

Electives & Selectives Student Assessment: **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 & EPOs	Does not Meet Expectations <i>Functioning below expected level of training for a 4th yr medical student</i>	Meets Expectations <i>Functioning at the expected level of training for 4th yr medical student</i>	Exceeds Expectations <i>Functioning above the expected level of training for 4th yr medical student</i>	Did Not Observe
<i>Patient Care</i> <i>Demonstrate H&P</i>	Obtains an inaccurate or incomplete history Performs an unorganized or incomplete physical exam 1.0 <input type="radio"/> 1.5 <input type="radio"/>	Obtains an accurate history that includes most information; Performs an organized, complete exam 2.0 <input type="radio"/> 2.5 <input type="radio"/>	Obtains an accurate history that includes all information; Performs an organized, complete, and appropriately focused physical exam 3.0 <input type="radio"/>	
<i>Explain and interpret diagnostic tests</i>	Is unable to identify or explain clinically relevant tests and/or diagnostic procedures; Incorrectly interprets <input type="radio"/> results	Identifies and explains clinically relevant tests and/or diagnostic procedures; Correctly interprets <input type="radio"/> results	Also suggests additional tests, and explains relevance to patient care and value of a test compared to its alternatives <input type="radio"/>	
<i>Demonstrate deductive/diagnostic reasoning</i>	Considers findings to reach a diagnosis, but is unable to formulate a differential ; Is unable to support diagnosis or suggest alternative diagnoses when prompted <input type="radio"/>	Considers relevant positive/negative findings to reach a differential diagnosis; Supports differential diagnoses when prompted <input type="radio"/>	Prioritizes differential diagnoses based on comprehensive findings; Succinctly supports differential diagnoses with findings <input type="radio"/>	
<i>Recognize immediate life threatening conditions, institute appropriate therapy</i>	Is unable to discern patient distress (<i>i.e. changes in vital signs, clinical appearance, subjective symptoms</i>); Does not notify appropriate supervisor <input type="radio"/>	Correctly assesses patient distress (<i>i.e. changes in vital signs, clinical appearance, subjective symptoms</i>); Notifies appropriate supervisor and suggests appropriate initial therapy. <input type="radio"/>	Also addresses preemptive warning signs of impending patient deterioration with appropriate supervisor <input type="radio"/>	
<i>Create a management plan</i>	Develops a non-patient centered or inappropriate management plan <input type="radio"/>	Develops patient-centered management plan <input type="radio"/>	Also provides a comprehensive and advanced plan for follow-up treatment and continued care <input type="radio"/>	
<i>Collaborate with team members</i>	Works in isolation , only collaborates when requested <input type="radio"/>	Effectively communicates and collaborates with team members <input type="radio"/>	Also provides coordinated care centered on individual patient needs <input type="radio"/>	

Competency Areas & EPOs	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Did Not Observe
<u>Interpersonal & Communication Skills</u> <i>Document, present patient information</i>	Provides inaccurate and unorganized presentation of findings, written notes are unclear 1.0 <input type="radio"/> 1.5 <input type="radio"/>	Provides accurate and organized presentation of findings and written notes are clear 2.0 <input type="radio"/> 2.5 <input type="radio"/>	Also, presentation of findings are succinct and notes that have limited errors ; 3.0 <input type="radio"/>	
<i>Create ethical relationships, encourage wellness</i>	Is inattentive or provides unclear instructions and explanations to patients and families; <input type="radio"/>	Is attentive and provides clear instructions and explanations to patients and families <input type="radio"/>	Also checks for patient and family understanding by asking open-ended questions of patients <input type="radio"/>	
<i>Demonstrate effective communication skills with diverse* patient groups and families.</i> <i>*Diversity' is understood to include race, sex, ethnicity, culture, ability, disability, socioeconomic status, talents, language, religion, spiritual practices, sexual orientation, gender identity, biological differences, geographic region, age, country of origin and life experiences.</i>	Does not communicate effectively with diverse patient groups and families or does not recognize own biases. <input type="radio"/>	Communicates effectively with diverse patient groups and families; and recognizes own biases. <input type="radio"/>	Communicates effectively with diverse patient groups and families, and develops adaptive strategies to optimize clinical outcome while mitigating own biases. <input type="radio"/>	
<u>Critical Appraisal & Quality Improvement</u> <i>Recognize limitations, admit error</i>	Struggles instead of asking for help at appropriate times <input type="radio"/>	Asks for help at appropriate times <input type="radio"/>	Also anticipates when to ask for help and acts upon it <input type="radio"/>	
<i>Access/Appraise evidence</i>	Considers non-evidence based findings to their approach to patients <input type="radio"/>	Appraises and applies evidence-based findings to their approach to patients <input type="radio"/>	Also evaluates strength of scientific evidence <input type="radio"/>	
<i>Apply quality improvement to improve patient safety</i>	Is unaware of patient safety principles or is inattentive to these concepts in clinical situations <input type="radio"/>	Is aware of patient safety principles and is attentive to these concepts in clinical situations <input type="radio"/>	Actively works to promote patient safety and is able to identify barriers <input type="radio"/>	
<u>Professionalism</u> <i>Show integrity, accountability, responsiveness, and balance of self-care.</i>	Completes tasks only when assigned or convenient or is unaccepting of responsibility for own actions; Ignores duty hour limits and self-care <input type="radio"/>	Completes all tasks without the need for reminders or explicit directions and accepts responsibility for own actions; Complies with patient hand off expectations and duty hour limitations* <input type="radio"/>	Also actively seeks additional responsibilities related to patient care Acknowledges contributions of others <input type="radio"/>	
<i>Demonstrate sensitivity, empathy, respect for others</i>	Is insensitive or not empathetic toward others; Displays disrespectful behaviors and is not accepting of others <input type="radio"/>	Is sensitive and empathetic toward others; Displays respectful behaviors and conveys acceptance of others <input type="radio"/>	Also considers patients' beliefs, values, and cultural practices in patient care plans <input type="radio"/>	
<i>Maintain a teachable attitude, is prepared and engaged</i>	Responds in a defensive manner to feedback, or is not willing to learn , Is unprepared , arrives late , or does not obtain approval for absence or tardiness <input type="radio"/>	Responds openly to feedback, but does not solicit it, and is willing to learn Is prepared , arrives on time , or obtains approval for absence or tardiness <input type="radio"/>	Initiates giving and receiving feedback; Incorporates feedback for improvement; Assists others <input type="radio"/>	

<u>Competency Areas & EPOs</u>	<u>Does not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>	<u>Did Not Observe</u>
<u>Medical Knowledge</u> <i>Apply medical knowledge</i>	Demonstrates limited medical knowledge for MS4 student; relies heavily on resources 1.0 <input type="radio"/> 1.5 <input type="radio"/>	Demonstrates appropriate medical knowledge for MS4 student; relies somewhat on resources. Applies knowledge by interpreting patient symptoms & formulating an accurate care plan 2.0 <input type="radio"/> 2.5 <input type="radio"/>	Demonstrates advanced medical knowledge for MS4 student. Analyzes, explains, and discusses medical knowledge as it applies to highly effective care of specific patients 3.0 <input type="radio"/>	
<u>Societal Awareness & Responsiveness</u> <i>Is aware of cost & resource allocation</i>	Is unaware of external factors which may influence utilization and act as barriers to cost-effective care <input type="radio"/>	Is aware of external factors which may influence utilization and act as barriers to cost-effective care <input type="radio"/>	Also actively works to assist in the mitigation of barriers, promotion of improved health <input type="radio"/>	
<i>Recognize roles, responsibilities of the team</i>	Is unaware of physician and others' roles and responsibilities in offering preventive care; <input type="radio"/>	Identifies physician and others' roles and responsibilities in offering preventive care; <input type="radio"/>	Also recognizes the roles of other team members and seeks their input <input type="radio"/>	
<i>Acquire knowledge, identify resource, educate others</i>	Is unaware of relevant community based resources <input type="radio"/>	Is knowledgeable of or seeks information about relevant community based resources <input type="radio"/>	Also helps identify relevant community-based resources and educate others <input type="radio"/>	

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

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

Summative Dean's Letter (MSPE) comments:

Student Signature _____

Date: _____

Faculty Signature _____

Date: _____

Director Signature _____

Date: _____

(if assessment completed by faculty other than course director)

Please return the completed form to:

COMPHX-Electives@email.arizona.edu

-OR-

Fax: 602-680-5483