

# 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	Offers comments to group discussion	Actively engages in discussion with group members
<i>Document and present patient data, use effective nonverbal communication and questioning;</i>	Documents and presents incomplete or inaccurate information about a case	Documents and presents complete and accurate information about a case	Documents, and presents complete, accurate, and succinct information about a case
<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 or provide feedback	When given feedback, is accepting of feedback, but does not solicit it;  Is willing to learn and provide feedback	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

<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 ethical issues and identifies multiple/diverse perspectives	Also highlights ethical principles involved in all aspects of the case
<b>Critical Appraisal</b> <i>Recognize own limitations, gaps in knowledge, admit error, improve behavior and set improvement goals</i>	Refuses to admit error and is defensive, or ostracizes others for their error;  Has little insight into limitations and may over- or underestimate own abilities	Admits error and seeks help to correct error;  Acknowledges gaps in knowledge w/out becoming defensive	Also identifies what could be done differently to proactively avoid error or addresses improvement goals to continuously refine behavior
<i>Critically assess literature; use evidence-based strategies and critical thinking;</i>	Accepts what is read from reliable sources without critical appraisal;  Identifies non-evidence based strategies to support findings	Identifies potential biases and limitations of reliable source;  Identifies primary sources of evidence to support findings	Also compares with other sources;  Discerns differences in quality between evidence-based resources
<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>