



THE UNIVERSITY OF ARIZONA

College of Medicine

Phoenix

Electives & Selectives Student Assessment: PATIENT CARE

Student Name: _____

Elective Title: _____

Location: _____ Dates: _____

Evaluator name/title: _____

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.

- 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.**

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 Demonstrate H&P</i>	Obtains an inaccurate or incomplete history Performs an unorganized or incomplete physical exam 1.0	Obtains an accurate history that includes most information; Performs an organized, complete exam 2.0	Obtains an accurate history that includes all information; Performs an organized, complete, and appropriately focused 3.0 physical exam 2.5	
<i>Explain and interpret diagnostic tests</i>	Is unable to identify or explain clinically relevant tests and/or diagnostic procedures; Incorrectly interprets ○ results	Identifies and explains clinically relevant tests and/or diagnostic procedures; Correctly interprets ○ results	Also suggests additional tests, and explains relevance to patient care and value of a test compared to its alternatives ○	
<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	Considers relevant positive/negative findings to reach a differential diagnosis Supports differential diagnoses when prompted ○	Prioritizes differential diagnoses based on comprehensive findings Succinctly supports differential diagnoses with findings ○	
<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 ○	Correctly assesses patient distress (<i>i.e. changes in vital signs, clinical appearance, subjective symptoms</i>); Notifies appropriate supervisor and suggests appropriate initial ○ therapy.	Also addresses preemptive warning signs of impending patient deterioration with appropriate supervisor ○	
<i>Create a management plan</i>	Develops a non-patient centered or inappropriate management plan ○	Develops patient-centered management plan and explains the rationale ; ○	Also provides a comprehensive and advanced plan for follow-up treatment and continued care ○	
<i>Collaborate with team members</i>	Works in isolation , only collaborates when requested ○	Effectively communicates and collaborates with team members ○	Also provides coordinated care centered on individual patient needs ○	
<i>Communication Document, present patient information</i>	Provides inaccurate and unorganized presentation of findings, written notes are unclear ○	Provides accurate and organized presentation of findings and written notes are clear ○	Also, presentation of findings are succinct and notes that have limited errors ; ○	
<i>Create ethical relationships, encourage wellness</i>	Is inattentive or provides unclear instructions and explanations to patients and families; ○	Is attentive and provides clear instructions and explanations to patients and families ○	Also checks for patient and family understanding by asking open-ended questions of patients ○	
<i>Critical Appraisal Recognize limitations, admit error</i>	Struggles instead of asking for help at appropriate times ○	Asks for help at appropriate times ○	Also anticipates when to ask for help and acts upon it ○	
<i>Access/Appraise evidence</i>	Considers non-evidence based findings to their approach to patients ○	Appraises and applies evidence-based findings to their approach to patients ○	Also evaluates strength of scientific evidence ○	
<i>Apply quality improvement to improve patient safety</i>	Is unaware of patient safety principles or is inattentive to these concepts in clinical situations ○	Is aware of patient safety principles and is attentive to these concepts in clinical situations ○	Actively works to promote patient safety and is able to identify barriers ○	

Competency Areas & EPOs	<u>Does not Meet Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>	Did Not Observe
<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 10	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* 15	Also actively seeks additional responsibilities related to patient care 25	Acknowledges contributions of others 30
<u>Demonstrate sensitivity, empathy, respect for others**</u>	Is insensitive or not empathetic toward others; Displays disrespectful behaviors and is not accepting of others 10	Is sensitive and empathetic toward others; Displays respectful behaviors and conveys acceptance of others 20	Also considers patients' beliefs, values, and cultural practices in patient care plans 25	10
<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 10 or tardiness	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 10	Initiates giving and receiving feedback; Incorporates feedback for improvement; Assists others 10	10
<u>Medical Knowledge</u> <i>Apply medical knowledge</i>	Demonstrates limited medical knowledge for MS4 student; relies heavily on resources 10	Demonstrates appropriate medical knowledge for MS4 student; relies somewhat on resources. Applies knowledge by interpreting patient symptoms & formulating an accurate care plan 10	Demonstrates advanced medical knowledge for MS4 student. Analyzes, explains, and discusses medical knowledge as it applies to highly effective care of specific patients 10	10
<u>Societal Awareness</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 10	Is aware of external factors which may influence utilization and act as barriers to cost-effective care 10	Also actively works to assist in the mitigation of barriers, promotion of improved health 10	10
<u>Recognize roles, responsibilities of the team</u>	Is unaware of physician and others' roles and responsibilities in offering preventive care; 10	Identifies physician and others' roles and responsibilities in offering preventive care; 10	Also recognizes the roles of other team members and seeks their input 10	10
<u>Acquire knowledge, identify resource, educate others</u>	Is unaware of relevant community based resources 10	Is knowledgeable of or seeks information about relevant community based resources 10	Also helps identify relevant community-based resources and educate others 10	10

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: _____

Course Director Signature _____

Date: _____

COMPHX-Electives@email.arizona.edu

-OR-

Fax: 602-680-5483

(if assessment completed by faculty other than course director)