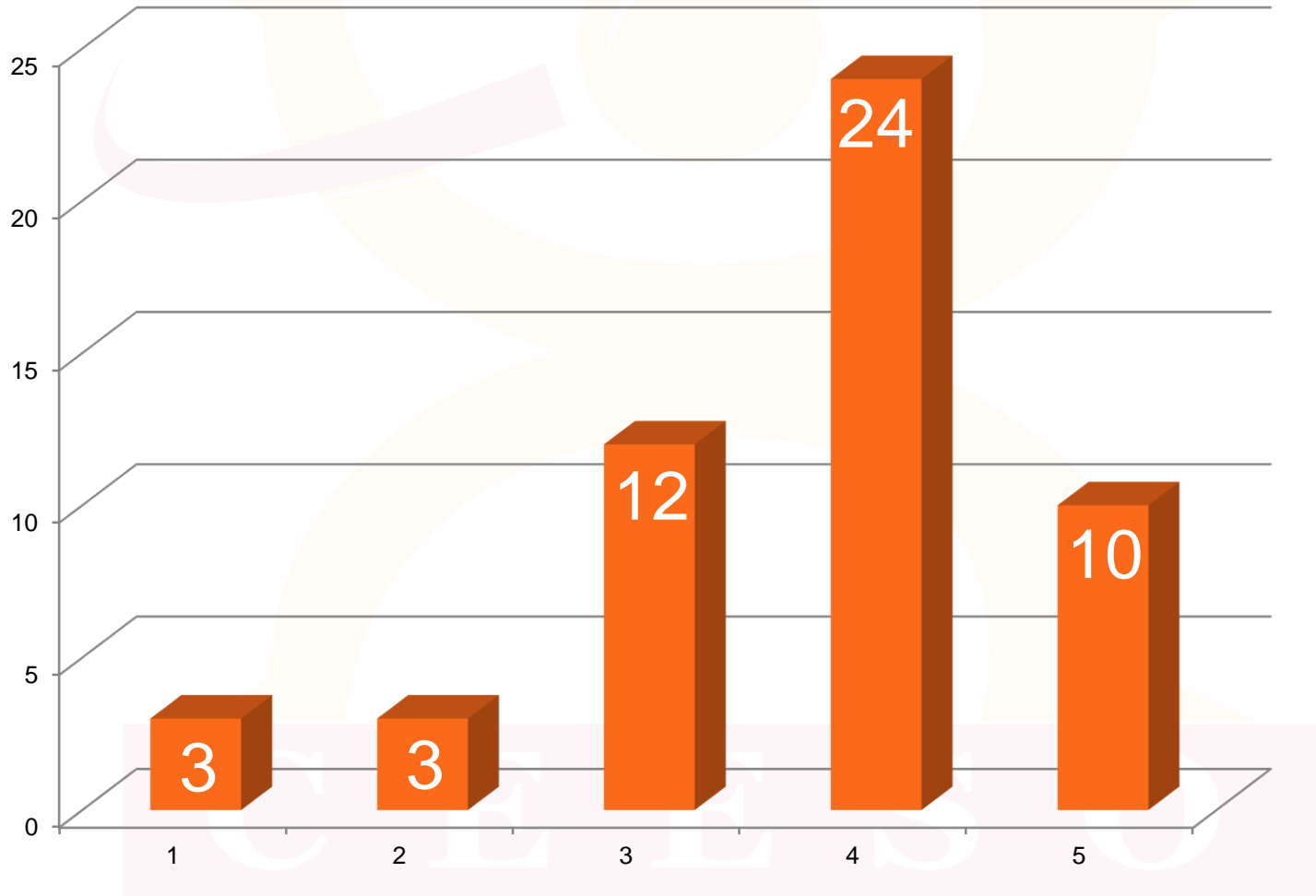




Have you got a better understanding of your skills with the spider ?

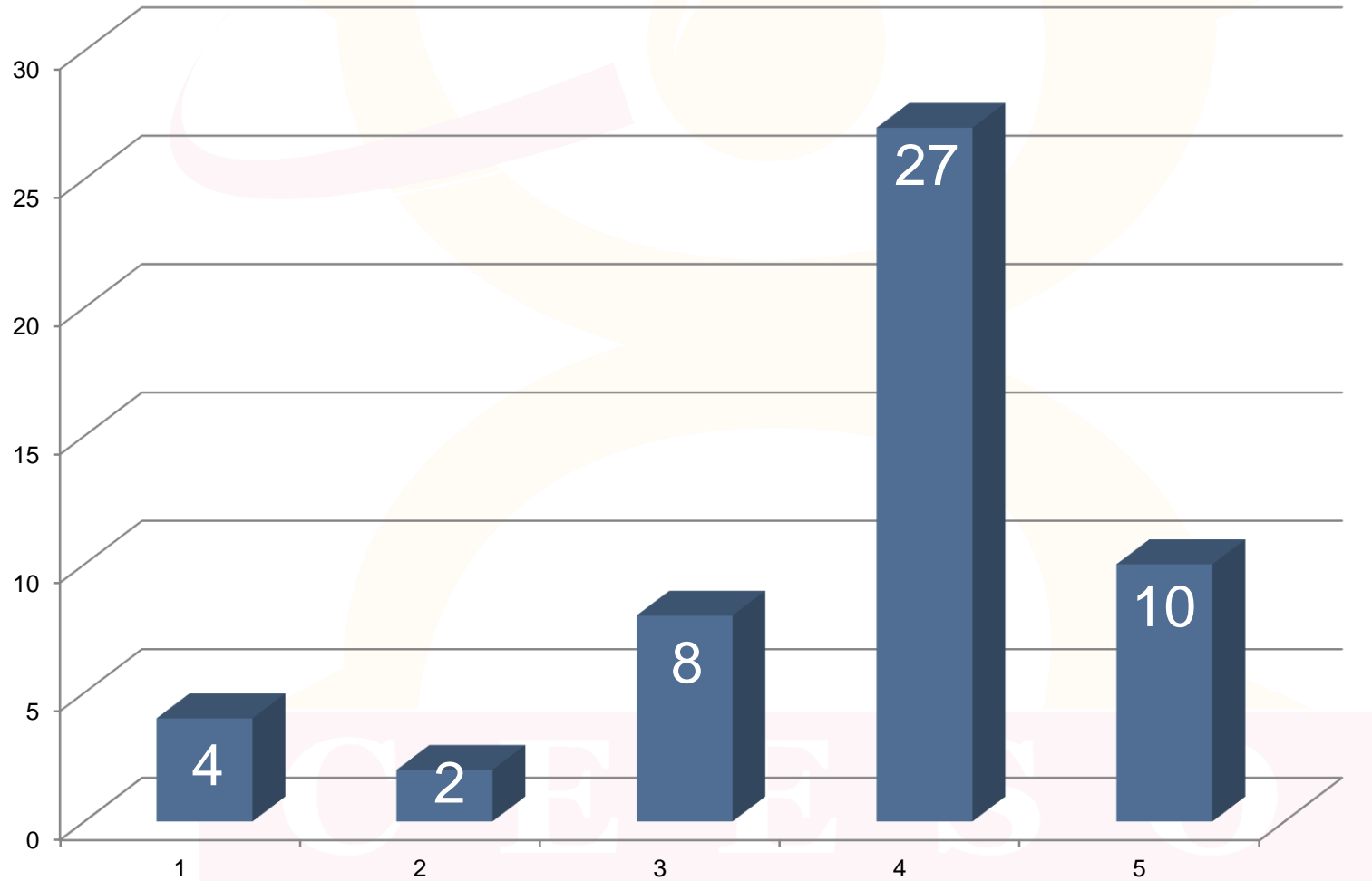


+ Does the item « Patient/practitioner positions », help you to progress?



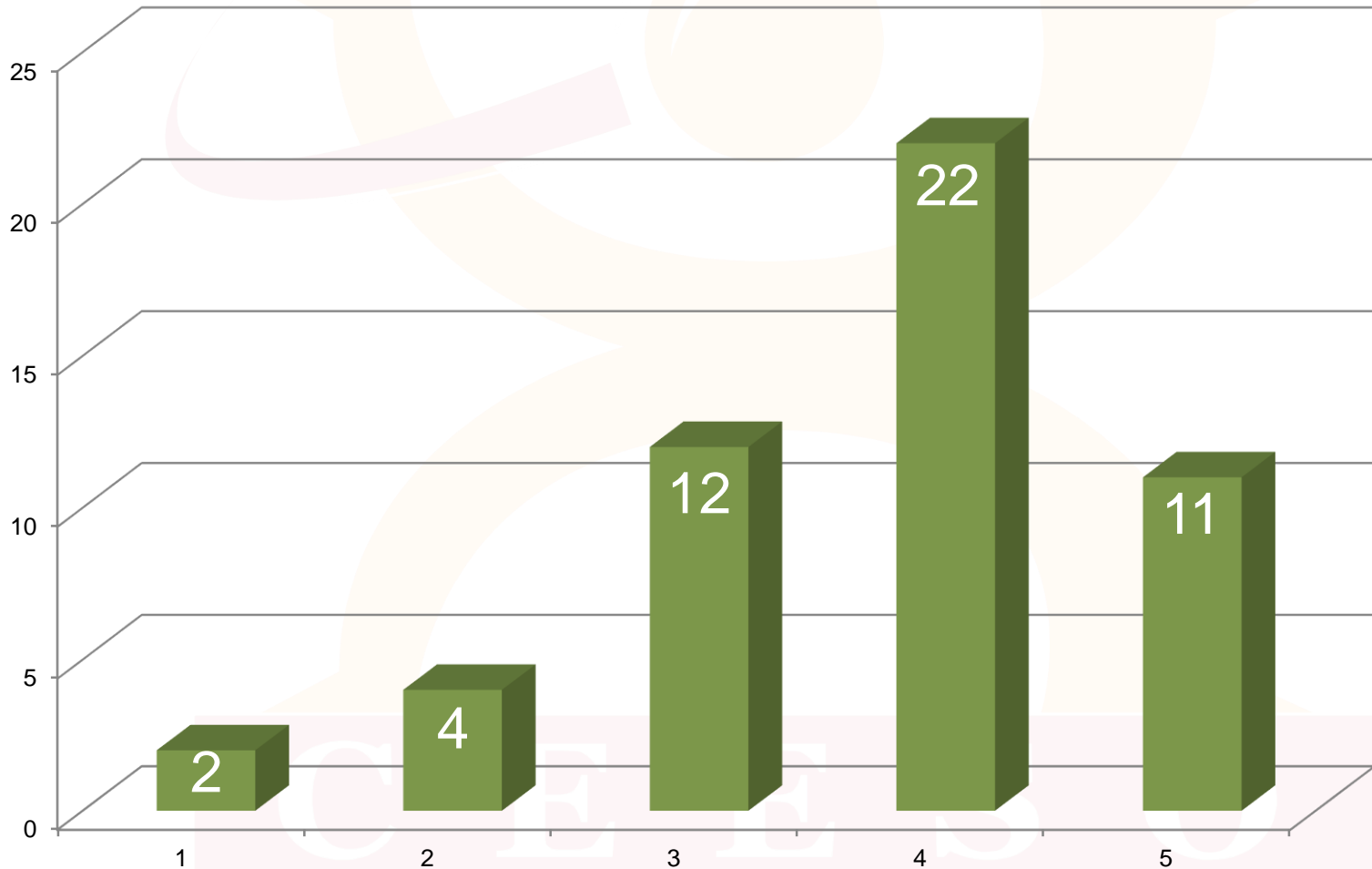


Does the item « Theoretical knowledges » help you to progress?



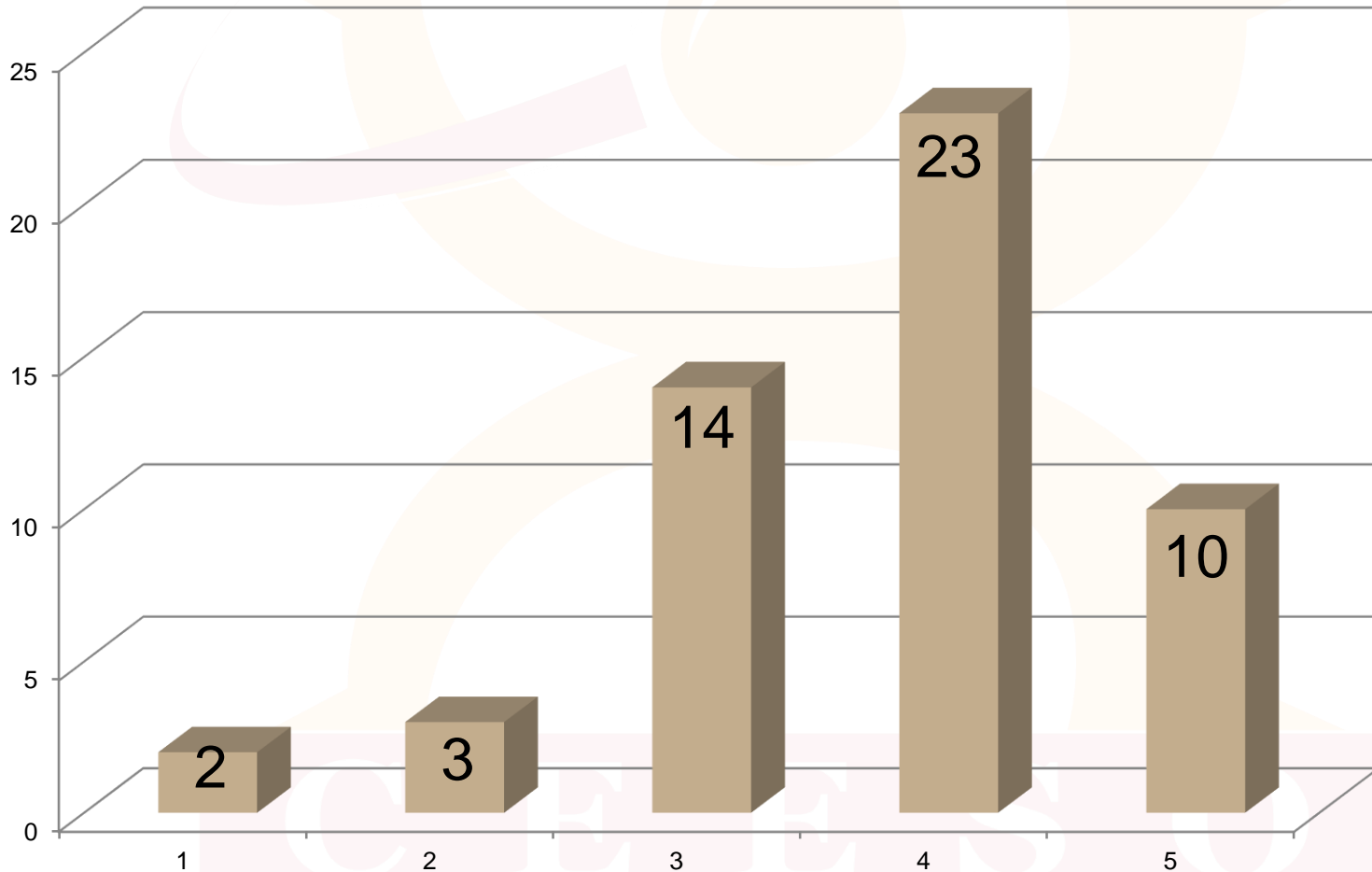


Does the item « Patient handling » help you to progress?



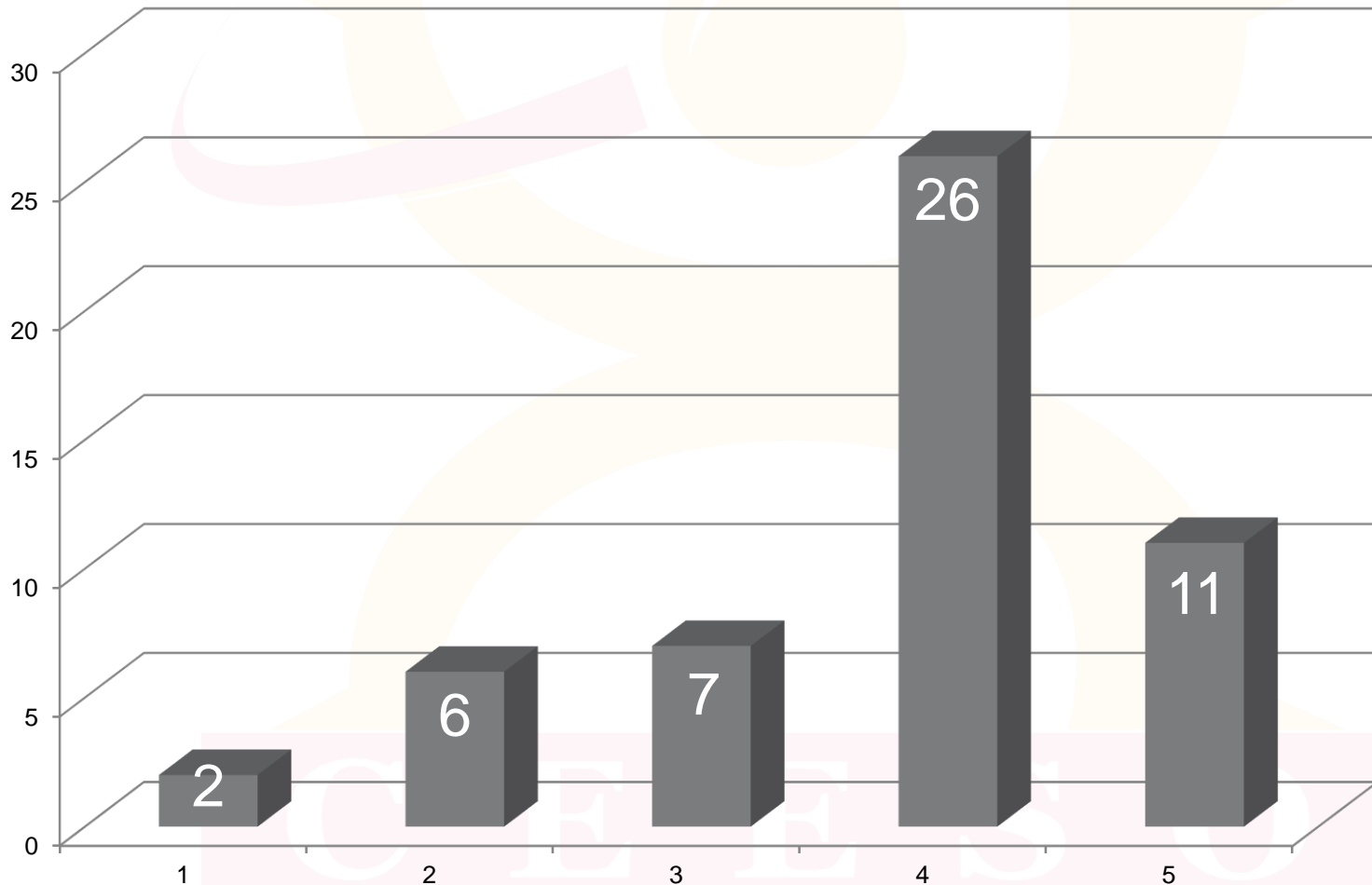


Does the item « Palpatory skills » help you to progress?



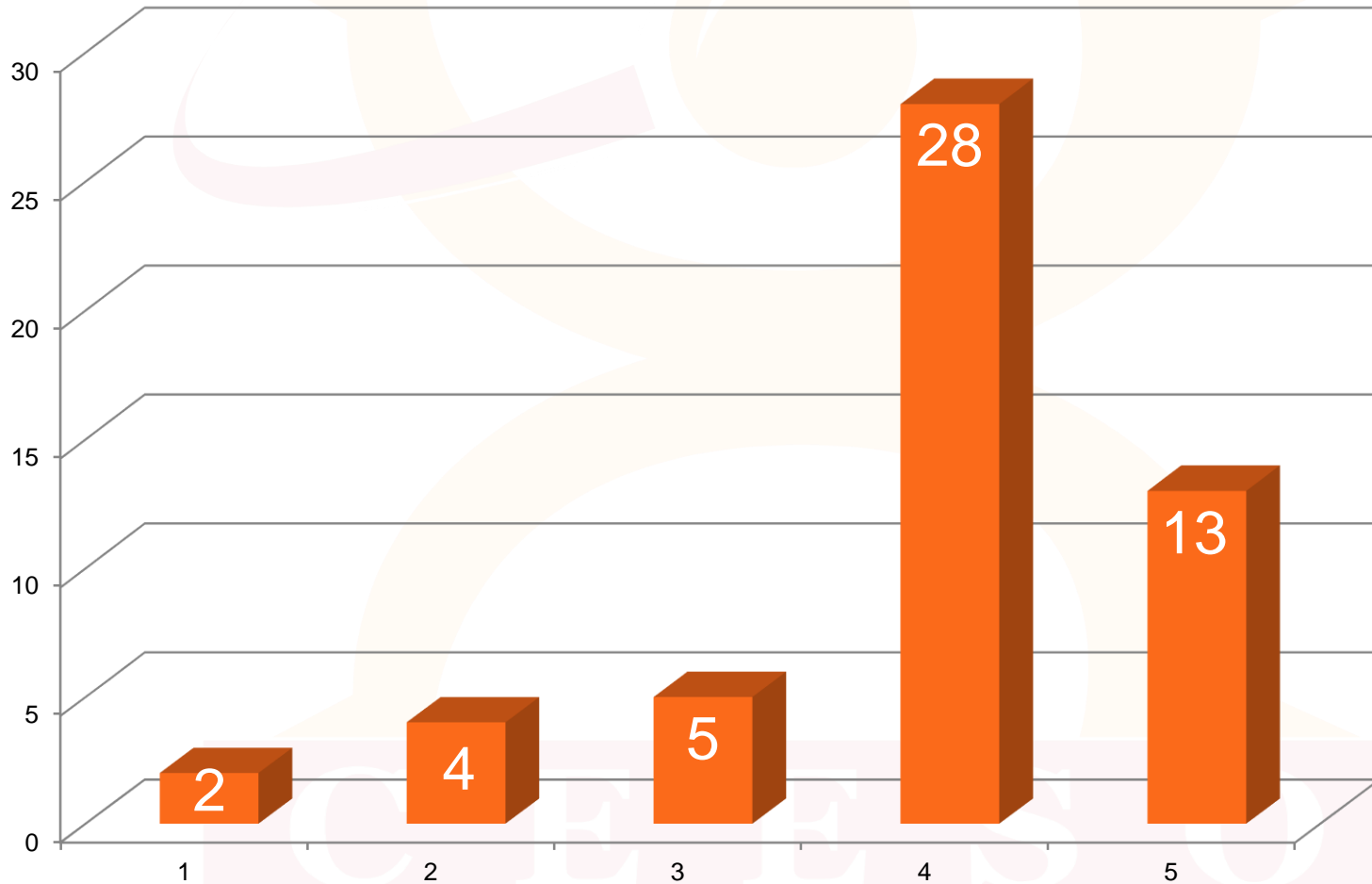


Does the item « tests quality » help you to progress?





Does the item « Effectiveness of the technics » help you to progress?



+ Summary of students comments

Very useful. This scoring system puts us in front of our qualities and gaps and allows us to progress and challenge ourselves on some points we thought acquired or otherwise give us confidence on issues ... I hope we also have this year.

The SPIDER evaluation is a great tool that allows students to:

- understand the different criteria that teachers use to evaluate
- understand the notes of each item and to focus on items in which the scores were lower.

It would be particularly interesting to generalize the use of SPIDER (if it is not already considered), for the evaluation during all the year. That will help us to improve progressively.

+ Summary of students comments

The overall visibility of the negative and positive points is very interesting. But the teachers written comments are the most useful.

Very good evaluation means

This is a very effective tool to quickly see areas to improve.

I think the SPIDER can help teachers in their assessment, but as a student that makes me the most progress is not so much the notes, but the appreciation or constructive comments. A teacher may give us a bad rating without telling us why and in this case it makes us questioning our global practice while we should may be corrected only a few specific points.



Results of workshop

CEEESO

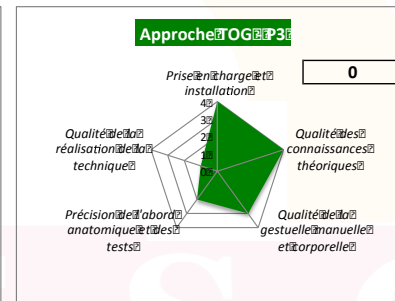
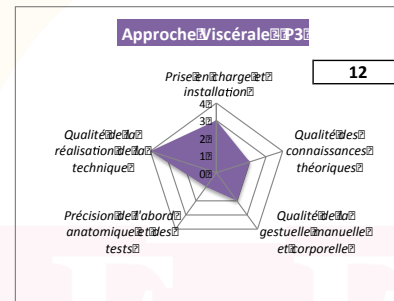
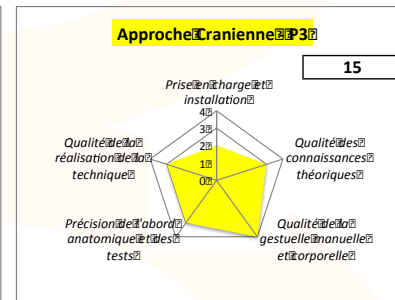
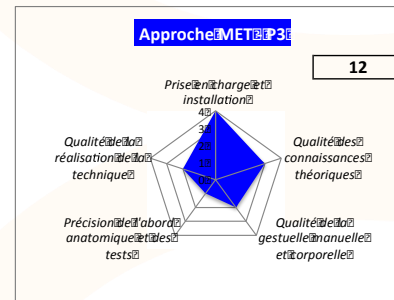
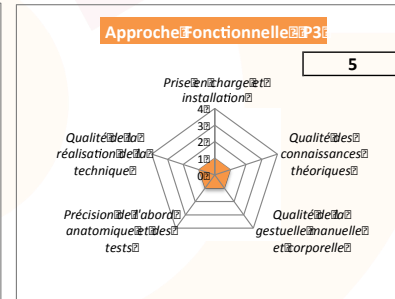
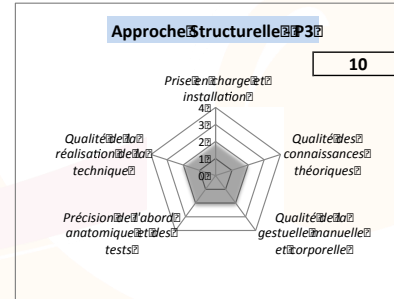
+ Results of workshop

ITEM	CAPACITES A EVALUER DANS L'ITEM
Patient/practitioner positions	<i>Table use, patient and practitioner comfort, use cushions, suitable environment, ergonomics, appropriate attitude, respect of dress code, appropriate explanation to patient.</i>
Theoretical knowledges	<i>Formulation and verbalization, anatomy, physiology, semiology, ability to make links ...</i>
Patient handling	<i>Adaptation to the morphology of the patient, fluidity, creativity, initiative, insurance, rhythm</i>
Palpatory skills	<i>Anatomical location, palpation, respect of the patient's body, respect of tissue physiology, bilateral comparison, relevance and interpretation of tests</i>
Effectiveness of the technics	<i>Parameters, choice of technique, rhythm, intention, velocity, fulcrums.</i>

+ Cartography per student



XXXXX xxxx P3



COMMENTAIRES	
Approche Structurale	Manque de travail
Approche Fonctionnelle	Résultats très insuffisants
Approche MET	Doit plus travailler avec son poids du corps
Approche Crânienne	Niveau très satisfaisant, bon raisonnement
Approche Viscérale	Attention à l'abord palpatoire parfois invasif
Approche TOG	Très bon raisonnement



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