

MUN Internal Medicine

Introducing Competency By Design: Newsletter 4



**Shifting gears....
Transition to CBD:
July 2019**

CBD Feedback Cards

Over the next month or so, residents will take a proactive approach in obtaining feedback regarding their performance in certain tasks.

Observers can share feedback with learners using the feedback cards. This should be done on the spot, in real time.

Feedback Cards

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**Discipline of Medicine
CBD Feedback Card**

CORE EPA 1

Date: _____

Rotation: _____ Direct/Indirect Observation: _____

Site: ☐ HSC ☐ SCMH Setting: _____

Complexity: _____

FEEDBACK:

ACTION PLAN:

Comments here should include how to make the learner become entrustable in the given EPA. Feedback should include an actionable item.

Residents Name: _____ Print _____ Signature _____

Staff Name: _____ Print _____ Signature _____

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CORE EPA 1

Assessing, diagnosing, and managing patients with complex or atypical acute medical presentations

Indicate the resident's status for each of these criteria by putting a X on the corresponding scale.

Lots of Assistance Independent Expert

CORE EPA 1

☐ I had to do ☐ I had to talk them through ☐ I needed to prompt ☐ I needed to be there just in case ☐ I didn't need to be there

PROFESSIONAL AND PATIENT SAFETY:

Do you have any concerns regarding this learner's professionalism? ☐ No ☐ Yes

Do you have any concerns regarding patient safety? ☐ No ☐ Yes

CBD emphasizes professional and patient safety



Milestones that make up specific EPAs are listed on **pages 3-4** of the feedback cards. Observers should mark appropriate milestones using the Ottawa Score (see below).

- 4** ME 1.5 Maintain a duty of care and patient safety while balancing multiple responsibilities
- 3** ME 2.1 Consider clinical urgency and comorbidities in determining priorities to be addressed
- 3** ME 2.2 Perform complete and appropriate assessment of complex clinical presentations, including consideration of competing treatment needs
- 5** ME 2.2 Select and interpret appropriate investigations based on a differential diagnosis
- 5** ME 2.2 Integrate and summarize information obtained through the clinical assessment and investigations
- 5** ME 2.2 Generate and prioritize the differential diagnoses
- 4** ME 2.2 Monitor the evolution of the clinical course and/or the patient's response to treatment
- 3** ME 2.4 Generate management plans that address on-going diagnostic uncertainty, address treatment needs, evolve with the clinical course, and incorporate best practice and evidence-based guidelines

Milestones that make up the EPA

Indicate individual milestone scores here

Score the milestones with the Ottawa Score.

Ottawa Score

1	2	3	4	5
I had to do	I had to talk them through	I needed to prompt	I needed to be there just in case	I didn't need to be there