

## Breakout Room Guidance

- Camera's on (Please!)
- Introduce yourself and meet you group! – Go alphabetical order by first name.
  - Where you work
  - What you do
  - What level/ type of learners you work with

## Breakout Session 1: Writing Exercise (6 min)

<b>Introductions</b> <b>1 min</b>	<ul style="list-style-type: none"><li>• Meet your breakout group! You will be with them for all breakout sessions! <i>*Also remember your breakout room # in case Zoom kicks you out.</i></li><li>• Introductions - <i>alphabetical order by first name</i></li><li>• Who are you? What do you do? What type of learners do you work with?</li></ul>
<b>Discuss</b> <b>2 min</b>	Discuss the learner's performance from the video.
<b>Narrative Assessment</b> <b>3 min</b>	Each participant writes a narrative assessment/ evaluation of the learner's performance

**Breakout Session 2: (6 min)**

<p><b>Reflection</b> 1 min</p>	<p>Have you noticed any of these cognitive biases in your practice of daily life?</p> <p>Observed Intra-rater variability (within-oneself) or Inter-rater variability (among colleagues)?</p>
<p><b>Discussion</b> 4 min</p>	<p>Share a story from your experience</p>

Centrality

Extreme

←

→

Extreme

Strictness

Leniency

Service: UWMC Neuro CA2  
Relation: 3743 (0307-0403/22)  
Issue Date: 3/24/2022

● Insufficient contact to evaluate (delete evaluation)

	Level 1	Level 2	Level 3	Level 4	Level 5	Unable to determine milestone performance level
1. Patient Care 1: Pre-anesthetic Patient Evaluation, Assessment, and Preparation	Demonstrates milestones	Demonstrates milestones	Demonstrates milestones	Substantially fulfills the	Advanced beyond performance targets	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Patient Care 2: Anesthetic Plan and Conduct	Demonstrates milestones	Demonstrates milestones	Demonstrates milestones	Substantially fulfills the	Advanced beyond performance targets	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Patient Care 3: Peri-procedural Pain Management	Demonstrates milestones	Demonstrates milestones	Demonstrates milestones	Substantially fulfills the	Advanced beyond performance targets	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Patient Care 4: Crisis Anticipation and Management	Demonstrates milestones	Demonstrates milestones	Demonstrates milestones	Substantially fulfills the	Advanced beyond performance targets	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Patient Care 5: Management of the Critically Ill Patient during Transport	Demonstrates milestones	Demonstrates milestones	Demonstrates milestones	Substantially fulfills the	Advanced beyond performance targets	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Halo Effect

Horn Effect

### Breakout Session 3 (15 min)

#### Small Group Exercise: Critique and rephrase a narrative comment.

*(Student) was a dependable and strong member of the team. They responded well and improved with feedback given over the course of several directly observed encounters and demonstrated an exceptionally productive and positive attitude towards their education and professional development.*

1. How would you categorize the language here?
2. How might you rewrite this comment?
3. Assume both students are demonstrating competencies at the highest levels and would be eligible for an honors grade.
4. How would a letter of recommendation be different in how you would write this narrative assessment?

**Breakout Session 4: Narrative Assessment/ Discuss Observations (10 min)**

1. How was your experience utilizing the competency-based framework?
2. How did your narrative assessment change?
3. Did you notice any language that you wanted to replace?

<b>EPA1: Gather a history and perform a physical exam</b>	
Description of the activity	Day 1 residents should be able to perform an accurate complete or focused H&P in a prioritized, organized manner and with respect for the patient. The H&P should be tailored to the clinical situation and the specific patient encounter.
Functions for History-taking	<ul style="list-style-type: none"> <li>• Identify pertinent history elements in common presenting situations, symptoms, complaints, and disease states (acute and chronic).</li> <li>• Demonstrate clinical reasoning in gathering focused information relevant to a patient’s care.</li> <li>• Consider cultural and other factors that may influence the patient’s description of symptoms.</li> <li>• Demonstrate cultural awareness and humility (for example, by recognizing that one’s own cultural models may be different from others) and awareness of potential for bias (conscious and unconscious) in interactions with patients.</li> </ul>
<b>EPA6: Provide an oral presentation of a clinical encounter</b>	
Description of the activity	The day 1 resident should be able to concisely present a summary of a clinical encounter. A prerequisite for the ability to provide an oral presentation is the synthesis of the information, gathered into an accurate assessment of the patient’s current condition.
Functions	<ul style="list-style-type: none"> <li>• Present information that has been personally gathered or verified, acknowledging any areas of uncertainty.</li> <li>• Provide an accurate, concise, and well-organized oral presentation.</li> <li>• Adjust the oral presentation to meet the needs of the receiver of the information.</li> </ul>