

## Appendix B: On-line Assessment Tool

### Assess Patient-Specific Medical Problems Student: Sheldon Doe

#### INDIVIDUAL ABILITY RATING SCALE

1 Not Acceptable	2 Needs Development	3 Competent Performance	4 Excellent Performance
The student requires frequent & extensive intervention by facilitator; the facilitator and/or peers must complete sections.	The student requires consistent intervention by facilitator; facilitator and/or peers must often assist in answering questions.	The student requires infrequent interventions by facilitator; student is consistently able to answer questions without assistance.	The student requires rare interventions by facilitator or peers; students is able to answer questions without assistance.

ABILITY-SPECIFIC CRITERIA	Score (1-4)
Develop a differential list for the primary problem	<input type="text"/>
Identifies complete problem list; starting with primary problem	<input type="text"/>
Determines etiologies (e.g.-noncompliance, drug-induced, etiologic organisms, etc..) and risk factors for development of the patient's problems	<input type="text"/>
Assesses status of the problems (e.g.- stage II HTN, uncontrolled type 2 DM, acute renal failure, etc...)	<input type="text"/>
Justifies assessment based on analysis of data (including defining assumptions, describing patterns, justifying inferences made)	<input type="text"/>
Appropriately interprets data: filters relevant from irrelevant; identifies as normal/abnormal	<input type="text"/>
Describes the pathophysiology of the primary problem and the relationship between the mechanism of disease and the clinical manifestations present in the patient	<input type="text"/>
<b>Sheldon Doe's overall performance (ASSESS)</b>	<input type="text"/>

#### ASSESS Comments for Sheldon Doe:

⏪
⏩

**INDIVIDUAL COMMUNICATION ABILITY RATING SCALE**

<b>1</b> Unsatisfactory	<b>2</b> Needs Improvement	<b>3</b> Competent Performance
Student does not address the criterion and/or is unable to satisfy the criterion; student may satisfy the criterion, but only rarely.	Student addresses and occasionally satisfies the criterion; performance is still inconsistent enough to warrant improvement.	Student consistently addresses and satisfies the criterion; performance could be used to model competence for peers or underclass students.

COMMUNICATION CRITERIA	Score (1-3)
Uses specific and clear terminology	<input type="text"/>
Presents in an organized and logical sequence	<input type="text"/>
Is appropriately concise	<input type="text"/>
Maintains eye contact and uses notes appropriately	<input type="text"/>
Displays confidence	<input type="text"/>
Persuasively supports assessment and answers questions well	<input type="text"/>
Exhibits professional demeanor	<input type="text"/>
<b>Sheldon Doe's overall performance (COMMUNICATION)</b>	<input type="text"/>

**COMMUNICATION Comments for Sheldon Doe:**