

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

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)

CRITICAL CARE SELECTIVE FEEDBACK (PRIME FORM)

	Need improvement	Meets expectations
Patient care		
Medical knowledge		
Critical Appraisal and QI		
ICS (communication)		
Professionalism		
Societal Awareness		

Student's name:
 Supervisor's name:
 Site:
 Team:
 Date:

P R I M E +			Supervisor's comments
P	Professionalism	Reminds supervisors to incorporate comments about professionalism into each domain listed below. Comment if there is an area of praise or concern.	
R	Reporter	Learners' ability to obtain information from a patient or family interview, to review a medical record, and to report findings coherently in oral presentations and written notes.	
I	Interpreter	This domain addresses how well a learner can interpret data collected from the history, physical examination, medical record, laboratory data, and radiologic studies; prioritize the most urgent problems; and formulate a well-reasoned differential diagnosis.	
M	Manager	As a manager, a learner would formulate diagnostic and therapeutic patient plans and manage all aspects of care for the most common complaints. Management includes performing simple procedures and managing one's own time.	
E	Educator	Includes learners' abilities to educate themselves via self-directed learning, appropriately accepting and responding to feedback, and critical interpretation of the medical literature. Learners can teach by locating relevant articles, and also can teach patients about health conditions.	
+	Areas of improvement	Suggest an area for focused improvement and development, giving learners feedback that will help them progress along the continuum of medical education.	

The purpose of this form is to identify students' strengths and areas of improvement. Some comments may be used to create the End of Rotation's summary final comments.

 Signature - Evaluator

 Date

 Signature - Student

 Date

Small Group Facilitator Assessment of Student Form

MS4 Competency Assessment: Critical Care Selective Small Group Sessions

Directions

Select the performance level of assessment (circle or check) and specify the corresponding competency criteria. For all level ratings, supporting **specific comments** are **required**.

(Photo of student)

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; Elicit focused listening skills;</i>	Only responds to presentation when prompted or is disengaged	Engages in conversation with the group beyond responding when prompted	Engages all members of group in conversation, Leads others to reach a common goal;
	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
Professionalism <i>Attend mandatory sessions;</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 2 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	When given feedback, responds openly but does not solicit it, Is willing to learn and help others learn;	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, displays harassing or interrupting behaviors toward others; Is inconsiderate of others	Is attentive, displays respectful behaviors toward others; Is considerate of others	Also acknowledges the contributions of others
<i>Demonstrate knowledge and commitment to ethics</i>	Considers only one side of an issue	Considers multiple aspects of an issue	Also highlights ethical principles involved in all aspects of the case
<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

Medical Knowledge <i>Analyze, explain 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; Summarizes relevant material in a succinct manner	Also applies critical thinking to discuss potential pitfalls that could lead to errors in diagnosis or treatment
Patient Care <i>Reason deductively to diagnose;</i>	Jumps to conclusions to identify differential diagnosis	Reasons deductively to identify differential diagnosis	Also explains why by supporting the order of likelihood of each
<i>Identify diagnostic procedures and/or tests, & correctly interprets results</i>	Incorrectly identifies clinically relevant diagnostic procedures and/or tests; -Incorrectly interprets results	Correctly identifies clinically relevant diagnostic procedures and/or tests; -Correctly interprets results	Also explains relevance of results
<i>Outline an initial management plan</i>	Has difficulty linking findings to develop an initial management plan	Links findings to develop an initial management plan	Also explains the rationale by identifying risks and benefits
Critical Appraisal <i>Recognize own limitations, admit error, improve behavior</i>	Refuses to admit error or ostracizes others for their error	Admits error and corrects the error	Also identifies what could be done differently to avoid error, or is error free
<i>Critically assess literature; use evidence-based strategies and critical thinking;</i>	Accepts what is read from reliable sources without critical appraisal; Uses non-evidence based strategies to support decisions	Identifies potential biases and limitations of reliable source; Uses evidence-based strategies to support decisions	Also compares with other sources; Discerns differences in quality between evidence-based resources;
Societal Awareness <i>Is knowledgeable of physician and team role/responsibilities</i>	Demonstrates limited understanding of physician and team member roles	Acknowledges physician and team member roles	Also applies knowledge of roles in describing a team approach to care
<i>Acquire relevant information about the health of populations, discuss the provision of patient-centered care services;</i>	Provides superfluous information about identified populations; Is unable to relate information to the provision of patient-centered care	Presents relevant, useful information about health of the population, Discusses its effects in providing patient-centered care	Also evaluates applicable community-based resources and implications for overall population health

Specific comments (required): *What did the student do well, not so well, suggestions for improvement?*

Reflective Writing Assessment Rubric

The REFLECT (Reflection Evaluation For Learners' Enhanced Competencies Tool) Rubric				
Criterion	Level			
	Habitual action (Nonreflective)	Thoughtful action or introspection	Reflection	Critical reflection
Writing spectrum	Superficial descriptive writing approach (fact reporting, vague impressions) without reflection or introspection	Elaborated descriptive writing approach and impressions without reflection	Movement beyond reporting or descriptive writing to reflecting (i.e., attempting to understand, question, or analyze the event)	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future)
Presence	Sense of writer being partially present	Sense of writer being partially present	Sense of writer being largely or fully present	Sense of writer being fully present
Description of conflict or disorienting dilemma	No description of the disorienting dilemma, conflict, challenge, or issue of concern	Absent or weak description of the disorienting dilemma, conflict, challenge, or issue of concern	Description of the disorienting dilemma, conflict, challenge, or issue of concern	Full description of the disorienting dilemma, conflict, challenge, or issue of concern that includes multiple perspectives, exploring alternative explanations, and challenging assumptions
Attending to emotions	Little or no recognition or attention to emotions	Recognition but no exploration or attention to emotions	Recognition, exploration, and attention to emotions	Recognition, exploration, attention to emotions, and gain of emotional insight
Analysis and meaning making	No analysis or meaning making	Little or unclear analysis or meaning making	Some analysis and meaning making	Comprehensive analysis and meaning making
Optional minor criterion: Attention to assignment (when relevant)	Poorly addresses the assignment question and does not provide a compelling rationale for choosing an alternative	Partial or unclear addressing of assignment question; does not provide a compelling rationale for choosing an alternative	Clearly answers the assignment question or, if relevant, provides a compelling rationale for choosing an alternative	Clearly answers the assignment question or, if relevant provides a compelling rationale for choosing an alternative

Final Presentation Assessment Rubric for Facilitators

Rubric to Evaluate CCM Student Oral Presentations

	Exceptional = 4 points	Very Good = 3 points	Fair = 2 Points	Poor = 1 Point	# Points
Professional Delivery	<p>The speaker delivers the message in a confident, poised, enthusiastic fashion.</p> <p>The volume and rate varies to add emphasis and interest.</p> <p>Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."</p> <p>Good rapport, including all audience, eye contact, welcoming questions.</p> <p>Stands up straight with both feet on the ground.</p> <p>Dresses professionally</p>	<p>The volume is not too low or too loud and the rate is not too fast or too slow.</p> <p>The pronunciation and enunciation are clear.</p> <p>The speaker exhibits few disfluencies, such as "ahs," "uhms," or "you knows."</p> <p>Audience engaged but not fully relaxed or absorbed</p> <p>Occasionally slumps during presentation</p> <p>Properly dressed</p>	<p>The volume is too low or too loud and the rate is too fast or too slow.</p> <p>The pronunciation and enunciation are unclear.</p> <p>The speaker exhibits many disfluencies, such as "ahs," "uhms," or "you knows."</p> <p>Eye contact some of the time/some of the audience, turns back, reads notes</p> <p>Very casual attire</p>	<p>Listener is distracted by problems in the delivery of the message and has difficulty understanding the words in the message.</p> <p>Volume is so low and the rate is so fast that you cannot understand most of the message.</p> <p>Pronunciation and enunciation are very unclear. The speaker appears uninterested</p> <p>Minimal eye contact, reading from notes/visual aid, audience switched off</p> <p>Sits during presentation or slumps</p> <p>Dresses in sloppy attire</p>	
Accuracy of Content	Full knowledge of information, able to elaborate easily and provide thorough answers	Is comfortable with information, answers questions briefly	Is uncomfortable with information and can only answer basic questions	Does not have grasp of information, cannot answer audience questions	
Learning Objectives	States learning objectives at beginning of class	States learning objectives sometime during class	States learning objectives at end of class	Never states learning objectives	
Lesson Organization, Preparation.	<p>The message is overtly organized.</p> <p>Speaker helps the listener understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing.</p> <p>Encourages student participation.</p> <p>Presents summary</p>	<p>The message is organized. Information presented logically, easy to follow.</p> <p>The listener has no difficulty understanding the sequence and relationships among the ideas in the message.</p> <p>Encourages student participation.</p>	<p>Vaguely tells class what topic is.</p> <p>The organization of the message is mixed up and random.</p> <p>Difficult to follow as skips around topic, and loses thread.</p> <p>The listener must make some assumptions about the sequence and relationship of ideas.</p>	<p>Class has no idea what the topic is.</p> <p>The message is so disorganized you cannot understand most of the message.</p> <p>Difficult to follow, no obvious sequence of information.</p>	

			Does not always encourage student participation. Summary not clear	Does not encourage student participation. Does not stop to check for comprehension regularly No summary	
Media Use, Slide Design	Confident use of quality visual aids, graphics and support material, furthering audience understanding. Visual aid enhances presentation, all thoughts articulated and keeps interest. Presentation has no misspellings or grammatical errors	Relevant and timely use of visual aids, graphics and support material, increasing audience understanding. Thoughts articulated clearly, but not engaging. Presentation has no more than two misspellings and/or grammatical errors.	Visual aids, graphics or support material do not increase audience understanding. Adds nothing to presentation Presentation has three misspellings and/or grammatical errors.	No supporting visual aids, graphics or support material to increase audience understanding. Poor, distracts audience and is hard to read Presentation has four or more spelling errors and/or grammatical errors.	
Ability to Answer Questions	Answers questions coherently and completely, addressing clearly each part to the question. Confidently answers with information that demonstrates extensive knowledge of the subject and accurately references outside sources.	Responds to all questions accurately, thoughtfully and truthfully	Responds to all questions accurately.	Is unable to answer the questions with accurate supporting evidence Is tentative or unclear in responses	
Length of Presentation	Within two minutes of allotted time .	Within four minutes of allotted time.	Within six minutes of allotted time .	Too long or too short; ten or more minutes above or below the allotted time.	
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.	
Total # Points					

Total points is out of a possible 32.

For reference, "Honors" level work would be a score of 28-32. "High Pass" level work would be a score of 23-27. "Pass" level work would be a score of 16-26. Scores below 16 would correlate with a "failure" of the activity.

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