

Assessment of Student Performance in Clerkships - Grading Scale & ACGME Competencies

Far below Expectations	Below Expectations	Meets Expectations	Above Expectations	Far Above Expectations	Unable to Assess
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Medical Knowledge

- Exhibits an appropriate fund of knowledge and an understanding of basic pathophysiological processes
- Demonstrates the ability to apply knowledge to specific clinical situations
- Demonstrates an understanding of psychosocial influences on illness and treatment
- Demonstrates critical thinking and clinical decision making

Patient Care

- Conducts accurate history and physical exams, covering all essential aspects
- Suggests and/or performs appropriate diagnostic tests
- Appropriately manages patient care
- Works effectively with health care professionals



Interpersonal & Communication Skills

- Creates and sustains a therapeutically and ethically sound relationship with patients and families
- Clearly documents and presents patient data and clinical information
- Demonstrates effective listening

Practice-based Learning Improvement

- Exhibits skills of self-directed learning
- Uses evidence-based approaches to patient care
- Appropriately self-assess and incorporates feedback to improve performance

Professionalism

- Demonstrates punctuality, accountability & honesty
- Actively seeks responsibility beyond the scope of expectations
- Demonstrates sensitivity and responsiveness to diversity, including culture, ethnicity & income
- Demonstrates respect for: patients and families, physicians, colleagues, residents, attendings, peers and other patient care providers, hospital personnel

Systems-based Practice

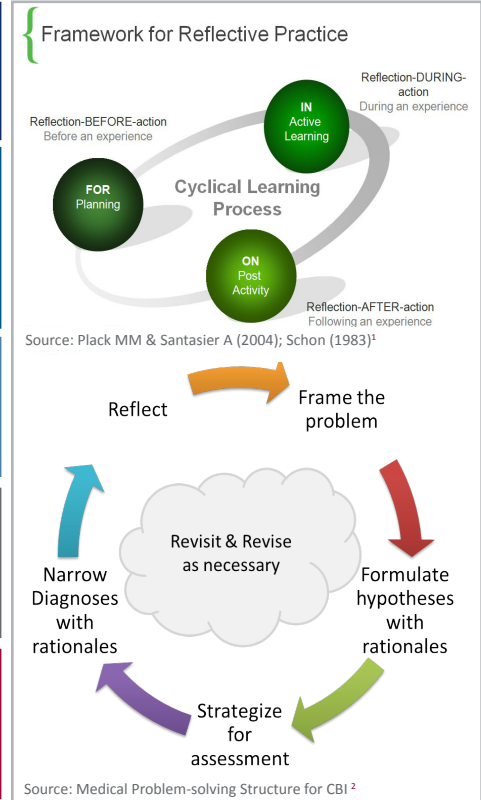
- Advocates for quality patient care and access
- Knows and works appropriate within delivery systems, health costs
- Knows the role of MD in community health and prevention and applies to patient care
- Applies knowledge of disease prevalence/incidence to the clinical care of patients.



COLLEGE
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Reflective Teaching Practice

<p>Knowledge Check</p>	<p>Check learner’s funds of knowledge. Ask: What do they know about this condition, procedure, treatment options or other relevant knowledge?</p>
<p>Identify Learning Demands</p>	<p>Identify what you may reasonably expect the student to be able to do <i>without</i> assistance and what they could achieve with strategic support. Identify resources available to support learning. Consider whether expectations pose sufficient challenge to student’s development.</p>
<p>Set/Clarify Learning Objectives</p>	<p>Communicate clearly the purpose of student interaction with patient/family and articulate expectations for or parameters of performance.</p>
<p>Suggest Tools & Resources</p>	<p>Suggest apps or articles, people and ways of doing things to help students acclimate to clinic or hospital practice, such as using the structured medical problem process used in CBI. Observe how students use/generate resources.</p>
<p>Use B-D-A Framework</p>	<p>Use educational strategies that promote reflective engagement in learning BEFORE, DURING and AFTER patient/clinical encounters.</p>



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(1) Plack MM & Santasier A. Reflective Practice: A Model for Facilitating Critical Thinking Skills Within an Integrative Case Study Classroom Experience. Method-Model Presentation in, Journal of Physical Therapy Education, 18(1) (Spring); 2004. (2) Schön DA. The Reflective Practitioner: How Professionals Think in Action. New York, NY: Basic Books, Inc; 1983.