

MD Program -- Phase 3 Clinical Assessment - LTCs

Phase 3 Clinical Assessment

<https://dataviz.med.wisc.edu/sense/app/014efdfb-278f-415f-8b3a-c98944c99573>

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MD_Program

B r i e f D e s c r i p t i o n	Data related specifically to Phase 3 of the Assessment Performance.
D a t a C l a s s i f i c a t i o n	Sensitive
D e v e l o p e r	David Henry
P r i m a r y A u d i e n c e	Longitudinal Teacher Coaches. This dashboard is for use by the LTCs to prepare for their coaching discussions with students.
D a t a S o u r c e s	Student schedule, name, and assessment information are all sourced from Oasis, the school's scheduling and enrollment system. Competencies and their mappings to form questions are defined internally by the Medical Education Office. All of this information is loaded into the SMPH data warehouse (AADW) and used to create Qlik data files (QVDs), which the app then uses directly.

D a t a L o a d S c h e d u l e	daily
D e f i n i t i o n s	<p>Assessment questions are mapped to one of 9 potential competencies, with a handful of these further splitting into more granular subcompetencies. The major competencies include: Patient Care History Taking, Physical Exam Skills, and Clinical Reasoning (PC1): Acquires and synthesizes relevant patient information to formulate an appropriate differential diagnosis and patient- centered care plan. Patient Education (PC2): Counsels and educates patients and their families about health conditions, disease prevention and management, and community resources to meet health needs. Procedural Skills (PC4): Performs basic procedural skills related to the care of the patient including the appropriate utilization of informed consent. Interpersonal Communication Communicating with Patients & Families (IC1): Demonstrates effective communication using oral, written and electronic formats to establish and maintain collaborative relationships with patients, families and communities. Written and Oral Communication (IC2): Demonstrates effective communication using oral, written and electronic formats to establish and maintain collaborative relationships with members of the interprofessional team. Globals Each competency area (such as Patient Care, or Interpersonal Communication) features at least one 'global' question, which effectively asks the assessor to speak to the student's overall performance in that area. These global questions are their own separate, distinct question on the assessment form (i.e. not the average of the other questions in that competency area). The global questions include: Overall Patient Care Skills Overall Patient Communication Overall Oral & Written Communication Overall Practice-Based Learning Skills Overall Performance</p>
P l a n s f o r F u t u r e D e v e l o p m e n t	Continued refinement based on feedback from coaches; exploring how to share a similar filtered view with students directly.
A d d i t i o n a l N o t e s	