

# Pediatrics Sub-I Clinical Performance Assessment (CPA)

Status

In Progress

If you have concerns about clinical progress OR lapses in professional behaviors, please e-mail the Pediatrics Sub-Internship director at [koressel@luriechildrens.org](mailto:koressel@luriechildrens.org).

## Required Attestations

1.\*  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.)

2.\*  I have reviewed the Feinberg Medical School program objectives ([located here](#)) and clerkship objectives ([located here](#)).

3.\* Please select your role:

- Attending
- Resident
- Fellow
- Advanced Practice Provider

## Characteristics

Please rate the following characteristics which underpin all professional activities:

4. **Professionalism:** This student:

	Rarely	Sometimes	Consistently
Shows dependability, truthfulness, and integrity.	<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"/>

5. **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"/>

6. **Advocacy:**This student:

	Rarely	Sometimes	Consistently
Identifies social barriers to care (cost, unstable housing, food insecurity, transportation, etc) and links patient to resources to address them.	<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):

<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 requires a resident or attending to provide step-by-step guidance when recommend a diagnostic work-up or interpreting diagnostic studies.</b>	<input type="checkbox"/> <b>The student recommends &amp; appropriately interprets some diagnostic work-up &amp; studies, but requires assistance with other routine tests &amp; studies.</b>	<input type="checkbox"/> <b>The student recommends &amp; interprets studies for common conditions or routine tests &amp; studies, but requires assistance for less common conditions.</b>	<input type="checkbox"/> <b>The student recommends &amp; interprets studies correctly in almost all cases, requiring assistance in only rare or particularly complex cases.</b>

**10. Enter and discuss orders and prescriptions (EPA 4):**

<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 makes consistent errors when entering orders or writing prescriptions such that work needs to be redone by others on the team.</b>	<input type="checkbox"/> <b>The student enters some orders and writes some prescriptions correctly, but work often requires modification by the resident before co-signature.</b>	<input type="checkbox"/> <b>The student enters most orders and writes most prescriptions correctly, needing resident modification co-signature only for less common tests.</b>	<input type="checkbox"/> <b>The student enters orders and writes prescriptions with rare need for resident modification prior to co-signature.</b>

**11. 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 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>

**12. Giving and receiving patient handoffs (EPA 8):**

<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 requires a resident or attending to provide step-by-step guidance when giving and receiving patient handoffs.</b>	<input type="checkbox"/> <b>The student gives and receives patient handoffs with a resident or attending present to help with one or more domain.</b>	<input type="checkbox"/> <b>The student gives and receives patient handoffs, prioritize patients in terms of acuity and complexity, but may require assistance in complex cases.</b>	<input type="checkbox"/> <b>The student consistently gives and receives patient handoffs, prioritizing patients in terms of acuity, complexity, and anticipated problems.</b>

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

<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 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.</b>	<input type="checkbox"/> <b>The student requires direct supervision during the interaction with team members to ensure that the content and manner of communication are situationally appropriate.</b>	<input type="checkbox"/> <b>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.</b>	<input type="checkbox"/> <b>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.</b>

**14. Recognition of patients needing urgent/emergent care (Is the patient sick?) (EPA 10):**

<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 requires a resident or attending to provide step-by-step guidance when recognizing, assessing, and managing patients who require urgent medical care.</b>	<input type="checkbox"/> <b>With assistance from residents or attendings, the student recognizes patients who require urgent medical care, assesses the patients, calls for help, and initiates treatment.</b>	<input type="checkbox"/> <b>The student recognizes patients who require urgent medical care and appropriately assesses the patients, calls for help, and initiates treatment but may require some assistance in some cases.</b>	<input type="checkbox"/> <b>The student recognizes patients who require urgent medical care and assess the patients, calls for help, and initiates treatment without assistance except in complex cases.</b>

**Comments**

**15. Areas of Strength:** Please provide specific examples of behaviors you observed. Please summarize any notable aspects of this student's overall performance.

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**16. 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

**17. Frequency of Observation**

- Daily
  - Weekly
  - Occasional
  - Once
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