

I AM A LIFE-LONG LEARNER (PBLI)

How and why do I learn?

The learner displays/demonstrates:

Please choose one or a few competencies listed in the bullets below and develop benchmarks using the Dreyfus model

- A commitment to excellence
- Personal qualities of open-mindedness and curiosity
- The habit of active engagement in self-directed learning activities
 - Sets learning and improvement goals
 - Uses information technology to optimize learning
 - Incorporates formative feedback into daily practice
- A commitment to continuously improve his/her knowledge and ability as a result of self-reflection, critical self-appraisal, and openness to feedback as part of daily practice
- The capacity to recognize limitations in his/her knowledge and clinical skills.

Dreyfus:

Novice: The learner is able to:

Advanced Beginner: The learner is able to:

Competent: The learner is able to:

Proficient: The learner is able to:

Expert/Master: The learner is able to:

*Information technology is used at each level, above, to achieve learning goals.

I AM A LIFE-LONG LEARNER (PBLI)

How and why do I learn?

The learner displays/demonstrates:

Please choose one or a few competencies listed in the bullets below and develop benchmarks using the Kegan model

- A commitment to excellence
- Personal qualities of open-mindedness and curiosity
- The habit of active engagement in self-directed learning activities
 - Sets learning and improvement goals
 - Uses information technology to optimize learning
 - Incorporates formative feedback into daily practice
- A commitment to continuously improve his/her knowledge and ability as a result of self-reflection, critical self-appraisal, and openness to feedback as part of daily practice
- The capacity to recognize limitations in his/her knowledge and clinical skills.

*Information technology is used at each level, above, to achieve learning goals.

Kegan:

Stage 2: The learner is:

Stage 3: The learner is :

Stage 4: The learner is:

Stage 5: The learner:

I AM A PATIENT CARE PROVIDER (PC)

I can diagnose and treat patients

The learner displays:

Please choose one or a few competencies listed in the bullets below and develop benchmarks using the Dreyfus model

- The ability to obtain informed consent from patients, including the indications and contraindications to the procedure, as well as the risks and alternatives
- Competent performance of all medical and invasive procedures considered essential for the area of practice
- The ability to respond to patients with immediately life threatening conditions regardless of etiology by instituting appropriate initial therapy
- The ability to focus on preventive care by identifying risk factors for common diseases/injuries and screening appropriately.
- The ability to interpret the results of commonly used diagnostic tests and procedures
- The ability to develop and prioritize a patient problem list
- The ability to construct appropriate differential diagnoses
- The ability to develop and carry out patient management plans
- The ability to make informed decisions about diagnostic and therapeutic interventions based on patient information and preference, up-to-date scientific evidence, and clinical judgment
- The ability to apply knowledge of the basic and clinically supportive sciences to the care of patients

Dreyfus: The following describe the learner's approach to patient assessment in a variety of clinical settings such as routine well care visits, acute care visits, and emergency situations:

<i>Novice:</i> The learner is able to:	<i>Advanced Beginner:</i> The learner is able to:	<i>Competent:</i> The learner is able to:	<i>Proficient:</i> The learner is able to:	<i>Expert/Master:</i> The learner is able to:

I AM A PATIENT CARE PROVIDER (PC)

I can diagnose and treat patients

The learner displays:

Please choose one or a few competencies listed in the bullets below and develop benchmarks using the RIME model

- The ability to obtain informed consent from patients, including the indications and contraindications to the procedure, as well as the risks and alternatives
- Competent performance of all medical and invasive procedures considered essential for the area of practice
- The ability to respond to patients with immediately life threatening conditions regardless of etiology by instituting appropriate initial therapy
- The ability to focus on preventive care by identifying risk factors for common diseases/injuries and screening appropriately.
- The ability to interpret the results of commonly used diagnostic tests and procedures
- The ability to develop and prioritize a patient problem list
- The ability to construct appropriate differential diagnoses
- The ability to develop and carry out patient management plans
- The ability to make informed decisions about diagnostic and therapeutic interventions based on patient information and preference, up-to-date scientific evidence, and clinical judgment
- The ability to apply knowledge of the basic and clinically supportive sciences to the care of patients

RIME:

Reporter: The learner is able to:

Interpreter: The learner is able to:

Manager: The learner is able to:

Educator: The learner is able to:

DEVELOPMENTAL MODELS OF ASSESSMENT

Dreyfus Model of Skill Development:					
<p>Novice:</p> <ul style="list-style-type: none"> • Is rule driven • Uses analytic reasoning and rules to link cause and effect • Has little ability to filter or prioritize information, so synthesis is difficult at best and the big picture is elusive 	<p>Advanced Beginner:</p> <ul style="list-style-type: none"> • Is able to sort through rules and information to decide what is relevant based on past experience • Uses both analytic reasoning and pattern recognition to solve problems • Is able to abstract from concrete and specific information to more general aspects of a problem 	<p>Competent:</p> <ul style="list-style-type: none"> • Emotional buy-in allows the learner to feel appropriate level of responsibility • More expansive experience tips the balance in clinical reasoning from methodical and analytic to more readily identifiable pattern recognition of common clinical problem presentations • Sees the big picture • Complex or uncommon problems still require reliance on analytic reasoning 	<p>Proficient:</p> <ul style="list-style-type: none"> • Breadth of past experience allows one to rely on pattern recognition of presenting illness such that clinical problem solving appears to be intuitive • Still needs to fall back to methodical and analytic reasoning for managing problems because exhaustive number of permutations and responses to management have provided less experience in this regard than in illness recognition • Is comfortable with evolving situations; able to extrapolate from a known situation to an unknown situation (capable); • Can live with ambiguity 	<p>Expert:</p> <ul style="list-style-type: none"> • Thought, feeling, and action align into intuitive problem recognition and intuitive situational responses and management • Is open to notice the unexpected • Is clever • Is perceptive in discriminating features that do not fit a recognizable pattern 	<p>Master:</p> <ul style="list-style-type: none"> • Exercises practical wisdom • Goes beyond the big picture and sees bigger picture of culture and context of each situation • Has a deep level of commitment to the work • Has great concern for right and wrong decisions; this fosters emotional engagement • Is intensely motivated by emotional engagement to pursue ongoing learning and improvement • Reflects in, on, and for action

RIME Model of Cognitive Development:			
<p>Reporter:</p> <ul style="list-style-type: none"> • Accurate gathering of facts • Clear communication of facts • Consistency in bedside skills • Good interpersonal relationships with patients • 3-4th year of med school (Pangaro) 	<p>Interpreter:</p> <ul style="list-style-type: none"> • Prioritizes information • Synthesizes relevant info • Creates a differential diagnosis • Interprets data • Analyzes problems • Emotional buy-in that equates with active role in contributing to outcome • Interns (Pangaro) 	<p>Manager:</p> <ul style="list-style-type: none"> • Knowledge, confidence & judgment to filter information and make decisions • Level of maturity allows for shared decision making with those impacted by the decisions 	<p>Educator:</p> <ul style="list-style-type: none"> • Deep understanding of content and application • Able to convey information and experience to others in a meaningful way • Maturity & confidence to educate team/faculty • Possesses insight, drive & skill needed to an EBM practitioner

Kegan/Forsythe Model of Identity/Professional Development:			
<p>Stage 2:</p> <ul style="list-style-type: none"> • Focus is self-centered with limited understanding of the perspective of others in the context of impact on self • Driving force is personal achievement or consequence avoidance • Behavior based on rules of the profession as prescribed by teachers 	<p>Stage 3:</p> <ul style="list-style-type: none"> • Shared identity with members of the profession • Other's feelings are beginning to be incorporated into self-concept • Values internalized: not just rules • Still don't necessarily "own" values which causes difficulty in resolving competing expectations 	<p>Stage 4:</p> <ul style="list-style-type: none"> • Mature autonomous identity • Sees self as a professional • Individual owns his/her values and expectations • Ownership allows individual to reconcile clashes between personal and professional goals 	<p>Stage 5:</p> <ul style="list-style-type: none"> • Can see value systems beyond his/her own • Can be flexible in defining values based on bigger perspective

