

TUTOR GROUP COACHING NOTES

Student Objectives for Small Group Learning

1. Develop a rigorous reasoning process
 - A. Ask pertinent questions
 - B. Make use of available data to make links
2. Develop a useable knowledge base
 - A. Understand underlying biological and psychological principles
 - B. Understand disease processes and their presentations
3. Become a habitual learner
 - A. Identify gaps in knowledge and work to fill them
 - B. Identify and use relevant resources
4. Become an effective team player
 - A. Develop listening skills
 - B. Participate in group work
 - C. Develop leadership skills

PBL GOAL #1. Develop a rigorous reasoning process (Critical Thinking → Clinical Reasoning)

How does the student contribute to the development of the case?

Contributes few differentials or cannot justify	Contributes some differentials, justifies some	Contributes many differentials and justifies very well
Cannot use patient data to refine hypotheses	Can use some patient data to refine hypotheses, justification may be lacking	Uses patient data to refine hypotheses and can justify very well
Asks no or few questions regarding history, physical exams; struggles with lab tests	Asks appropriate questions and identifies necessary lab tests, but does not always justify or use to develop hypotheses	Asks relevant history and physical exam questions, identifies appropriate labs and uses this data to develop sound hypotheses
Unprepared for to summarize patient data, or presentation lacks organization and clarity	Prepared and organized to provide patient summary, but presentation may require assistance from others	Strong ability to articulate a case presentation in a concise and thorough manner

What does the student do well?

What can the student **specifically do** to make improvements in his/her contributions to case development?

PBL GOAL #2. Develop a useable knowledge base

Can the student express their understanding of relevant concepts?

Has difficulty expressing understanding of underlying biological and psychological principles	Can express understanding of biological and psychological principles adequately	Has strong ability to express biological and psychological principles and makes connections to clinical medicine
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What does the student do well?

What can the student **specifically do** to make improvements in his/her knowledge base (i.e. comments)?

PBL GOAL #3. Become a habitual learner

How well does the student prepare, what is their self-directed learning process?

Preparation for group is frequently inadequate	Preparation for group is adequate	Excellent preparation to participate and frequently lead the group
Has trouble identifying gaps in knowledge (learning issues)	Identifies gaps	Excellent grasp of knowledge gaps and noticeably works to remedy these
Relies only on board study materials	Sometimes uses primary resources in addition to board study materials	Integrates board study materials with primary texts or literature

What does the student do well?

What can the student **specifically do** to make improvements in his/her approach to self-directed learning (i.e. comments)?

PBL GOAL #4. Become an effective team player and develop professionalism

How well does the student work as a part of the team?

Frequently or occasionally late	On time and generally prepared to begin	Always on time and frequently ready to lead the group
Frequently unprepared	Generally prepared and contributes to sufficient depth	Always prepared and frequently ready to lead
Does not lead discussions, reluctant to contribute when prompted	Sometimes leads, adequate depth	Leads voluntarily, excellent depth and integrates others into the discussion
Does not listen or is distracted frequently	Listens and contributes to discussion	Listens, integrates ideas, and incorporates others' ideas into the discussion
Frequently has a negative attitude, and/or is a nonproductive group member	Generally positive attitude and productive group member	Always positive, productive member, frequently leads the group and assists others in learning
Does not or reluctantly contributes to group tasks, or infrequently contributes	Volunteers for group tasks and participates adequately	Directs group frequently and incorporates the work of others
Provides little or no constructive feedback	Provides adequate feedback, makes improvements based upon previous feedback	Provides insightful feedback and incorporates the ideas of others, evidence of improvements based on previous feedback

What does the student do well?

What can the student **specifically do** to improve his/her contributions to group work?

5. Comment on the function of the *group* as a whole.

A large, empty rectangular box with a thin black border, intended for the student to write their comment on the function of the group as a whole.