

Preview Evaluation

Sample Exploration WBA - Case Based Discussion (Formative) [Version: 1]

Preview As

Student Performance Evaluation

Sample Exploration WBA - Case Based Discussion (Formative)

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Student Level

Course Information

Date	Course	Location	Weeks
01/01/2006 - 01/31/2006	XXX-YYY: Department Course	Location	8

Evaluation Period: 01/01/2006 - 01/31/2006

Faculty: Evaluator name

Student: Student name Email: oasis@umassmed.edu, IREA@umassmed.edu

Question numbers in **red*** are required.

This is a UMass Chan milestone-based evaluation form. Please take a moment to identify the competency that each milestone is related to, as well as the full milestone description provided with each prompt. For your reference here is the catalogue of [UMass Chan's competencies and milestones](#).

The green highlighted area is where we expect a learner at this level to be. The more specific behavioral descriptors apply to the number scale gradations for this particular activity to assist in your selection of the most appropriate level for this learner. Choose N/A if you did not observe the student for this milestone.

Please review this [1-page guide](#) for completion of this workplace based assessment (WBA).

This form provides **formative feedback only** (does not count towards grading) for your student.

1.* Case setting:

- Inpatient - new case
- Inpatient - review
- Outpatient - new case
- Outpatient - review
- Emergency department
- Surgical case

2.* Case complexity:

- Straightforward
- Some complex features
- Complex

3.* What aspects of case were the main focus of discussion? (Select all that apply)

- History/clinical findings
- Differential diagnosis
- Investigations
- Management plan
- Communication
- Ethics
- Other

PHYSICIAN AS CLINICAL PROBLEM SOLVER:

4.* Management Plan Formulation: Please select the result that best describes your observation of the learner (Sol4E):

Critical Deficiencies	Early Learner	Demonstrating Improvement					Graduation Target (...as befitting a physician)
Discovery Phase expected performance up to target 2.5		Exploration Phase expected performance up to target 3.5					Horizons Phase expected performance up to target 4.0
Identifies and differentiates clinical reasoning strategies to formulate differential diagnoses and develop management plans while acknowledging limitations of scientific/medical knowledge.		Demonstrates clinical reasoning strategies and can choose and interpret diagnostic tests to formulate differential diagnoses and develop management plans while considering limitations of scientific/medical knowledge.					Employs clinical reasoning strategies and diagnostic testing to formulate differential diagnoses and develops management plans that reflect patient preference and best available evidence using judgment.
0.5	1	1.5	2	2.5	3	3.5	4

- Not Applicable
- 2.0: Student is not yet meeting early clerkship level performance.
- 2.5: Can formulate diff dx and management plan for **common** conditions.
- 3.0: Can formulate diff dx and management plan for **more complex** conditions.
- 3.5: **Can choose and interpret diagnostic tests, using available evidence** to formulate a **prioritized** diff dx and management plan.
- 4.0: Can choose and interpret diagnostic tests to formulate a prioritized diff dx and management plan **while incorporating patient preferences and best available evidence and judgement.**

PHYSICIAN AS SCIENTIST:

5.* Evidence Based Reasoning: Please select the result that best describes your observation of the learner (Sci3E):

Critical Deficiencies	Early Learner	Demonstrating Improvement					Graduation Target (...as befitting a physician)
Discovery Phase expected performance up to target 2.5		Exploration Phase expected performance up to target 3.5					Horizons Phase expected performance up to target 4.0
Identifies, articulates, and, as appropriate, applies currently accepted and evidence-based approaches to the treatment of patients.		Applies currently accepted and evidence-based approaches to the treatment of patients.					Explains currently accepted and evidence-based approaches to the treatment of patients.
0.5	1	1.5	2	2.5	3	3.5	4

- Not Applicable
- 2.0: Student is not yet meeting early clerkship level performance.
- 2.5: Can select and provide reasoning for evidence-based diagnostic and treatment options in hypothetical or didactic situations
- 3.0: Can select and provide reasoning for evidence-based diagnostic and treatment options **for specific patient scenarios** in debriefing and discussion scenarios
- 3.5: Can select and provide reasoning for evidence-based diagnostic and treatment options for specific patient scenarios **in real time**
- 4.0: **Effectively explains** the evidence-based diagnostic and treatment options to patients and care team members

NARRATIVE COMMENTS:

6. What was done well?

[Rich text](#)

7. Action item(s) for learner improvement in case based discussions:

[Rich text](#)

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