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| **Public Health Specialty Training Programme****Case-based discussion (CBD) form** |

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| **Registrar name** |  |
| **Grade** |  |
| **Placement** |  |
| **Supervisor name** |  |
| **Date completed** |  |

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| **Description and aims of this CBD** |
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| **Description of any evidence attached** | **Relevant LOs** |
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| **Registrar reflection** |
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| **Topic dimensions** | **Below expectation** | **Meets expectation** | **Above expectation** | **NA** |
| **Knowledge***e.g. relevant theory/model/framework* | [ ]  | [ ]  | [ ]  | [ ]  |
| **Critical thinking***e.g. balanced appraisal of evidence, identifying gaps in evidence* | [ ]  | [ ]  | [ ]  | [ ]  |
| **Public health perspective***e.g. inequalities, vulnerable groups, PH implications, sustainability* | [ ]  | [ ]  | [ ]  | [ ]  |
| **Wider policy/political/environmental context***e.g. links to national/international policy/political and environmental factors* | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Judgement dimensions** | **Below expectation** | **Meets expectation** | **Above expectation** | **NA** |
| **Defines the problem***Issues raised, conflict/challenge to resolve* | [ ]  | [ ]  | [ ]  | [ ]  |
| **Integrates information***Use of data/information/evidence available* | [ ]  | [ ]  | [ ]  | [ ]  |
| **Prioritises options***Identify and appraise options* | [ ]  | [ ]  | [ ]  | [ ]  |
| **Considers implications***Identify implications and for whom* | [ ]  | [ ]  | [ ]  | [ ]  |
| **Justifies decisions***Balanced use of evidence/information to justify decision* | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Personal and Professional dimensions** | **Below expectation** | **Meets expectation** | **Above expectation** | **NA** |
| **Insight and self-awareness***e.g. reflection, strengths and weakness*  | [ ]  | [ ]  | [ ]  | [ ]  |
| **Relationships with others***e.g. stakeholders, team, colleagues* | [ ]  | [ ]  | [ ]  | [ ]  |
| **Responding to complex/evolving situations***e.g. balanced views*  | [ ]  | [ ]  | [ ]  | [ ]  |
| **Professionalism** | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Feedback and areas for improvement*****Please comment on any dimensions marked ‘below’ or ‘above’ expectations and outline any agreed actions, recommendations for further development, or areas for reflection.*** |
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| **Guidance on CBD** |
| Definition from the FPH Public Health Specialty Training Curriculum 2015:***Case-based discussion (CBD)****From time to time there will be situations when educational and project supervisors are able to explore the registrar’s understanding of a number of components of a project. This may involve the use of a number of resources for reference when undertaking this type of assessment.**Case-based discussions should again be planned in relation to the assessment blueprint document and the context of the project and learning outcomes to be addressed. Outcomes following CBD assessments should be documented and fed back in an appropriate and timely manner. Any development requirements should also be identified and discussed in tandem with providing feedback.*For further information, and for details of Learning Outcomes, see: <http://www.fph.org.uk/uploads/PH%20Curriculum%202015_approved.pdf> This revised form offers supervisors a tool to provide structured feedback following a case-based discussion with a registrar on a topic, project, or experience as part of their training. CBDs can be used to demonstrate evidence of knowledge not otherwise covered through a registrar’s work, and can be used to explore difficult situations or experiences and identify learning.A CBD can be done one to one between supervisor and registrar, or with a small group of registrars; however, one form would need to be completed for each registrar. Depending on the nature of the CBD, supervisors should only complete relevant areas for assessment (Topic, Judgement, Personal and Professional) and dimensions within them. These dimensions can help guide structured questioning and feedback during the CBD. Instructions for Registrars: this CBD (and any accompanying documentary evidence) should be uploaded as evidence on your e-Portfolio, and linked to an Activity Summary Sheet (ASS); learning points and any actions arising should be captured as part of your reflections following the CBD, which should be captured both on the form, and on the corresponding ASS.  |