

## Required CCA Assessment Tool for

Student Image Not Available	Clerkship:	Evaluator:	Start Date:
	End Date:	Rotation Number: 1	Site:
<b>Hours assigned to the student</b>			
<input type="radio"/> Extensive (>40 Hours)			
<input type="radio"/> Substantial (11 to 40 Hours)			
<input type="radio"/> Moderate (5 to 10 Hours)			
<input type="radio"/> Limited (1 to 4 Hours)			
<input type="radio"/> No Contact (Less Than 1 Hour)			

- [View the medical school educational program objectives.](#)

Assessment may be negatively influenced by implicit biases. These biases include our subconscious attitudes, perceptions, and stereotypes that influence our understanding, actions, and behavior while interacting with various identities. Implicit bias can influence perceptions of race, gender, sexual orientation, gender identity, ability, religion/spirituality, nationality, and socioeconomic status. Systematically, this may result in lower assessment, even when there are no differences in performance. We ask that all evaluators recognize the potential impact of bias and resist stereotypes to ensure balanced assessment.

- Adapted from Georgetown University School of Medicine

For each of the following statements, rate your observation of the student's performance during the clerkship. Please be as objective as possible and keep in mind that the **student is NOT expected to perform at the highest level** on each of these to receive a passing or even an honors score. Our scoring algorithm reflects realistic expectations of performance and for some of the statements, this may even be a lower rating. Your objective reflections will also be very valuable to the student and help us identify areas of continuous improvement and ultimately secure better patient care.

**Please remember: "Always" means 100% of the time. "Nearly always" means at least ¾ (75-99%) of the time. "Often" is between 50% and 74% of the time. "Rarely" is less than half (50%) of the time.**

### Competency: PROFESSIONALISM

*Maintains professionalism, confidentiality, and ethical behavior at all times*

<input type="radio"/> Yes	<input type="radio"/> No (Comment Required)
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*Demonstrates punctuality and follows through on assigned tasks*

<input type="radio"/> Yes	<input type="radio"/> No (Comment Required)
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### Competency: INTERPERSONAL AND COMMUNICATION SKILLS/SYSTEMS-BASED PRACTICE

*Uses proper language/terminology (e.g., identity, ethnicity, ability, level of education) when speaking with patients and the healthcare team*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Includes social/structural factors (e.g., access to food, local laws, zip code) that impact medical decision making and patient health*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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## Competency: INTERPERSONAL AND COMMUNICATION SKILLS

*Demonstrates active listening skills with patients and uses language that is at an appropriate level for understanding (e.g., asks clarifying questions, repeats back to patient what was heard, not distracted)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Interacts respectfully with the healthcare team*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Is a proactive and engaged member of the healthcare team*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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## Competency: PATIENT CARE

*HPI is organized*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*HPI includes pertinent positives and negatives*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Relevant other history is complete (e.g., includes medical, past surgical, family, social history, ROS)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Uses proper technique when performing a physical (or mental status) exam*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Identifies pertinent positives and negatives from the exam*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Accurately interprets tests (e.g., labs, imaging, surveys, screening studies)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Identifies the most important (e.g., most likely, critical, life-threatening) diagnoses*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Identifies less likely but relevant diagnosis*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Patient plan of care is appropriate for the diagnosis*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Patient plan of care integrates evidence-based practice*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Patient presentation is organized (e.g., utilizes SOAP)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Patient presentation is accurate, relevant, and complete*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Documentation (e.g., progress note) is accurate, relevant, and complete*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Demonstrates application of basic/foundational concepts in clinical care (e.g., pathophysiology, differential diagnosis, lab interpretation, plan of care)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Explains all steps of procedure(s)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed/Not Applicable
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### Competency: PRACTICE-BASED LEARNING AND IMPROVEMENT

*Identifies areas for self improvement (e.g., knowledge, communication, presentation, and/or professionalism)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Identifies clinical questions and begins to take initiative to address the question in the context of patient care*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Receptive to feedback (e.g., attempts to incorporate feedback)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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### Competency: SYSTEMS-BASED PRACTICE

*Suggests ancillary resources to optimize patient care (e.g., community support groups, social work, home health, palliative care)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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*Identifies errors in patient care and/or articulates system failure (e.g., medication errors)*

<input type="radio"/> Always	<input type="radio"/> Nearly Always	<input type="radio"/> Often	<input type="radio"/> Rarely	<input type="radio"/> Not Observed
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### MSPE/NARRATIVE COMMENTS

- MSPE comments are required (130 character minimum). The comments in this text box will be used for the student's MSPE.

*Enter text here*

characters

Comment has a minimum length of 130 characters.

- ("Not for MSPE") Narrative comments. Please also include specific comments if you feel a student did exceptionally well or exceptionally poorly, including examples where such behavior was demonstrated.

*Enter text here*

By submitting this assessment, I hereby attest that I do not have a conflict of interest with this student, including but not limited to a consensual relationship, familial relationship, physician-patient (health care) relationship, or financial relationship. If I feel there is a COI, it is my responsibility to contact the coordinator and have myself removed from evaluating the student.

[View the policy.](#)

I also certify that the information I have provided is correct to the best of my knowledge. I understand that this constitutes an electronic signature and take responsibility for the content herein. I am aware of the Family Education Rights and Privacy Act that states that this information may not be released to anyone other than the registrar's office. Therefore, I will have anyone who requests this information contact the registrar's office.