

## M3 Practice-Based Learning and Improvement (PBLI) Student Performance Evaluation

Student		Date	
Clerkship		Site	
Evaluator			

1) Please select your evaluator status:	
<input type="checkbox"/> Faculty <input type="checkbox"/> Resident <input type="checkbox"/> Student	
Please provide the student with feedback regarding self-directed and practice-based learning skills, as well as skills in communicating while teaching peers. Additional feedback about content is also welcome. For each section, criteria designed to help with a shared mental model for what good looks like. Please provide specific feedback on how the student might improve, particularly in developing one's skills for lifelong learning.	
<b>Interpersonal Communication Skills</b>	
<i>Objective:</i>	
1. Demonstrates logical organization of relevant data in oral presentations to patients and/or to health care team members.	
2) <u>Oral Presentation</u> A. Was prepared for the presentation. B. Introduced self and explained the project and reasoning behind selection of question and its intended outcomes. C. Maintained eye contact and spoke clearly. D. Involved the audience during the presentation by asking a question. E. Managed time effectively (10-12 minutes in length).	<input type="checkbox"/> Met Competency  <input type="checkbox"/> Needs Improvement
3) <u>Written Presentation (PowerPoint Specific Feedback)</u> A. Slides with readable text size. B. Appropriate amount of text per slide. C. Slide backgrounds are professional in appearance. D. Slides were organized and logical.	<input type="checkbox"/> Met Competency  <input type="checkbox"/> Needs Improvement
<b>Practice-Based Learning and Improvement</b>	
<i>Objective:</i>	
1. Demonstrates the evidence-based medicine skills needed for practice-based learning and improvement.	
4) <u>Patient Encounter and Clinical Question</u> A. Described in sufficient detail the patient encounter which raised the clinical question. B. Stated the clinical question arising from the encounter using the Patient-Intervention-Comparison-Outcome (PICO) format.	<input type="checkbox"/> Met Competency  <input type="checkbox"/> Needs Improvement

<i>Objective:</i>	
1. Uses information technology to enhance self-education and patient care practices.	
5) <u>Information Search and Article/Guideline Selection</u>	<input type="checkbox"/> Met Competency
A. Described literature search and utilization of information technology (database used, keywords or MeSH, filters).	<input type="checkbox"/> Needs Improvement
B. Explained selection process for finding the article or guideline (Why is this article/guideline appropriate to answer the clinical question about this specific patient or patient population).	
<i>Objective:</i>	
1. Applies study design and statistical methods in analyzing therapeutic effectiveness.	
2. Assimilates and critically analyzes evidence from scientific studies to provide quality patient care.	
3. Obtains and uses population-based information to improve patient care practices.	
6) <u>Study Design, Validity, and Importance</u>	<input type="checkbox"/> Met Competency
A. Provided information about study design, participants, if blinding and randomization were used, explained the study/guideline methods.	<input type="checkbox"/> Needs Improvement
B. Critically analyzed the validity of the article/guideline using FRISBEE (RCTs) or a checklist for other types of articles or guidelines.	
C. Described the results and conclusions for the article or the recommendations for the guideline.	
D. Determined if the article or guidelines presented patient-oriented or disease-oriented evidence (POEM vs. DOE).	
E. Presented level of evidence if article analyzed or presented findings from checklist if guideline analyzed. Calculate and presented the number needed to treat (NNT) if applicable (or why not applicable to this article/guideline).	
7) <u>Relevance to the Patient Being Presented – Applicability</u>	<input type="checkbox"/> Met Competency
A. Critically analyzed the relevance of the article/guideline to the patient being presented using PPICONS or other resource.	<input type="checkbox"/> Needs Improvement
8) <u>Plan for Communication with the Patient</u>	<input type="checkbox"/> Met Competency
A. Described what the patient will be told based on findings using terminology that the average patient would understand.	<input type="checkbox"/> Needs Improvement
B. Provide additional information that should be discussed with the patient (examples include cost of the medication or treatment, benefits, and harms of a treatment, etc.).	

<b>Overall Rating for the Assignment</b>	
<input type="checkbox"/> Poor	Not effective, not prepared, not easily understood, several parts missing
<input type="checkbox"/> Fair	
<input type="checkbox"/> Good	Met basic criteria, effective, easily understood, most parts included
<input type="checkbox"/> Very Good	
<input type="checkbox"/> Excellent	Above average presentation, very effective, all parts thoroughly covered
9) Please include feedback to the student above what was done well.	
10) Please include specific guidance to help the student improve. Please include specific comments about the student's selection of a clinical question and their selection of and evaluation of the article/guideline.	