Required Clinical Competency Evaluation for Student Name

<table>
<thead>
<tr>
<th>Clerkship: OBGY701 001</th>
<th>Evaluator: Preceptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date: Rotation</td>
<td>End Date:</td>
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<tr>
<td>Time spent with student:</td>
<td></td>
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<tr>
<td>O Extensive (More than 10 Hours)</td>
<td></td>
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<tr>
<td>O Moderate (4 to 10 Hours)</td>
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<tr>
<td>O Minimal (1 to 4 Hours)</td>
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<tr>
<td>O No Contact (Less than 1 Hour)</td>
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</tbody>
</table>

For each item in a category, please select a value from 1 to 5, or N/A. A selection of N/A will not impact a student's final evaluation score.

### Competency: Medical Knowledge
- **(1)** Significantly below expected competency: Foundation of knowledge and/or understanding of disease mechanisms is inadequate. Unable to clinically apply knowledge base.
- **(2)** Below expected competency: Adequate overall foundation of knowledge with some gaps. Limited ability to clinically apply knowledge.
- **(3)** At expected competency: Expected foundation of knowledge and understanding of disease mechanisms. Frequently demonstrates ability to apply knowledge in clinical situations.
- **(4)** Above expected competency: Broad foundation of knowledge and understanding of disease mechanisms. Consistently has ability to apply knowledge in clinical situations.
- **(N/A) Not observed:** Not observed

### Competency: Patient Care (Patient History)
- **(1)** Significantly below expected competency: Inaccurate and disorganized history. Poor interviewing technique. Unable to develop assessment and plan. Does not ask questions pertinent to suspected patient problems.
- **(2)** Below expected competency: History is often incomplete. Interview technique weak. Acquisition of information from history is inconsistent and often incomplete. Assessment and plan not well-developed.
- **(3)** At expected competency: Accurate history and good interview technique. Is able to develop a reasonable assessment and plan based on history obtained.
- **(4)** Above expected competency: Thorough and accurate history. Strong interviewing technique. Identifies key facts in patient history, which assist in formulating a comprehensive assessment and plan.
- **(5)** Significantly above expected competency: Comprehensive, accurate history includes subtle cues from patient interview. Excellent interviewing technique. Formulates an insightful assessment and plan.
- **(N/A) Not observed:** Not observed

### Competency: Patient Care (Physical Exam)
- **(1)** Significantly below expected competency: Inaccurate and disorganized physical exam. Does not recognize normal or abnormal findings in patient exam.
- **(2)** Below expected competency: Incomplete and somewhat disorganized physical exam. Recognizes some normal physical exam features.
- **(3)** At expected competency: Accurate, complete physical exam. Recognizes normal features and common abnormalities in patient exam.
- **(4)** Above expected competency: Thorough, accurate and organized physical exam. Recognizes emergent and important abnormalities in patient exam.
- **(5)** Significantly above expected competency: Comprehensive, accurate and organized physical exam. Recognizes both emergent and important subtle abnormalities in patient exam.
- **(N/A) Not observed:** Not observed
Competency: Patient Care (Clinical Reasoning)

- **Significantly below expected competency:** Struggles to integrate relevant findings and lab/study data when solving clinical problems. Unable to develop an assessment and plan.
- **Below expected competency:** Limited ability to integrate findings and lab/study data into clinical assessments. Assessments may be accurate but do not include a differential diagnosis or reflect all relevant information.
- **At expected competency:** Integrates findings and lab/study data into clinical assessments. Assessments are accurate and reflect all relevant information. Develops basic differential diagnosis.
- **Above expected competency:** Integrates relevant findings and lab/study data into clinical assessments. Assessments are comprehensive, accurate, and include a well-developed differential diagnosis.
- **Significantly above expected competency:** Integrates and prioritizes findings and lab/study data into clinical assessments. Assessments are accurate and comprehensive. Able to develop and defend an extensive differential diagnosis.

*O* (N/A) **Not observed:** Not observed

Competency: Practice Based Learning and Improvement

- **Significantly below expected competency:** Completely unaware of own gaps in knowledge and skills. Poor acceptance of feedback and does not make an effort to change.
- **Below expected competency:** Inconsistently recognizes gaps in knowledge and skills. Does not demonstrate improvement after specific feedback.
- **At expected competency:** Recognizes most gaps in own knowledge and skills. Accepts criticism when offered and makes an effort to change based on specific feedback.
- **Above expected competency:** Recognizes gaps in own knowledge and skills. Solicits feedback weekly and accepts constructive criticism well. Able to effect change. Self-motivated.
- **Significantly above expected competency:** Recognizes gaps in own knowledge and skills. Regularly solicits feedback and receives criticism with insight and effects change. Self-motivated.

*O* (N/A) **Not observed:** Not observed

Competency: Interpersonal and Communication Skills

- **Significantly below expected competency:** Does not establish rapport with patients; lacks empathy and does not communicate effectively. Does not communicate well with other health care professionals.
- **Below expected competency:** Sometimes has difficulty establishing rapport with patients. Ineffective communication with patients and other healthcare providers. Participation in team-based care is inconsistent.
- **At expected competency:** Relates well to most patients and family members. Proficient verbal and written communications with other healthcare professionals. Actively participates in team-based care.
- **Above expected competency:** Relates well to patients and family members. Demonstrates empathy; uses easy to understand language in patient communication. Proficient verbal and written communications with other healthcare professionals. Actively participates in team-based care.
- **Significantly above expected competency:** Relates well with patients and health care team even with complex clinical scenarios. Shows empathy, compassion and respect; engages patients in shared decision making. Excellent communication with healthcare professionals. Role models active, respectful participation in team-based care.

*O* (N/A) **Not observed:** Not observed

Competency: Professionalism

- **Significantly below expected competency:** Attendance and punctuality are erratic. Cannot be relied upon to carry out tasks and needs frequent reminders of responsibilities. Does not actively participate in most educational activities. Intervention needed regarding student’s commitment.
- **Below expected competency:** Regular attendance, but inconsistent punctuality for duties. Needs reminders at times to complete responsibilities. Does not actively participate in all educational activities. Needs reminders to complete responsibilities.
- **At expected competency:** Timely, regular attendance. Can be relied upon in fulfilling responsibilities as a member of the health care team and in the delivery of patient care. Completes assigned responsibilities without need for reminders.
- **Above expected competency:** Student is always on time or early for duties. Outstanding in dependability, punctuality and participation in team activities and patient care responsibilities. Makes extra effort to be an integral team member.
- **Significantly above expected competency:** Exceptionally conscientious. Excellence in attendance, dependability, punctuality, and participation in team activities and patient care responsibilities. Makes extra effort to be an integral team member; assumes leadership role(s).

*O* (N/A) **Not observed:** Not observed
Competency: Systems Based Practice

○ (1) Significantly below expected competency: No awareness of hospital or clinic resources. Unable to recommend any additional resources for patient care delivery.

○ (2) Below expected competency: Rarely suggests and recruits all additional hospital or clinic resources in patient care. Rarely displays awareness and discussion of cost-effectiveness of care.

○ (3) At expected competency: Regularly suggests and recruits ancillary resources to optimize patient care. Demonstrates basic understanding of the roles of multidisciplinary care providers, and regularly includes in patient care discussions. Demonstrates awareness of cost-effectiveness of patient care.

○ (4) Above expected competency: Shows in depth understanding of the roles of multidisciplinary care providers in achieving optimal patient outcomes and frequently includes in patient care discussions. Demonstrates in depth understanding of cost-effectiveness of care and includes frequently in patient care discussions.

○ (5) Significantly above expected competency: Has advanced knowledge of all hospital/clinic resources available and utilizes appropriately. Demonstrates advanced understanding and ability to employ cost-effectiveness of care strategies. Recognize sources of potential system failures.

○ (N/A) Not observed: Not observed

Summary Comments: Narrative comments are required (130 character minimum). Please also include specific comments if you feel a student did exceptionally well or exceptionally poorly (ex. If student was a <3 or >3), including examples where such behavior was demonstrated.

Comments: 130 character minimum

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

MSPE Comments: 130 character minimum

Click 'save' to save the current information and return to complete it later. Click 'Submit' if you are done evaluating this student. If you click 'Submit' you will no longer be able to edit this evaluation.

By clicking the submit button I 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.