2019-20 Medicine Sub-I Clinical Performance Assessment

Status	In Progress

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 issuesthrough 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.	☐	☐	☐
Acknowledges and demonstrates awareness of limitations.	☐	☐	☐
Takes initiative for own learning and patient care.	☐	☐	☐
Remains open to feedback and attempts to implement it.	☐	☐	☐
Treats all patients with respect and compassion; protects patient confidentiality.	☐	☐	☐

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5. **Communication:**This student:

	Rarely	Sometimes	Consistently
Communicates in a way patients understand; avoids medical jargon; checks back for understanding.	☐	☐	☐
Contributes information effectively to the team in a clear and timely manner.	☐	☐	☐

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.	☐	☐	☐

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

"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)
☐ **The student requires a resident or attending to provide step-by-step guidance when recognizing, assessing, and managing patients who require urgent medical care.**	☐ **With assistance from residents or attendings, the student recognizes patients who require urgent medical care, assesses the patients, calls for help, and initiates treatment.**	☐ **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.**	☐ **The student recognizes patients who require urgent medical care and assesss the patients, calls for help, and initiates treatment without assistance except in complex cases.**

9. **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)
☐ The student requires the resident or attending to perform all steps of clinical reasoning including differential diagnosis and formulation/ prioritization of problems.	☐ The student requires significant coaching from the resident or attending in all steps of clinical reasoning including differential diagnosis and formulation/ prioritization of problems.	☐ 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.	☐ 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.

10. **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)
☐ The student requires a resident or attending to provide step-by-step guidance when recommend a diagnostic work-up or interpreting diagnostic studies.	☐ The student recommends & appropriately interprets some diagnostic work-up & studies, but requires assistance with other routine tests & studies.	☐ The student recommends & interprets studies for common conditions or routine tests & studies, but requires assistance for less common conditions.	☐ The student recommends & interprets studies correctly in almost all cases, requiring assistance in only rare or particularly complex cases.

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

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

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

"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)
☐ The student needs help devising clinical questions, finding appropriate articles to share, interpreting literature, and applying findings to a given patient case.	☐ 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.	☐ The student devises appropriate clinical questions and identifies, applies, and correctly interprets primary literature, requiring some assistance from others.	☐ The student independently devises appropriate clinical questions and identifies, applies and correctly interprets the literature to fill knowledge gaps of the team.

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

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

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)
☐ 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.	☐ The student requires direct supervision during the interaction with team members to ensure that the content and manner of communication are situationally appropriate.	☐ 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.	☐ 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.

Comments

If you have concerns about clinical progress OR lapses in professional behaviors,please e-mail theclerkship director.

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

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

Frequency of Observation

17. **Frequency of Observation**

- ☐ Daily
- ☐ Weekly
- ☐ Occasional
- ☐ Once