

COMplete PHX 360: Self Reflection

(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> <i>Uses focused listening skills;</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>	Interrupts others or is inconsiderate of others' perspectives Presents incomplete or inaccurate information about a case; Omits visual or written material, and questions.	Listens to others' perspectives and allows others to finish their input Presents complete and accurate information about a case; Includes visual aids, written material and questions.	Also acknowledges input as relevant and meaningful by responding in a positive manner Presents complete, accurate, and succinct information about a case; Summarizes and synthesizes concepts using visual aids or written material, and questions.
Professionalism <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
Specific comments (required): <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>

Based on self-reflection at this time, please choose the option that best describes your agreement with the following statement:

My colleagues would want me a part of their professional/medical team:

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree