

**FORM 5****END-OF-COURSE COMPETENCY ASSESSMENT**

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

**Explanation of the evaluation form:**

This form documents the performance of the student as it relates to the four core competencies that are measured in the Molecular Cell Biology and Genetics Course. The evaluation key is as follows:

- 3 = Meets expectations
- 2 = Meets expectations with concerns
- 1 = Does not meet expectations

This form was filled out by the course directors using a variety of data generated during the course. **Medical Knowledge** was assessed by three multiple-choice exams. **Interpersonal and Communication Skills** as well as **Professionalism** were evaluated based on final written reports by faculty facilitators of the Small Group Problem Solving Sessions and from faculty critiques of the Medical Genetics Project. The **Life-long Learning, Problem-solving, and Personal Growth** competency was assessed from the student's literature references and their participation in the group discussion in the Medical Genetics Project, and from written reports by faculty Small Group facilitators on problem-solving skills and self-assessment and goal-setting behavior.

Any competency evaluation score that is less than 3 is supported by a short paragraph that provides specific examples that explain the basis of the assessment.

<b>MEDICAL KNOWLEDGE</b>	1	2	3
<ul style="list-style-type: none"> <li>• Has a knowledge of fundamental facts and principles of Protein Structure-Function, Molecular Biology, Cell Biology, and Genetics.</li> </ul>			
<b>INTERPERSONAL AND COMMUNICATION SKILLS</b>	1	2	3
<ul style="list-style-type: none"> <li>• Uses verbal language effectively.</li> <li>• Uses effective listening skills and elicits and provides information using effective nonverbal, explanatory, and questioning skills.</li> <li>• Uses written language effectively.</li> <li>• Facilitates the learning of other students, including giving effective feedback.</li> <li>• Communicates essential information effectively within their small group and with other students in the class.</li> </ul>			
<b>PROFESSIONALISM, MORAL REASONING AND ETHICAL JUDGEMENT</b>	1	2	3
<ul style="list-style-type: none"> <li>• Behaves professionally.</li> <li>• Interacts effectively with other small group members in the educational setting.</li> <li>• Recognizes and effectively deals with unethical behavior of other members of the class.</li> </ul>			
<b>LIFELONG LEARNING, PROBLEM-SOLVING AND PERSONAL GROWTH</b>	1	2	3
<ul style="list-style-type: none"> <li>• Is able to locate, appraise, critically review and assimilate evidence from scientific studies and medical literature.</li> <li>• Uses information technology learning resources to manage basic science information, access online information and support their own education.</li> <li>• Demonstrates an investigatory and analytic thinking approach in SGPSS and course projects.</li> <li>• Demonstrates a commitment to individual professional and personal growth.</li> </ul>			

**Comments:**