

# Common Assessment Form Demystified – A Guide for CBLC Preceptors

## **IMPORTANT (please review before continuing):**

*UNC School of medicine policy states that a resident or attending CANNOT evaluate the academic performance of any student for whom they have provided health care (including psychological and reproductive health care). If you identify a conflict of interest, please contact the course coordinator (Julie Golding) immediately in order to assign appropriate evaluators.*

## **BASICS (before you start):**

- UNC School of Medicine (SOM) uses the One45 system to evaluate students
- These forms are NOT anonymous
- The Common Assessment Form assesses student performance on each of the UNC SOM **Core Competencies** – For each competency you can ‘hover’ over the underlined text in each competency for details
- Please complete the form based on the student’s **expected** level of training (Ex: application phase aka 3<sup>rd</sup> year)
- If you were unable to assess a competency please select the ‘**Not Observed**’ option

## **KEY POINTS FOR GRADING:**

- The form uses a 5-part Likert scale – **A student achieving minimum passing competency is expected to fall in the GREEN BOLDED category (3)**
- For EACH competency, place student in one of following categories:
  - ON TARGET – Meeting passing expectations = 3
  - “SUPER-STAR” – Exceeding expectations = 4 or 5 (please explain)
  - “RED FLAG” – NOT meeting expectations = 1 or 2
    - *Red flags are concerning and indicate that the student is at risk for failure. Please explain your choice in detail and contact the course director*
  - NOT OBSERVED – Button to Far left. If this is selected it does not penalize the student. However, by the end of the rotation we expect that students will be evaluated in all competencies.

**COMMENTS:** Your input is very important for the final Dean’s Letter and we encourage detailed comments. There are two sections for comments and **BOTH are visible to students**

- **For DEAN’S LETTER aka “official”:**
  - Summarize performance
  - Address Knowledge, Skills and Abilities
  - Relate to Goals & Objectives of the Clerkship
  - Cite specific positive examples
- **FORMATIVE, advisory comments (NOT for Dean’s Letter) aka “unofficial”**
  - Frank feedback for growth
  - Explain deficiencies
  - Encouragement
  - Behaviorally based feedback that is non-judgmental

**FINAL ATTESTATION:** At the end of the form estimate how many days you spent with the student and attest if you discussed your evaluation with the student – ***We encourage evaluators to review their evaluations with the student in person***

**EXAMPLE 1: Pass Level Student**

- Mostly 3s
- No 1s or 2s
- Performing at minimum expected level, clinical performance in “pass category”

		1	2	3	4	5
	not observed	Has difficulty integrating tests into the care of patients	---	<b>Integrates common tests appropriately</b>	---	Integrates advanced testing into care of patients in a sophisticate
<b>* 3. Interpretation of test (links to SOM Competency <a href="#">Patient Care 4</a>)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>X</b>	<input type="radio"/>	<input type="radio"/>

		1	2	3	4	5
	not observed	Has difficulty synthesizing information into differential dx	---	<b>Generates relevant differential diagnosis</b>	---	Generates complete and prioritized differential
<b>* 4. Developing a differential (links to SOM Competency <a href="#">Patient Care 5</a>)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>X</b>	<input type="radio"/>	<input type="radio"/>

		1	2	3	4	5
	not observed	Has difficulty recommending plan based on the patient's presentation	---	<b>Recommends appropriate management plan</b>	---	Develops well-reasoned plan individualized to patient.
<b>* 5. Management plan (links to SOM Competency <a href="#">Patient Care 6 &amp; 7</a>)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>X</b>	<input type="radio"/>	<input type="radio"/>

**Interpersonal and Communication Skills**

		1	2	3	4	5
	not observed	Has difficulty communicating	---	<b>Communicates content appropriately</b>	---	Communicates in empathic manner individualizing to needs of patient
<b>* 1. Verbal communication with patients (links to SOM Competency <a href="#">Interpersonal &amp; Communication 1</a>)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>X</b>	<input type="radio"/>

		1	2	3	4	5
	not observed	Communication is difficult to follow	---	<b>Communicates and presents patient information clearly</b>	---	Communication is both complete and concise
<b>* 2. Verbal communication, including oral presentations, with colleagues and other health care professionals (links to SOM Competency <a href="#">Interpersonal &amp; Communication 2</a>)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>X</b>	<input type="radio"/>	<input type="radio"/>



### EXAMPLE 3: Student at Risk of Failing

- Scored 2 in two categories – This is a red flag irrespective of how they performed in the other categories
- Performing below expected level in multiple competencies– *This student is at risk of failing clinically.*

		1	2	3	4	5
	not observed	Has difficulty integrating tests into the care of patients	---	<b>Integrates common tests appropriately</b>	---	Integrates advanced testing into care of patients in a sophisticated
* <b>3. Interpretation of test (links to SOM Competency <a href="#">Patient Care 4</a>)</b>	<input type="radio"/>	<input type="radio"/>	<b>X</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		1	2	3	4	5
	not observed	Has difficulty synthesizing information into differential dx	---	<b>Generates relevant differential diagnosis</b>	---	Generates complete and prioritized differential
* <b>4. Developing a differential (links to SOM Competency <a href="#">Patient Care 5</a>)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<b>X</b>	<input type="radio"/>	<input type="radio"/>

		1	2	3	4	5
	not observed	Has difficulty recommending plan based on the patient's presentation	---	<b>Recommends appropriate management plan</b>	---	Develops well-reasoned plan individualized to patient.
* <b>5. Management plan (links to SOM Competency <a href="#">Patient Care 6 &amp; 7</a>)</b>	<input type="radio"/>	<input type="radio"/>	<b>X</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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