

UW SCHOOL OF MEDICINE: CLINICAL TEACHING CERTIFICATE

Assessment Worksheet

Breakout Room Guidance

- Camera's on (Please!)
- Try to remember your small group room number (in case Zoom kicks you out, you can join easily for the next breakout).

Break-out Session #1 (10 minutes total)

- Watch the video, take notes on how you would evaluate the learner.
- Introduce yourself
- **Discuss your assessment of this learner's performance (strengths, areas for improvement)**

Breakout Session #2 (7 minutes total)

- (1 min) Reflect: When have you noticed these cognitive biases in your practice or daily life?
 - Intra-rater variability (within-oneself)
 - Inter-rater variability (among colleagues)
- (6 min) **Discuss: Share one story**

Breakout Session #3 (10 minutes total)

- **Critique and rephrase a narrative comment**
 - How would you categorize the language?
 - How can you incorporate examples to illustrate performance?

Writing Exercise (15 Minutes)

- **Use a competency-based framework to write a narrative assessment**

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EPA1: Gather a history and perform a physical exam	
Functions	<ul style="list-style-type: none">· Identify pertinent history elements in common presenting situations, symptoms, complaints, and acute/chronic disease states (history-taking).· Demonstrating the ability to formulate a focused history and physical exam based on the patient's presenting problem (clinical reasoning).· Prioritizing data collection based on the patient's needs and the setting of the encounter (clinical reasoning)
EPA5: Provide an oral presentation of a clinical encounter	
Functions	<ul style="list-style-type: none">· Present information that has been personally gathered or verified, acknowledging any areas of uncertainty.· Provide an accurate, concise, and well-organized oral presentation.· Adjust the oral presentation to meet the needs of the receiver of the information.