

Core Competencies for Medical Students Urology 401 Rotation

1. Medical Knowledge

Students will demonstrate knowledge of the normal structure and function of the genitourinary urinary tract. Specifically, they will demonstrate knowledge of the pathogenesis (with an emphasis on the genetic and molecular basis of such) of diseases of the urinary tract including:

Infection

- Kidney
- Bladder
- Epididymis

Malignancy

- Kidney
- Urothelium
 - Kidney pelvis
 - Ureter
 - Bladder
- Prostate

Congenital anomalies

- Inguinal hernia
- Hypospadias
- Cryptorchidism

Urologic imaging

Trauma

- Kidney
- Bladder

Urolithiasis

Obstruction

- Kidney
- Bladder outlet (prostatic hyperplasia)

Incontinence

- Neurogenic bladder
- Female stress urinary incontinence

Miscellaneous

Spermatic cord torsion

Hematuria

Demonstrate knowledge of pharmacology and therapeutics used in urology including:

Antibiotics

Medications for management of incontinence

Medications for management of lower urinary tract obstruction

Demonstrate knowledge of surgical and non-surgical procedures used in urology related to the above diseases/conditions.

Obtain detailed knowledge of a specific urologic condition, disease and/or therapy through the use of textbooks, medical journals, electronic media and other sources for presentation at Urology Grand Rounds (see below).

2. Communication Skills

Students will demonstrate knowledge of the principles of communication and the skills and attitudes that allow effective interaction with patients, families, healthcare workers and others who affect the health and well-being of patients. Students will:

Demonstrate the ability to elicit a complete medical history including the chief complaint, the present illness, the past history, the social and family histories and the review of systems of

An adult female

An adult male

A female child

A male child

Demonstrate the ability to communicate effectively in written form, patient histories, physical exams, diagnostic study results and treatment plans and periodic progress / clinic notes.

Demonstrate the ability to explain to patients and families the findings from clinical investigations, possible courses of therapy and the ramifications of the various therapeutic options.

Demonstrate the ability to communicate effectively with the health care team including faculty, residents, fellow medical students, nurses and healthcare support staff.

Give a 12 minute presentation to the urology faculty, residents and students on a subject of their choice at Urology Grand Rounds the last Friday of the rotation.

3. Professionalism

Students will demonstrate professionalism as a member of the health care team through:

Training level appropriate assumption of obligations of a health care worker

Serving as an advocate for their patients

Appropriate dress, grooming, punctuality, honesty, respect for patient confidentiality and other norms of behavior in professional relationships with patients

Converse appropriately and behave with personal integrity in all clerkship activities.

Work collaboratively as a member of a healthcare team

Recognize and accept their own limitations in knowledge and clinical skills and commit to continuously improve their knowledge and ability.

4. Patient Care

Students must use their knowledge, skills, and attitudes to provide patient care that is compassionate, appropriate, and effective. Students will be able to:

Perform, record, present and interpret a complete physical exam with emphasis on the urogenital tract of patients with urologic diseases/conditions including:

An adult female. The student will demonstrate proficiency in performing a physical exam with emphasis on the genitourinary tract including: the abdomen and flanks, the urethral meatus, the introitus and vagina.

An adult male. The student will demonstrate proficiency in performing a physical exam with emphasis on the genitourinary tract including: the abdomen and flanks, the penis and foreskin, the scrotum including the testicles and the epididymides, and the prostate.

A female child. The student will demonstrate proficiency in performing a physical exam with emphasis on the genitourinary tract including: the abdomen and flanks, the urethral meatus, the introitus and vagina.

A male child. The student will demonstrate proficiency in performing a physical exam with emphasis on the genitourinary tract including: the abdomen and flanks, the penis and foreskin, the scrotum including the testicles.

The student will demonstrate proficiency in interpretation of the following diagnostic tests: urinalysis, prostate specific antigen, renal/bladder ultrasound, intravenous pyelogram, CT scan of the kidneys and pelvis.

Integrate data from the history, physical exam, laboratory and imaging exams to construct a problem list, develop a prioritized differential diagnosis along with therapeutic, diagnostic, and patient education plans for each problem identified.

Perform basic urologic clinical procedures such as placement of a Foley catheter, basic suturing, placement of an intravenous line, etc.

Perform database retrievals, retrieve patient-specific information, select and use information technology, and employ electronic communications for the direct care of patients.

5. Practice Based and Lifelong Learning

Students should demonstrate the knowledge, skills, and attitudes needed to be able to begin to evaluate their method of practice, use appropriate tools of evidence to analyze clinical practice, and understand concepts of quality in healthcare and quality improvement. Specifically, students will:

Use information technology to access and manage clinical information and perform on-line searches to support ongoing self-directed learning.

Search, evaluate and critically review scientific evidence appropriate to the care of individual patients.

Identify errors in medicine, reasons for errors, and develop basic strategies to reduce medical errors.

Grading:

The student will be evaluated by each attending physician and each chief resident with whom he/she has contact during the rotation. Each of the learning points of the five objectives will be evaluated and scored on a scale of 1 to 5. In addition, the written exam grade will be factored into the final grade so as to contribute 50% of the knowledge objective. The grading scale is as follows:

4.2 – 5.0	Honors
3.4 – 4.1	High Pass
1.0 – 3.3	Pass
0.0 – 0.9	Fail

Urology 401 Information/Evaluation Card

Core Competencies
Urology 401
Loyola University Stritch School of Medicine

Medical Student Evaluation

History _____ Name _____

Female Adult

Date	Pt	H	HP	P	U	Faculty

Male Adult

Date	Pt	H	HP	P	U	Faculty

Female Child

Date	Pt	H	HP	P	U	Faculty

Male Child

Date	Pt	H	HP	P	U	Faculty

Physical Exam

Female Adult

Date	Pt	H	HP	P	U	Faculty

Male Adult

Date	Pt	H	HP	P	U	Faculty

Female Child

Date	Pt	H	HP	P	U	Faculty

Male Child

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**LOYOLA UNIVERSITY CHICAGO - STRITCH SCHOOL OF MEDICINE
Urology 401**

MID-ROTATION CLINICAL PERFORMANCE EVALUATION AND FEEDBACK

STUDENT: _____

EVALUATOR: _____

DATE (MM/YY) _____

INSTRUCTIONS: At mid-rotation you should evaluate this student's clinical performance so far and provide him/her with feedback so that adequate time remains to correct any problems and to give him/her maximum opportunity to improve before the end of the rotation. Identify the student's strengths and weaknesses regarding the following areas of competence and comment upon each in the space below. This evaluation will NOT be used in determining the student's Final Grade in the Subinternship.

Patient Care (H&Ps, problem lists, DDx, assessments & plans, admitting orders, progress/discharge notes, lab interp)

Medical Knowledge (evidence of basic fund of knowledge and clinical acumen, reading around patients)

Communication Skills (participation in rounds, interactions with patients, families, other members of health care team)

Patient Based and Lifelong Learning (uses information technology, practices evidence-based medicine)

Procedures (intravenous lines, minor surgery, etc.)

Professionalism (conscientious, interactions with others, dress, grooming, punctuality, honesty, motivation, recognizes limitations)

We have met and discussed the above on the date indicated below.

SIGNATURES: _____

Evaluator(s)

Student

DATE: _____

(mm/dd/yy)

**LOYOLA UNIVERSITY CHICAGO - STRITCH SCHOOL OF MEDICINE
UROLOGY 401
CLINICAL PERFORMANCE EVALUATION**

STUDENT: _____

HOSPITALS: _____

DATES: _____

INSTRUCTIONS: Using the following rating scale, evaluate this student's inpatient performance during the dates above. Circle the number to the right of each descriptor which best represents your judgment of the student's performance.

- 1 = Poor - needs significant improvement**
- 2 = Below the expected level - needs some improvement**
- 3 = At the expected level of a third year student**
- 4 = Above the expected level of a third year student**
- 5 = Distinctly superior - at a level far above that expected of a third year student**

Photo

This evaluation, including the written summary, must be completed by the service attending(s) and house staff at the beginning of the last week of the student's rotation. The attending must meet with the student during that final week to review it. Both must sign this form at that meeting.

PATIENT CARE

- Assisted in providing overall care for assigned patients, including record keeping, interacting with families, and collaborating with other health care personnel. 1 2 3 4 5
- Constructed H&Ps that were legible, concise, and complete. 1 2 3 4 5
- Constructed problem lists, prioritized differential diagnoses, and diagnostic, therapeutic and patient education plans that were legible, concise, and complete. 1 2 3 4 5
- Constructed hospital orders that were legible, concise, and complete. 1 2 3 4 5
- Constructed daily progress notes that were legible, concise, and complete. 1 2 3 4 5
- Worked collaboratively with other health care team members. 1 2 3 4 5
- Accurately interpreted basic laboratory data. 1 2 3 4 5
- Effectively and efficiently used computers to perform database (e.g., Cochrane, practice guidelines, best evidence) searches to identify information relevant to the care of patients. 1 2 3 4 5
- Effectively and efficiently used computers to retrieve patient-specific information (e.g., from hospital records). 1 2 3 4 5

KNOWLEDGE

- Demonstrated a fund of basic science/clinical knowledge and applied it to patients.
- Demonstrated evidence of reading around patients. 1 2 3 4 5

COMMUNICATION SKILLS

- Participated in rounds - presented assigned patients, identified changes in patients' status, and suggested ongoing plans. 1 2 3 4 5
 - Explained to patients and/or patients' families a finding from a clinical investigation, plans for follow-up care, or possible courses of therapy (must be witnessed). 1 2 3 4 5
-

STUDENT: _____

- Continued -

PROCEDURES: The student performed the following clinical procedures (must be witnessed):

- | | | |
|-----------------------------|------------------------------|-----------------------------|
| IV insertion | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Suturing a surgical wound | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| Insertion of Foley catheter | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

PROFESSIONALISM

The following professional characteristics, although not used in grading, are important for the student's professional growth. Please consider each of them and indicate your assessment of the student by circling the appropriate response. **NOTE:** If any attribute is considered 'needs improvement,' a comment also must be provided regarding **WHAT** needs improvement.

-Cared conscientiously for assigned patients with appropriate standards of professional, ethical, and moral conduct.

Acceptable Needs Improvement Comment: _____

-Displayed the following appropriate behaviors: dress, grooming, punctuality, honesty, respect for confidentiality, and motivation.

Acceptable Needs Improvement Comment: _____

-Conversed and behaved appropriately in interactions with peers, faculty, house staff and non-physician staff.

Acceptable Needs Improvement Comment: _____

-Recognized and accepted own limitations in knowledge and skills, and displayed commitment to continuous improvement in these abilities.

Acceptable Needs Improvement Comment: _____

COMMENTS: Write a paragraph in which you appraise the student's overall clinical performance during this rotation, noting **major strengths and weaknesses**. Your **comments are required** and will become part of the student's permanent academic record.

<p>The above comment indicates the student's clinical performance during this rotation was:</p> <ol style="list-style-type: none"> 1. Poor – needs improvement in many areas (see above) 2. Below the expected level – needs improvement in one or two areas (see above) 3. At the expected level of a third year student 4. Above the expected level of a third year student 5. Distinctly superior – at a level far above that expected of a third year student 	<p>ENTER YOUR # CHOICE HERE:</p>
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Names of Attending(s) and House staff Contributing To This Evaluation:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Jeffrey Branch, M.D. | <input type="checkbox"/> Steven C. Campbell, M.D. | <input type="checkbox"/> Robert S. Flanigan, M.D. | <input type="checkbox"/> David A. Hatch, M.D. |
| <input type="checkbox"/> Spencer Land, M.D. | <input type="checkbox"/> Kent Perry, M.D. | <input type="checkbox"/> Thomas Turk, M.D. | <input type="checkbox"/> John S. Wheeler, M.D. |
| _____ Senior Resident | | | |

We have met and discussed the contents of this evaluation on the date indicated below. (Student's signature does not necessarily mean he/she agrees with the evaluation, merely that it has been discussed with the Attending.)

_____ ATTENDING(S) SIGNATURE	_____ STUDENT'S SIGNATURE	_____ DATE
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Department of Urology Spot Evaluation Form

Date: _____

Student Name: _____

History Exam Surgery Ward/Clinic Conf.

Outstanding Superior Avg. Below Avg. Unsatisfactory

Comments: _____

Faculty: (print): _____ Std. Init. _____

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