MS2 Competency Assessment: CBI

Directions
Select the performance level of assessment and specify the corresponding competency criteria.
For all level ratings, supporting **specific comments** are *required*.

Competency & EPOs	Milestone Level Achieved		
	Level 1 (Does not meet expectations)	Level 2 (Meets expectations)	Level 3 (Exceeds expectations)
Interpersonal and Communication Skills *Cooperate, collaborate, and communicate with team;*	Only responds to presentation when prompted or is disengaged	Actively engages in discussion with group members	Leads others to reach a common goal;
Document and present patient data, use effective nonverbal communication	Documents and presents incomplete or inaccurate information about a case	Documents and presents complete and accurate information about a case	Documents and presents complete, accurate, and succinct information about a case
Elicit focused listening skills;	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 *Attend mandatory sessions, prepares for group activities;*	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 are 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 are excused	Is prepared and arrives on time for all sessions
Maintain a teachable attitude, giving/receiving constructive feedback;	Responds in a defensive manner to feedback; Is unwilling to learn or provide feedback	When given feedback, is accepting of feedback, but does not solicit it; Is willing to learn, help others learn, and provide feedback	Initiates giving and receiving feedback; Is willing to learn and help others learn
Respect contributions of others, show compassion, sensitivity, respect toward others, including diversity;*	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
Demonstrate knowledge and commitment to ethics	Considers only one side of an issue	Considers ethical issues and identifies multiple/diverse perspectives	Also highlights ethical principles involved in all aspects of the case
Exhibits integrity and accountability in all interactions;	Is not forthcoming about the degree to which they contributed to tasks;	Honestly represents their contributions to tasks;	Also encourages the group to share information among its members

	Avoids or shirks responsibility of committing to or completing tasks	Takes responsibility of committing to/completing tasks	
Medical Knowledge *Analyze, explain medical knowledge as it applies to patient care*	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 *Reason deductively to diagnose;*	Jumps to conclusions to identify differential diagnosis	Reasons deductively to identify differential diagnosis	Also explains why by supporting the order of likelihood of each
Identify diagnostic procedures and/or tests, & correctly interprets results	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
Outline an initial management plan	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 *Recognize own limitations, gaps in knowledge, admit error, improve behavior and set improvement goals*	Refuses to admit error or ostracizes others for their error; Has little insight into limitations and may over- or underestimate own abilities.	Admits error and seeks help to correct error; Acknowledges gaps in knowledge w/out being defensive	Also identifies what could be done differently to proactively avoid error or addresses improvement goals to continuously refine behavior
Critically assess literature; use evidence-based strategies and critical thinking;	Accepts what is read from reliable sources without critical appraisal; Identifies non-evidence based strategies to support findings	Identifies potential biases and limitations of reliable source; Identifies primary sources of evidence to support findings	Also compares with other sources; Discerns differences in quality between evidence-based resources
Societal Awareness *Is knowledgeable of physician and team role/responsibilities*	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
Acquire relevant information about the health of populations, discuss the provision of patient-centered care services;	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?*			