

MS2 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)
Interpersonal and Communication Skills <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</i>	Presents incomplete or inaccurate information about a case; Omits visual or written material, and questions	Presents complete and accurate information about a case; Summarizes concepts and 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>Elicit 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
Professionalism <i>Attend mandatory sessions;</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 2 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 and help others 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, displays harassing or interrupting behaviors toward others; Is inconsiderate of others	Is attentive, displays respectful behaviors toward others; Is considerate of others	Also acknowledges the contributions of others

<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
<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
Medical Knowledge <i>Analyze, explain 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; Summarizes relevant material in a succinct manner	Also applies critical thinking to discuss potential pitfalls that could lead to errors in diagnosis or treatment
Patient Care <i>Reason deductively to diagnose;</i>	Jumps to conclusions to identify differential diagnosis	Reasons deductively to identify differential diagnosis	Also explains why by supporting the order of likelihood of each
<i>Identify diagnostic procedures and/or tests, & correctly interprets results</i>	Incorrectly identifies clinically relevant diagnostic procedures and/or tests; -Incorrectly interprets results	Correctly identifies clinically relevant diagnostic procedures and/or tests; -Correctly interprets results	Also explains relevance of results
<i>Outline an initial management plan</i>	Has difficulty linking findings to develop an initial management plan	Links findings to develop an initial management plan	Also explains the rationale by identifying risks and benefits
Critical Appraisal <i>Recognize own limitations, admit error, improve behavior</i>	Refuses to admit error or ostracizes others for their error	Admits error and corrects the error	Also identifies what could be done differently to avoid error
<i>Critically assess literature; use evidence-based strategies and critical thinking;</i>	Accepts what is read from reliable sources without critical appraisal; Uses non-evidence based strategies to support decisions	Identifies potential biases and limitations of reliable source; Uses evidence-based strategies to support decisions	Also compares with other sources; Discerns differences in quality between evidence-based resources;
Societal Awareness <i>Is knowledgeable of physician and team role/responsibilities</i>	Demonstrates limited understanding of physician and team member roles	Acknowledges physician and team member roles	Also applies knowledge of roles in describing a team approach to care
<i>Acquire relevant information about the health of populations, discuss the provision of patient-centered care services;</i>	Provides superfluous information about identified populations; Is unable to relate information to the provision of patient-centered care	Presents relevant, useful information about health of the population, Discusses its effects in providing patient-centered care	Also evaluates applicable community-based resources and implications for overall population health

Specific comments (required): *What did the student do well, not so well, suggestions for improvement?*