

HOW TO COMPLETE THE CLINICAL COMPETENCY EVALUATION

An important change has been made to the CCE this year. The purpose of the CCE is to provide your students with two types of feedback: Purpose of an end of clerkship narrative summary: Ideally, this summary is what will be used for the MSPE vs. verbatim transfer of attending and resident comments. The narrative summary is a synthesis of preceptor's comments, faculty comments, SHELF exam score and any other available information such as student participation in lectures. Therefore, the preceptor's comments directly contribute to but are giving context by the Clerkship Director for the MSPE. This may lead both preceptor and student to be overly anxious about the content of the comments, but the design of the comments section should ensure that only appropriate comments are used in the MSPE.

This document is divided into the following sections:

Sample paragraphs

Options for descriptor phrases and sentences describing student performance in the core competencies

Specific attributes

that you can comment on

SAMPLE PARAGRAPHS

“Jane was always on time, reliable, and dependable such that I always knew the information she provided was accurate. She was able to report data succinctly and gather complete histories while simultaneously maintaining excellent rapport with families. She performed good differential diagnoses, was able to interpret lab data, PFTs, etc, and to independently find resources to help her when she came across data she had not encountered previously. Jane could synthesize good plans, and managed patients well, always spending additional time to ensure family understanding of instructions. She responded well to feedback with appreciation and an upbeat attitude, worked diligently on fund of knowledge, and was able to educate families and patients well on various illnesses; always the professional, spending more time and effort whenever it was required by the situation.” Jane’s grade for this rotation is HONORS.

Mr. Student did a very good job on the neurology rotation. He was able to elicit most of the pertinent details of a neurological history. His neurological examination technique was as expected for his level of training and his exam findings were usually accurate and reliable. his oral presentations were thorough but at times disorganized. He sometimes needed helped with synthesis of the information he gathered, though his written H&Ps demonstrated an ability to generate a relevant differential diagnosis, assessment and plan. He gave a very thorough didactic presentation on Dementia. He scored in the 72nd percentile of the nation on the written neurology shelf examination. His score on the OSCEs (1 standardized patient case and 2 written short cases, and 2 multiple choice cases- total of 9 stations) was: 90%. Typical was an integral member of his neurology team. He was helpful, proactive and engaged. He demonstrated an exemplary bedside manner and had excellent interpersonal skills. For overall performance on this rotation, the grade of HIGH PASS is awarded.

Typical is a motivated student whose overall performance during the Obstetrics and Gynecology clerkship was excellent. His written notes were detailed, organized and flowed logically. They contained accurate assessments and plans for moderately complex patients. Typical's oral presentations exceeded those of his peers in their organization, succinctness of delivery and command of his patients' medical information. Typical collaborated extremely well on all of his health care teams. He won praise for his

dedication to his patients and his ability to develop a quick and meaningful rapport with them and their families. Several patients even requested him to be at their bedside. He was proactive and could be relied upon to efficiently obtain H&Ps on the busy Labor and Delivery floor or in the outpatient clinic. Typical's energy and enthusiasm was appreciated by all who worked with him. He took ownership of his patients and kept the team updated with their progress. His fund of knowledge was very good. Typical's technical skills and dexterity were good and improved steadily over the course of the rotation. Classmates found him to be an exceptional teammate, always willing to work hard for the needs of the team, discuss patients, and they commented that he was "a role model for great communication skills." Nursing evaluators noted that he "caters to patients needs and is very helpful to the team" and "had a great bedside manner". Patients found him to be warm and supportive. Typical's grade for this rotation is HONORS.

DESCRIPTIVE SENTENCES/PHRASES

MEDICAL KNOWLEDGE

His/her fund of knowledge was adequate for eliciting a history.

He/she read regularly and increased his/her knowledge base during the rotation.

He/she had good recognition of the medical/surgical/mental health, problems encountered during this rotation.

He/she demonstrated an outstanding fund of knowledge and continuous use of the medical literature.

PATIENT CARE HISTORY/PHYSICAL EXAM

He/she was able to do thorough and accurate histories and physicals despite time constraints.

He/she was able to identify pertinent positive and negative data and interpret its relevance to the case rather than simply reporting data.

His/her histories were thorough and well organize.

He/she conducted thorough interviews and was able to identify pertinent findings.

His/her physical exams were done with very good technique, logical progression, and with great proficiency.

CLINICAL REASONING

He/she did fairly well in using information to solve clinical problems.

He/she was able to formulate basic plans of evaluation and suggested therapy.

His/her oral presentations (demonstrated regular improvement and became more organized), clearly presented, and comprehensive.

He/she did an outstanding job of gathering information and was always able to develop a logical assessment and plan for care.

His/her oral and written presentations were well organized, clear, concise, and included all the pertinent positives and negatives.

He/she showed excellent/adequate organizational skills and was always able to develop a logical assessment and treatment plan.

His/her oral and written presentations were always clear, concise, and included all pertinent positives and negatives.

He/she demonstrated well organized clinical thinking and was able to synthesize data into reasonable plans.

He/she was able to formulate an accurate assessment of his/her patient and explain on rounds what were his/her leading diagnoses and how they would be investigated or evaluated.

He/she prepared concise and well-organized histories and post-operative notes.

He/ she worked diligently on organizing his/her data and did so quickly resulting in well-organized instructive presentations.

PBLI

He/she did a lot of research on his own and then educated the team.

He/she had an excellent fund of knowledge and demonstrated continuous reading.

He/she knew his/her patients and was a reliable source of information for the entire treatment team.

He/she was a very motivated and driven individual yet humble and willing to learn.

He/she was able to use academic resources and apply them to his/her clinical presentations.

He/she showed outstanding initiative learning surgical procedures, integrating into care teams on labor and delivery/inpatient service. He/she was motivated and self-directed.

He/she demonstrated strong self-directed learning behaviors as he/she researched his/her patients and accurately presented what he/she learned about the clinical situation.

IPCS

He/she was appreciated by all as a helpful, motivated team member who was reliable and took responsibility for his/her patients.

He/she related extremely well to patients and demonstrated compassion and concern for their welfare.

He/she was always pleasant and related very well to other students, residents, and hospital staff. He/she was a team player who worked well others."

He/she communicated with team when issues arose with patients.

He/she communicated well with the team during patient care transitions.

PROFESSIONALISM

The attendings and residents found student xx to be consistently enthusiastic, interested, and a team player.

He/she had superb professional behavior and work ethic.

He/she was engaged and interested in being part of the team.

He/she had a professional attitude and behavior.

He/she was (always) punctual.

Student xx always completed his/her notes in a timely fashion.

He/she learned to cope with the demands of a busy service.

He/she was respectful of others.

He/she was dependable, hard working, and stayed late when the clinical load was large.

He/she was extremely professional towards the staff and patients and had a very calm, pleasant, approachable demeanor.

SBP

He/she presented confidently and included the family on family centered rounds.

He/she demonstrated an (in depth/basic) understanding of social factors that impact patient health.

He/she demonstrated an (in depth/basic) understanding of community resources that patients could access.

Student xx demonstrated the ability to consider social, environmental, geographical, etc...challenges that impacted patients' health and well-being.

Student xx was proactive in determining and spotting social issues that would impact patient access to necessary postoperative/post discharge/follow up/pharmacy, etc...care.

SPECIFIC ATTRIBUTES TO COMMENT ON

- Personal attributes
- Communication Skills
- Cooperation
- Empathy
- Teamwork
- Sense of humor
- Care of others
- Professional Characteristics
- Integrity
- Honesty
- Initiative
- Consistency
- Ethics
- Respect for others
- Ability to recognize limitations
- Responsible
- Reliability
- Motivation/enthusiasm
- Medical and Scholastic record with emphases on student's:
 - Interaction with patients
 - Clarity and quality of histories, physical examinations
 - Ability to synthesize information
 - Diagnostic ability
 - Proficiency in laboratory use
 - Knowledge and interest of medical literature
 - Clinical therapeutics
- Technical skills
- Overall Impression of student

NOT FOR MSPE COMMENTS

These comments are meant to help students become excellent physicians.

Areas for improvement included his/her differential diagnoses and his/her focused history and physical presentations, punctuality, communication style (give examples of all).

John needs to continue to work on completeness and organization; excellent efforts are made, but he can lose the big picture by focusing on the wrong detail.

John continues to have short differentials and elementary understanding of how to organize and evaluate complex, or multiproblem patients.

John generally did well calling back patients and following up on labs and studies, and did not fall behind on documentation.

John needs to continue to develop longer-term planning for more complex patients; having trouble synthesizing different aspects of psychosocial dimensions all pertaining to 1 patient.

John would benefit from setting daily/rotational learning goals and asking questions when he does not understand a concept.

John would benefit from obtaining more details in histories, increasing completeness of histories.

John needs to practice on presenting in an organized manner, e.g., do not present labs before the physical examination.