

Appendix 1 Translation into practice

Evidence from papers discussing the integration of behavioural and social science (BSS) topics within medical school curricula (and the review team's anecdotal experience) indicates that faculty identify a number of concerns relating to the assessment of these topics. In a survey of staff involved in teaching and assessing BSS in UK medical schools, Litva and Peters found that the predominance of a 'biomedical mindset' was reflected in the adoption of modes of assessment that staff felt did not 'fit' the assessment of psychosocial knowledge [1]. In particular, it is felt that assessment methods often used encourage rote learning [2] and are not effectively addressing deeper levels of learning and application of BSS to medicine [3]. To date, no medical education systematic review has been completed in this context.

The intended outcomes of this review are:

1. To identify methods currently employed for assessing psychosocial curricular content
2. To identify the reasons for choice of assessment method
3. To highlight any evidence gaps

Analysis of how and why assessment methods were selected and applied will provide an understanding of the barriers and facilitators relating to assessing psychosocial curricular content. By doing so the review will support future practice by informing the development of appropriate assessment frameworks and potential areas for faculty development. Where gaps in evidence are identified, the review will also recommend further areas for research.

The findings from the review will be presented at key events, for example the AMEE conference, and via relevant organisations' websites, including BeSST (Behavioural and Social Science Teaching in medicine).

1. Litva A. and Peters, S. (2008) Exploring barriers to teaching behavioural and social sciences in medical education. *Medical Education* 42: 309-314
2. Satterfield, J. Mitteness, L. Tervalon, M. Adler N. (2004) Integrating the social and behavioural sciences in an undergraduate medical curriculum: the UCSF essential core. *Academic Medicine* 79(1): 6-15
3. Russell, A. van Teijlingen, E. Lambert, H. and Stacy, R. (2004) Social and behavioural science education in UK medical schools: current practice and future directions. *Medical Education* 38: 409-417