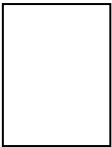




## Electives & Selectives Student Assessment: **NON-PATIENT CARE**



Student Name: \_\_\_\_\_

Elective Title: \_\_\_\_\_

Location: \_\_\_\_\_ Dates: \_\_\_\_\_

Evaluator name/title: \_\_\_\_\_

The milestones for MS4 students are arranged in columns of progressive stages of competence that best describe a student's summary performance for that sub-competency. Selecting a response box:

- In the middle of a column implies that the student has demonstrated those milestones.
- On a line in between columns indicates that milestones in the preceding column have been demonstrated, as well as initial or partial demonstration of milestones in subsequent column.
- Any individual EPO with a rating of **< 2.0** indicates a significant concern and **must be described in the comments section. Two or more ratings of <2.0** will result in the **student failing the elective.**

**By checking here I verify that there is no Conflict of Interest.** Conflict of interest is defined in our policies linked here: Conflict of Interest Assessment and Evaluation Policy, Conflict of Interest Faculty Providing Counsel Policy, Conflict of Interest Faculty Providing Medical Care Policy.

| Competency Areas and EPOs  | <b>Does not Meet Expectations</b><br><i>Functioning below expected level of training for a 4th yr medical student</i>  | <b>Meets Expectations</b><br><i>Functioning at the expected level of training for 4th yr medical student</i>   | <b>Exceeds Expectations</b><br><i>Functioning above the expected level of training for 4th yr medical student</i>   | <b>Did Not Observe</b> |
|--|--|--|---|------------------------|
| <u>Medical Knowledge</u><br><i>Apply medical knowledge, formulate questions develop strategies to address them</i> | Unable to apply MK facts to research and current medical literature<br><br>Is unable to summarize relevant material to correctly convey understanding of content<br>1.0 <input type="radio"/> 1.5 <input type="radio"/>                              | Applies MK facts to research and current medical literature<br><br><b>Summarizes</b> relevant material to correctly convey understanding of content<br>2.0 <input type="radio"/> 2.5 <input type="radio"/>   | Also addresses further questions for inquiry or gaps in knowledge<br><br>3.0 <input type="radio"/>  |                        |
| <u>Critical Appraisal</u><br><i>Critically evaluate information</i>  | Is unable to examine assumptions, evaluate evidence and assess conclusions for relevance<br>1.0 <input type="radio"/> 1.5 <input type="radio"/>  | <b>Examines assumptions, evaluates evidence</b> and assesses conclusions for <b>relevance</b><br>2.0 <input type="radio"/> 2.5 <input type="radio"/>   | Also demonstrates <b>practical application</b> of clinical relevance of the literature to context of practice<br>3.0 <input type="radio"/>                  |                        |
| <u>Access/Appraise evidence from literature</u>  | Conducts <b>non-evidence based search</b> or finds irrelevant information<br>1.0 <input type="radio"/> 1.5 <input type="radio"/>   | Conducts <b>evidence-based search</b> and finds <b>relevant information</b> to the course<br>2.0 <input type="radio"/> 2.5 <input type="radio"/>   | Also <b>presents findings</b> in the <b>context</b> of levels of evidence in medical literature<br>3.0 <input type="radio"/>                                |                        |
| <u>Recognize limitations, admit error</u>  | <b>Struggles</b> instead of acknowledging limitations/obstacles<br><br>Is <b>unable</b> to identify a <b>plan</b> to change limitations or resources needed<br>1.0 <input type="radio"/> 1.5 <input type="radio"/>                                   | <b>Acknowledges limitations/obstacles</b><br><br>Identifies a <b>plan to change</b> limitations or resources needed<br>2.0 <input type="radio"/> 2.5 <input type="radio"/>   | Also <b>demonstrates improvement</b> in self-identified limited area/s<br>3.0 <input type="radio"/>   |                        |
| <u>Communication</u><br><i>Use effective written/verbal communication techniques</i>                               | Presents <b>inaccurate or irrelevant</b> information in an <b>inarticulate</b> and <b>unorganized</b> manner<br><br>In presentations, forgets to asks participants if they have any questions<br>1.0 <input type="radio"/> 1.5 <input type="radio"/> | Presents <b>accurate and pertinent</b> information in an <b>articulate</b> and <b>organized</b> manner<br><br>In individual or group presentation, asks participants if they have any questions<br>2.0 <input type="radio"/> 2.5 <input type="radio"/> | Also <b>summarizes information</b> in a thorough manner or <b>explains concepts</b> that may be confusing for the participants<br>3.0 <input type="radio"/> |                        |
| <u>Professionalism</u><br><i>Is accountable, self-responsive</i>   | Completes tasks <b>late</b> , is unable to <b>balance time commitments</b><br>1.0 <input type="radio"/> 1.5 <input type="radio"/>  | <b>Completes tasks on time</b> , successfully <b>balances time</b> commitment<br>2.0 <input type="radio"/> 2.5 <input type="radio"/>   | Completes tasks/assignments <b>in advance</b><br>3.0 <input type="radio"/>  |                        |
| <u>Seek extra responsibility</u>   | Performs <b>less than</b> what is <b>required</b> on assignments/tasks<br>1.0 <input type="radio"/> 1.5 <input type="radio"/>  | Asks for <b>additional responsibility</b> on assignments/tasks<br>2.0 <input type="radio"/> 2.5 <input type="radio"/>  | Also performs <b>more than</b> what is required on assignments/tasks in an independent manner<br>3.0 <input type="radio"/>                                  |                        |

| Competency Areas and EPOs   | <u>Does not Meet Expectations</u>   | <u>Meets Expectations</u>  | <u>Exceeds Expectations</u>   | <u>Did Not Observe</u> |
|---|---|--|---|------------------------|
| <i>Maintain a teachable attitude, is prepared and engaged</i>   | Responds in a <b>defensive</b> manner to feedback, or is <b>not willing to learn</b> ,<br><br>Is <b>unprepared</b> , arrives <b>late</b> , or <b>does not</b> obtain <b>approval</b> for absence or tardiness | Responds <b>openly</b> to feedback, but does not solicit it, and is <b>willing to learn</b><br><br>Is <b>prepared</b> , arrives <b>on time</b> , or <b>obtains approval</b> for absence or tardiness | <b>Initiates</b> giving and receiving feedback;<br><br><b>Incorporates</b> feedback for improvement;<br><br><b>Assists others</b> |                        |
| <i>Demonstrate integrity, self-confidence</i>   | Demonstrates <b>disrespectful</b> interactions with faculty, staff, colleagues, and patients  | Demonstrates <b>respectful</b> interactions with faculty, staff, colleagues, and patients  | <b>Positively distinguishes</b> themselves among faculty, staff, and colleagues   |                        |
| <i>Maintain confidentiality</i>   | Shares confidential information with <b>unidentified parties</b>  | Shares confidential information only with <b>identified parties</b>  | Also <b>implements additional measures</b> to secure participant confidentiality  |                        |
| <i>Societal Awareness<br/>Is aware of implications to practice, populations, areas of concern, educate others</i> | <b>Neglects</b> to explain <b>relevance</b> of implications to clinical practice and/or specific groups of people (e.g. homelessness, uninsured, substance abuse, elder abuse, domestic violence, etc...)     | <b>Explains relevance</b> of implications to clinical practice and/or specific groups of people (e.g. homelessness, uninsured, substance abuse, elder abuse, domestic violence, etc...)              | Also suggests population-specific, relevant <b>interventions</b> to address the problems  |                        |

**Overall Grade Determination Ratings:** (put explanation of grade determination – Level 1s) **Fail** \_\_\_\_\_ **Pass** \_\_\_\_\_ **High Pass** \_\_\_\_\_ **Honors** \_\_\_\_\_  
*Does not meet expectations Meets expectations Meets and exceeds some Exceeds expectations*

Formative comments to help optimize student performance (these comments will not appear in the Dean’s letter) (OPTIONAL):

Summative Dean’s Letter (MSPE) comments (REQUIRED FIELD):

Student Signature \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Signature \_\_\_\_\_

Date: \_\_\_\_\_

Course Director Signature \_\_\_\_\_  
*(if assessment completed by faculty other than course director)*

Date: \_\_\_\_\_

**Please return the completed form to:**

**COMPXH-Electives@email.arizona.edu**

**-OR-**

**Fax: 602-680-5483**