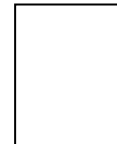




Electives & Selectives Student Assessment: **PATIENT CARE**



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	<u>Does not Meet Expectations</u> <i>Functioning below expected level of training for a 4th yr medical student</i>	<u>Meets Expectations</u> <i>Functioning at the expected level of training for 4th yr medical student</i>	<u>Exceeds Expectations</u> <i>Functioning above the expected level of training for 4th yr medical student</i>	<u>Did Not Observe</u>
<i>Patient Care</i> Demonstrate H&P	Obtains an inaccurate or incomplete history Performs an unorganized or incomplete physical exam 1.0 <input type="radio"/>	Obtains an accurate history that includes most information; Performs an organized, complete exam 1.5 <input type="radio"/> 2.0 <input type="radio"/>	Obtains an accurate history that includes all information; Performs an organized, complete, and appropriately focused 3.0 <input type="radio"/> physical exam 2.5 <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 <input type="radio"/> when prompted	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 <input type="radio"/> therapy.	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 and explains the rationale ; <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"/>	
<i>Communication</i> Document, present patient information	Provides inaccurate and unorganized presentation of findings, written notes are unclear <input type="radio"/>	Provides accurate and organized presentation of findings and written notes are clear <input type="radio"/>	Also, presentation of findings are succinct and notes that have limited errors ; <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>Critical Appraisal</i> Recognize limitations, admit error	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"/>	

Competency Areas & EPOs	Does not Meet Expectations	Meets Expectations	Exceeds Expectations	Did Not Observe
<u>Professionalism</u> Show integrity, accountability, responsiveness, and balance of self-care.	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"/> 1.0	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"/> 1.5 <input type="radio"/> 2.0 <input type="radio"/> 2.5	Also actively seeks additional responsibilities related to patient care Acknowledges contributions of others <input type="radio"/> 3.0	
<u>Demonstrate sensitivity, empathy, respect for others**</u>	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"/>	
<u>Maintain a teachable attitude, is prepared and engaged</u>	Responds in a defensive manner to feedback, or is not willing to learn , Is unprepared , arrives late , or does not obtain approval for absence <input type="radio"/> 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>Medical Knowledge</u> Apply medical knowledge	Demonstrates limited medical knowledge for MS4 student; relies heavily on resources <input type="radio"/>	Demonstrates appropriate medical knowledge for MS4 student; relies somewhat on resources. Applies knowledge by interpreting patient symptoms & formulating <input type="radio"/> accurate care plan <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 <input type="radio"/> patients <input type="radio"/>	
<u>Societal Awareness</u> Is aware of cost & resource allocation	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"/>	
<u>Recognize roles, responsibilities of the team</u>	Is unaware of physician and others' roles and responsibilities in <input type="radio"/> offering preventive care; <input type="radio"/>	Identifies physician and others' roles and responsibilities in <input type="radio"/> offering preventive care; <input type="radio"/>	Also recognizes the roles of other team members and seeks <input type="radio"/> their input <input type="radio"/>	
<u>Acquire knowledge, identify resource, educate others</u>	Is unaware of relevant community based resources <input type="radio"/>	Is knowledgeable of or seeks information about relevant community <input type="radio"/> based resources <input type="radio"/>	Also helps identify relevant community-based resources and <input type="radio"/> 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*) (OPTIONAL):

Summative Dean's Letter (MSPE) comments (**REQUIRED FIELD**):

Student Signature _____

Date: _____

Please return the completed form to:

Faculty Signature _____

Date: _____

COMPHX-Electives@email.arizona.edu

Course Director Signature _____
(if assessment completed by faculty other than course director)

Date: _____

-OR-

Fax: 602-680-5483