

# MS1 Competency Assessment: CBI

(Photo of student)

## Directions

Select the performance level of assessment and specify the corresponding competency criteria.

For all level ratings, supporting **specific comments** are *required*.

Competency & EPOs	Milestone Level Achieved		
	Level 1 (Does not meet expectations)	Level 2 (Meets expectations)	Level 3 (Exceeds expectations)
<b>Interpersonal and Communication Skills</b> <i>Cooperate, collaborate, and communicate with team;</i>	Only responds to presentation when prompted or is disengaged	Engages in conversation with the group beyond responding when prompted	Engages all members of group in conversation,  Leads others to reach a common goal;
<i>Document and present patient data, use effective nonverbal communication and questioning;</i>	Presents incomplete or inaccurate information about a case;  Omits visual or written material, and questions	Presents complete and accurate information about a case;  Includes visual aids, written material, and questions	Presents complete, accurate, and succinct information about a case;  Summarizes and synthesizes concepts using visual aids or written material, and questions
<i>Uses focused listening skills;</i>	Interrupts others or is inconsiderate of others' perspectives	Listens to others' perspectives and allows others to finish their input;	Also acknowledges input as relevant and meaningful by responding in a positive manner
<b>Professionalism</b> <i>Attend mandatory sessions; prepares for group activities</i>	-Misses a mandatory session with an unexcused absence, or -Neglects to notify Block Director and CBI Facilitator, or  -Is unprepared, or arrives late to 3 or more sessions that is unexcused	-Attends all mandatory sessions or misses a mandatory session with an excused absence, and -Notifies Block Director and CBI Facilitator, and  -Is prepared, arrives on time, or is late to 1-2 sessions that is excused	Is prepared and arrives on time for all sessions
<i>Maintain a teachable attitude, giving/receiving constructive feedback;</i>	Responds in a defensive manner to feedback,  Is unwilling to learn	When given feedback, responds openly but does not solicit it,  Is willing to learn	Initiates giving and receiving feedback;  Is willing to learn and help others learn
<i>Respect contributions of others, show compassion, sensitivity, respect toward others, including diversity*;</i>	Is rude or inattentive and displays harassing or interrupting behaviors toward others;  Is insensitive toward others	Is attentive and displays respectful behaviors toward others;  Is considerate of others	Also acknowledges the contributions of others and fosters teamwork

<i>Exhibits integrity and accountability in all interactions;</i>	Is not forthcoming about the degree to which they contributed to tasks  Avoids or shirks responsibility of committing to or completing tasks	Honestly represents their contributions to tasks;  Takes responsibility of committing to/completing tasks	Also encourages the group to share information among its members
<i>Demonstrate knowledge and commitment to ethics</i>	Considers only one side of an issue	Considers multiple aspects of an issue	Also highlights ethical principles involved in all aspects of the case
<b>Medical Knowledge</b> <i>Is able to analyze, explain and discuss medical knowledge as it applies to patient care</i>	Has difficulty linking MK facts to realistic concepts;  Provides a superficial synopsis of related but not relevant material	Applies MK facts to realistic concepts;  Explains relevant material in a correct, explanatory manner	Also explains integrated concepts in a succinct manner
<b>Specific comments (required):</b> <i>What did the student do well, not so well, suggestions for improvement?</i>			

\*Refers to all individuals encompassing diversity as defined in the EPOs: <http://phoenixmed.arizona.edu/education/degree-programs/md-program/curriculum/educational-program-objectives>