

# 20-21 ECMH Clinical Performance Assessment

**Status**

In Progress

## Required Attestations

1.  As medical educators, we value diversity and inclusion and strive to treat our students fairly and equitably. Data show that, despite our intentions, bias continues to impact student assessment. This leads to persistent inequities in grades, residency attainment, and AOA achievement. Please complete this [brief module](#) to learn more. **I have reviewed the Feinberg Medical School module "Addressing Bias in Learner Assessment."**

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2.\*  I have not provided professional treatment for this student for psychological or health issues, nor have I been made aware of such issues through any professional treatment relationship. (Please contact the clerkship director with any questions.)

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3.\*  I have reviewed the [Feinberg Medical School program objectives, clerkship objectives and required clinical encounters \(clerklog\)](#).

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4.\* Please select your role:

- Attending
  - Resident
  - Fellow
  - Advanced Practice Provider
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## Characteristics

**Please rate the following characteristics which underpin all professional activities:**

5. **Professionalism:** This student:

	Rarely	Sometimes	Consistently
Shows dependability, truthfulness, and integrity (i.e. follows up with labs/studies, calls patients in a timely fashion, does not have long gaps in attendance).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acknowledges and demonstrates awareness of limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiative for own learning and patient care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remains open to feedback and attempts to implement it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treats all patients with respect and compassion; protects patient confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. **Communication:** This student:

	Rarely	Sometimes	Consistently
Communicates in a way patients understand; avoids medical jargon; checks back for understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributes information effectively to the team in a clear and timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. If you selected "Rarely" or "Sometimes" on any of the characteristics above, briefly state an actionable way for the student to improve.

**EPAs**

If you were to supervise this student again in a similar situation, what would you tell the student about how much supervision they need? Consider how much you trust the student to act independently. Complete for all applicable EPAs.

8. **Clinical reasoning, differential diagnosis, application of fund of knowledge (EPA 2):**

"Watch me do this" (no independence)	"Let's do this together; Follow my lead"	"Do; I'll intervene at times"	"Do; I'll be here if you need me" (nearing independence)
<input type="checkbox"/> The student requires the resident or attending to perform all steps of clinical reasoning including differential diagnosis and formulation/prioritization of problems.	<input type="checkbox"/> The student requires significant coaching from the resident or attending in all steps of clinical reasoning including differential diagnosis and formulation/prioritization of problems.	<input type="checkbox"/> The student independently applies appropriate clinical reasoning in the tasks of differential diagnosis and formulation/prioritization of problems for straightforward patients, but may be challenged in complex cases.	<input type="checkbox"/> The student independently applies appropriate clinical reasoning in the tasks of differential diagnosis and formulation/prioritization of problems in nearly all cases, needing help only with rare or nuanced conditions.

9. Recommend and interpret common diagnostic and screening tests (EPA 3):

"Watch me do this" (no independence)	"Let's do this together; Follow my lead"	"Do; I'll intervene at times"	"Do; I'll be here if you need me" (nearing independence)
<input type="checkbox"/> The student requires a resident or attending to provide step-by-step guidance when recommend a diagnostic work-up or interpreting diagnostic studies.	<input type="checkbox"/> The student recommends & appropriately interprets some diagnostic work-up & studies, but requires assistance with other routine tests & studies.	<input type="checkbox"/> The student recommends & interprets studies for common conditions or routine tests & studies, but requires assistance for less common conditions.	<input type="checkbox"/> The student recommends & interprets studies correctly in almost all cases, requiring assistance in only rare or particularly complex cases.

10. History Taking and Physical Exam (EPA 1):

"Watch me do this" (no independence)	"Let's do this together; Follow my lead"	"Do; I'll intervene at times"	"Do; I'll be here if you need me" (nearing independence)
<input type="checkbox"/> The medical student requires residents or attendings to perform the history and physical	<input type="checkbox"/> The medical student should perform the H&P under direct supervision by an attending or resident in order to ensure correct and complete information.	<input type="checkbox"/> The medical student should perform H&P independently, but the resident/ attending will need to ask additional questions or perform additional examination maneuvers.	<input type="checkbox"/> The medical student performs the H&Ps independently with minimal need for additional questioning or examination by resident or attending.

11. Written Notes (EPA 5):

<b>"Watch me do this" (no independence)</b>	<b>"Let's do this together; Follow my lead"</b>	<b>"Do; I'll intervene at times"</b>	<b>"Do; I'll be here if you need me" (nearing independence)</b>
<input type="checkbox"/> <b>The written note cannot be used for primary documentation without major changes.</b>	<input type="checkbox"/> <b>The written note requires significant modification for use as primary documentation.</b>	<input type="checkbox"/> <b>The written note can be used for primary documentation with some modification.</b>	<input type="checkbox"/> <b>The written note requires minimal editing for use as primary documentation.</b>

**12. Oral Presentation of Patient (EPA 6):**

<b>"Watch me do this" (no independence)</b>	<b>"Let's do this together; Follow my lead"</b>	<b>"Do; I'll intervene at times"</b>	<b>"Do; I'll be here if you need me" (nearing independence)</b>
<input type="checkbox"/> <b>The student presentation requires the resident or intern to re-present in order to convey necessary information.</b>	<input type="checkbox"/> <b>The student presents patients independently but will need to look to the resident or attending for guidance or to answer additional questions.</b>	<input type="checkbox"/> <b>The student presents patients clearly, requiring some modifications by the resident or attending.</b>	<input type="checkbox"/> <b>The student presents patients without assistance from the resident or intern except in nuanced cases.</b>

**13. Medical decision making and incorporation of the literature (EPA 7):**

<b>"Watch me do this" (no independence)</b>	<b>"Let's do this together; Follow my lead"</b>	<b>"Do; I'll intervene at times"</b>	<b>"Do; I'll be here if you need me" (nearing independence)</b>
<input type="checkbox"/> <b>The student needs help devising clinical questions, finding appropriate articles to share, interpreting literature, and applying findings to a given patient case.</b>	<input type="checkbox"/> <b>The student devises appropriate clinical questions and identifies articles but needs help to interpret the literature to correctly or to apply the literature to a patient case.</b>	<input type="checkbox"/> <b>The student devises appropriate clinical questions and identifies, applies, and correctly interprets primary literature, requiring some assistance from others.</b>	<input type="checkbox"/> <b>The student independently devises appropriate clinical questions and identifies, applies and correctly interprets the literature to fill knowledge gaps of the team.</b>

**14. Contributes as a member of the team (EPA 9):**

"Watch me do this" (no independence)	"Let's do this together; Follow my lead"	"Do; I'll intervene at times"	"Do; I'll be here if you need me" (nearing independence)
<p style="text-align: center;"><input type="checkbox"/></p> <p>The student requires additional observations of others' role modeling behaviors with team members prior to taking a lead role to ensure that the content and manner of communication are situationally appropriate.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The student requires direct supervision during interactions with team members to ensure that the content and manner of communication are situationally appropriate.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The student interacts with others on the care team to convey content in a situationally appropriate manner but may require post-communication debriefing with a resident or attending in particularly challenging cases.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The student independently interacts with other team members on the care team to consistently convey patient information and any status changes in a situationally appropriate manner without need for debrief or additional guidance.</p>

15. Advocates for patients and addresses [social determinants of health](#) (CES competency):

"Watch me do this" (no independence)	"Let's do this together; Follow my lead"	"Do; I'll intervene at times"	"Do; I'll be here if you need me" (nearing independence)
<p style="text-align: center;"><input type="checkbox"/></p> <p>The student does not address social determinants of health (SDH) in the clinical encounter.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The student asks about SDH but requires coaching from the resident or attending to generate a plan to address the SDH that are impacting the patient's health.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The student asks about SDH and independently generates a plan to address SDH but requires assistance from the resident or attending to make the plan actionable.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>The student implements a plan to address SDH. Examples may include: independently identify reduced-cost medications, literacy-appropriate patient resources, or provide additional teaching or communication to positively impact patient care.</p>

Comments

If you have concerns about clinical progress OR lapses in professional behaviors, please e-mail the [clerkship director](#).

16. Areas of Strength: Please provide specific examples of behaviors you observed.

17. Feedback to facilitate improvement: Please provide specific examples of behaviors, particularly citing ways the student can progress in independence.

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Frequency of Observation

18. **Frequency of Observation**

- Bimonthly
- Occasional