Student Assessment of the Problem Based Learning Block,
Weeks of Feb and April 2012

DATE: ___________________ FACILITATOR: ______________________

Please rate the following components of the course in terms of their HELPFULNESS TO YOUR LEARNING, by CIRCLING the appropriate number along the line. Use the following scale unless otherwise directed. (1 is the highest; 5 is the lowest).

1 2 3 4 5
very helpful helpful neutral unhelpful very unhelpful

How HELPFUL to your learning were these components of the block?

1. The patient cases................................................................. 1 2 3 4 5
2. The two-hour “Team Rounds” (8-10 am, Tu, W, Th)—formulating DDx’s, making presentations, and agreeing on the final diagnosis and problem list ……… 1 2 3 4 5

How HELPFUL to your learning were these aspects of Team Rounds?

Discussing the Previous Case

3. Listening to PowerPoint presentations by other students in my group .................. 1 2 3 4 5
4. Discussing the case in my group ........................................................................ 1 2 3 4 5
5. Choosing a primary diagnosis ............................................................................. 1 2 3 4 5
6. Developing the rationale for the diagnosis ....................................................... 1 2 3 4 5
7. Learning how to summarize a case ............................................................... 1 2 3 4 5

Discussing a New Case

8. Developing a differential diagnoses list ............................................................. 1 2 3 4 5
9. Developing a problem list ................................................................................... 1 2 3 4 5
10. Contributions from other students .................................................................. 1 2 3 4 5
11. Creating my PowerPoint presentations............................................................ 1 2 3 4 5

Sources: How helpful to your learning were these sources of information to you during the Transition Block?

12. Main Web resources used: ________________________________________________

13. Notes and handouts from courses ................................................................. 1 2 3 4 5
14. Watching archived lectures from previous courses ......................................... 1 2 3 4 5
15. Do you anticipate accessing the archived presentations again? (Circle one) .......... Yes; No
Student Assessment of the Problem Based Learning Block,
Weeks of Feb and April 2012

Please help us improve the format by answering the following questions.
16. How could we improve the 8:00-10:00 am. “Team Rounds”?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Comparison of the two formats of Self-Directed Learning
17. You have experienced two types of self-directed learning: 1) Case Based Learning (in Rheumatology and Infectious Diseases) and 2) the PBL/Transition Block course.
Please compare the two self-directed formats with regard to their helpfulness to your learning by circling the appropriate number based on the scale below.
___ Case-Based Learning (in Rheumatology and Infectious Diseases)
___ PBL/Transition Block course

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBL is</td>
<td>much more</td>
<td>PBL is</td>
<td>a little more</td>
<td>about</td>
<td>CBL is</td>
</tr>
<tr>
<td>helpful</td>
<td>helpful</td>
<td>they are</td>
<td>a little more</td>
<td>the same</td>
<td>helpful</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| None of the above expressed my view.
Please explain your answer
________________________________________________________________________

Standard UMSM curriculum evaluation questions:
For questions 19-21, please use the following scale to indicate your degree of agreement with each statement.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

18. The orientation/overview of the course was communicated effectively………………1 2 3 4 5
19. The goals and objectives were clearly defined…………………………………1 2 3 4 5
20. Ample opportunities were provided to gain knowledge and skills………………1 2 3 4 5
Student Assessment of the Problem Based Learning Block,
Weeks of Feb and April 2012

Student motivation:
21. Please circle a number to indicate your feelings about the PBL block BEFORE you started it.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very positive</td>
<td>a little positive</td>
<td>neutral</td>
<td>a little negative</td>
<td>very negative</td>
</tr>
</tbody>
</table>

22. Please circle a number indicate your feelings about the PBL block AFTER taking it.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very positive</td>
<td>a little positive</td>
<td>neutral</td>
<td>a little negative</td>
<td>very negative</td>
</tr>
</tbody>
</table>

(Please write any comments below)