



Just Say No!
Examples of Assessment Tools

DATE: November 3, 2017 PRESENTED BY: Mandi Morita, M.A.

I have nothing to disclose.

BALANCE

- Qualitative & Quantitative Data
- Faculty Perspectives
- Assessment Burnout



Example: Pain Basic Rotation

- Structured Qualitative & Quantitative Data
- Scaffolded to capture growth
- Collective feedback & coaching opportunity
- Linked internally to milestones
- Both weekly evaluations and summative go to CCC

Pain Basic Week 1

Feedback week 1
* Student contact/rotation (trainee evaluation)

	Yes	No
1. Student performs a comprehensive history of chief complaint and pertinent positives using the chief complaint as a guide to the history and physical.	<input type="radio"/>	<input type="radio"/>
2. Student analyzes and integrates historical information for pain presentation per cases.	<input type="radio"/>	<input type="radio"/>
3. Student performs appropriate history and physical on a patient with pain to case, including the case or common pain to case.	<input type="radio"/>	<input type="radio"/>
4. Student practices the principles of interviewing per case questions (chronology of events, differential diagnosis, and appropriate assessment and treatment within the health care system).	<input type="radio"/>	<input type="radio"/>
5. Student demonstrates willingness to share information and experience for patient and practice.	<input type="radio"/>	<input type="radio"/>
Comments:	<input type="text"/>	

Pain Basic Week 2

- Email solicitation of faculty feedback
- In-person coaching with trainee
- Development of personal learning goals

Pain Basic Week 3

Formative week 3
 • **Self-assessment of learning objectives (before evaluation)**

	Yes	No
1. Student completes a standardized PAIN in a representative case for a patient or subject and outlines underlying pathophysiology, pathophysiology and clinical presentation, and provides a rationale for the treatment plan.	<input type="radio"/>	<input type="radio"/>
2. Student describes communication and clinical case, and outlines the rationale for the treatment plan.	<input type="radio"/>	<input type="radio"/>
3. Student uses system resources to evaluate and synthesize and synthesize information.	<input type="radio"/>	<input type="radio"/>
4. Student demonstrates ability and ability to synthesize information and synthesize information.	<input type="radio"/>	<input type="radio"/>
5. Student reflects on the learning experience and outlines a plan for improvement.	<input type="radio"/>	<input type="radio"/>

Comments: _____

Pain Basic Week 4

Formative week 4
 • **Self-assessment of learning objectives (before evaluation)**

	Knowledge Assessment (Pretest)	Pretest Discussion (Pretest with direct supervision)	Outgoing, Comprehensive (Pretest with direct supervision)								
1. Student completes a standardized PAIN in a representative case for a patient or subject and outlines underlying pathophysiology, pathophysiology and clinical presentation, and provides a rationale for the treatment plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Student describes communication and clinical case, and outlines the rationale for the treatment plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student uses system resources to evaluate and synthesize and synthesize information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Student demonstrates ability and ability to synthesize information and synthesize information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Student reflects on the learning experience and outlines a plan for improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: _____

Summative

1. Student completes a standardized PAIN in a representative case for a patient or subject and outlines underlying pathophysiology, pathophysiology and clinical presentation, and provides a rationale for the treatment plan.	<input type="radio"/>
2. Student describes communication and clinical case, and outlines the rationale for the treatment plan.	<input type="radio"/>
3. Student uses system resources to evaluate and synthesize and synthesize information.	<input type="radio"/>
4. Student demonstrates ability and ability to synthesize information and synthesize information.	<input type="radio"/>
5. Student reflects on the learning experience and outlines a plan for improvement.	<input type="radio"/>

Final assessment: This is a final assessment for the course.

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Contact:

Mandi Mizuta
 Mizuta@ohsu.edu

Questions?