UMSM, Student Assessment of Transition Block: Second Half

DATE: __________

TUTOR (2nd half): __________________________________________________________

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

1 2 3 4 5
Very helpful Helpful Neutral Unhelpful Very unhelpful

Identifying learning needs:
1. The USMLE Step I practice exam ................................................................. 1 2 3 4 5
2. Patient problems in the cases as sources of identifying learning needs ........... 1 2 3 4 5
3. Self-assessment during the Friday reflective session ..................................... 1 2 3 4 5

Comments?
________________________________________________________________________
________________________________________________________________________

Learning resources:
4. The group discussions ..................................................................................... 1 2 3 4 5
5. Self-directed learning outside of the tutorial................................................... 1 2 3 4 5
6. Learning from other students ......................................................................... 1 2 3 4 5
7. The materials available for learning (texts, articles, etc.) ............................... 1 2 3 4 5
8. The Consultation Panel of resource persons .................................................. 1 2 3 4 5
9. Consultation panels I attended were 1) all; 2) >50%; 3) 50%; 4) a few; 5) none 1 2 3 4 5
10. Other resource persons available .................................................................. 1 2 3 4 5
    Identify: __________________________________________________________________
11. Library facilities (Texts, journals, Medline searches) ...................................... 1 2 3 4 5
12. The Internet .................................................................................................... 1 2 3 4 5
13. Notes and handouts from previous courses .................................................. 1 2 3 4 5
14. Watching archived lectures from previous courses ...................................... 1 2 3 4 5

Comments?
________________________________________________________________________
The group leadership:
15. By the tutor .........................................................................................…………. 1 2 3 4 5
16. By students themselves ........................................................................................ 1 2 3 4 5
17. Using the following scale, please compare tutored groups with tutorless groups with regard to how helpful they were to your learning:

1 2 3 4 5
tutored grps. were tutored grps. were no difference tutorless grps were tutorless grps were
much more helpful a little more helpful a little more helpful much more helpful

18. Can you think of some specific ways in which tutored groups are better for learning than tutorless groups? Please note them here.

19. Can you think of some specific ways in which tutorless groups are better for learning than tutored groups? Please note them here.

The cases themselves:
20. Carol Lake (rheumatoid arthritis, depression—Case 5)........................................... 1 2 3 4 5
21. Rachel Bantam (delayed puberty, Crohn's disease—Case 6)................................. 1 2 3 4 5
22. Lendall Bramwell (alcoholic hepatitis, variceal bleeding—Case 7)......................... 1 2 3 4 5
23. Arletta Knighton (STD's, HIV, diarrhea, pneumonia—Case 8)......................... 1 2 3 4 5
24. Nikki Johnson (eclampsia, neonatal resp. failure, PDA, pulmonary Embolism—Case 9) 1 2 3 4 5
25. Cyndi Wellon (hypercoaguability, SLE, dermatitis—Case 10).............................. 1 2 3 4 5

Comments?

_____________________________________________________________________________
_____________________________________________________________________________

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Standard UMSM Curriculum Evaluation Questions:
For questions 26-30, please use the following scale to indicate your degree of agreement with each statement.

1 2 3 4 5
Strongly agree  Agree  Neutral  Disagree  Strongly disagree

26. The orientation/overview of the course was communicated effectively ………. 1 2 3 4 5
27. The goals and objectives were clearly defined ………………………………………. 1 2 3 4 5
28. Ample opportunities were provided to gain knowledge and skills……………….. 1 2 3 4 5
29. The goals and objectives were clearly defined ………………………………………. 1 2 3 4 5
30. Student evaluation/grading policy was consistent with course objectives………. 1 2 3 4 5

Student Motivation:
31. Circle a number on the scale below to indicate your feelings about this transition block just prior to the start of the block.

1 2 3 4 5
very positive  a little positive  neutral  a little negative  very negative

32. Circle a number on the scale below to indicate your feelings about this transition block BEFORE taking the transition block.

1 2 3 4 5
much more positive  a little more positive  unchanged  a little more negative  much more negative

33. Circle a number on the scale below to indicate your feelings about this transition block AFTER taking the transition block.

1 2 3 4 5
much stronger  a little stronger  unchanged  a little weaker  much weaker

34. The ten-week Transition Block is 1) too long; 2) about right; 3) too short (Please circle one)
…………………………………………………………………………………………………. 1 2 3

Open-Ended Comments:
Please describe any strengths or weaknesses of this transition block or make any further comments below or on the reverse side of this form.