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 asses 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 3rd 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
- o Address Knowledge, Skills and Abilities
- o Relate to Goals & Objectives of the Clerkship
- Cite specific positive examples
- FORMATIVE, advisory comments (NOT for Dean's Letter) aka "unofficial"
 - o Frank feedback for growth
 - Explain deficiencies
 - Encouragement
 - o 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			Integrates common tests appropriately			Integrates advance testing into care of patients in a sophisticate	
* 3. Interpretation of test (links to SOM Competency Patient Care 4)	С		С	0		X	С		С
			1		2	3		4	5
	not observed	synthesiz	ing informat			Generates relevant differentia diagnosis	ı		Generates complete and prioritized differential
4. Developing a differential (links to SOM Competency Patient Care 5)	Has difficulty integrating tests into the care of patients C C I I Not observed synthesizing informating into differential difficulty recommending placed on the patients of the patients		c		0	X		0	С
			1		2	3		4	5
		recommending plan based on the patient's				Recommends appropriate management plan			Develops well- reasoned plan individualized to patient.
* 5. Management plan (links to SOM Competency Patient Care 6 & 7)	С	С			С	X		c	С
Interpersonal and Communication	n Skills								
			1		2	3		4	5
					Communicates content appropriately		Communicates in empathic manner individualizing to needs of patient		
Verbal communication with patie (links to SOM Competency <u>Interpersommunication 1)</u>		С	c		О	c		X	c
			1		2	3		4	5
			Communic is difficu follow	lt to		Communica and preser patient informatio clearly	nts		Communication is both complete and concise
2. Verbal communication, including presentations, with colleagues and health care professionals (links to S Competency Interpersonal & Comm	other OM	c	С		С	X		С	С

EXAMPLE 2: High Performing Student

- Multiple 4s and occasional 3s or 5s
- No 1s or 2s
- Performing beyond minimum expected level, clinical performance in "high pass" or "honors" category
- Based on the listed criteria no student could earn all 5s please be discerning

			1	2		3	4		5
	not observed	integratin	lifficulty ng tests into of patients		Integrates common tests appropriately				egrates advanced sting into care of patients in a sophisticate
3. Interpretation of test (links to SOM Competency Patient Care 4)	C	O		0		c	X		o
			1		2	3		4	5
	not observed	Has difficulty synthesizing information into differential dx				Generates relevant differentia diagnosis	al		Generates complete and prioritized differential
4. Developing a differential (links to SOM Competency <u>Patient Care</u> 5)	c	c			0	o		X	o
		1			2	3		4	5
	not observed	recom based o	Has difficulty recommending plan based on the patient's presentation			Recommends appropriate management plan			Develops wel reasoned pla individualize to patient.
5. Management plan (links to SOM Competency <u>Patient Care 6</u> & <u>7)</u>	с с		О		0	0 0		X	0
nterpersonal and Communication	Skills								
		1			2	3		4	5
		not observed Has difficulty communicating				Communicates content appropriately			Communicates i empathic manner individualizing t needs of patien
1. Verbal communication with patients (links to SOM Competency <u>Interpersonal &</u> Communication 1)		o	o		0	О		c	X
			1		2	3		4	5
			1		- 2	Communica	ator	4	, ,
		not observed	Communic is difficul follow	t to		and prese patient informati clearly	nts : on		is both complete and concise
* 2. Verbal communication, including oral presentations, with colleagues and other health care professionals (links to SOM Competency Interpersonal & Communication		c	С		c	o		c	X

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		3	4		5				
	not observed	integratir	difficulty ng tests into of patients	ts into common tests					Integrates advance testing into care o patients in a sophisticate	
* 3. Interpretation of test (links to SOM Competency Patient Care 4)	О	о 🕽			С		0		0	
					2					
			1	-	2 3			4	5	
	not observed	synthesiz	s difficulty zing informat ifferential dx	g information		Generates relevant differentia diagnosis			Generates complete and prioritized differential	
. Developing a differential (links o SOM Competency Patient Care		С			0	X		0	О	
			1		2	3		4	5	
				-	Recommen		4			
	not observed	Has difficulty recommending plan based on the patient's presentation				appropriate management plan			Develops well reasoned plar individualized to patient.	
* 5. Management plan (links to SOM Competency <u>Patient Care 6</u> & <u>7)</u>	O		С	X		С		o	С	
nterpersonal and Communication	Skills									
		1			2 3			4	5	
			Has difficulty communicating			Communicate content appropriatel			Communicates in empathic manner individualizing to needs of patient	
* 1. Verbal communication with patients (links to SOM Competency <u>Interpersonal & Communication 1)</u>		О	С		0	О		0	X	
					-	_			_	
			1		2	3		4	5	
		not observed	Communio is difficu follov	lt to		Communica and preser patient information clearly	its		Communication is both complete and concise	
* 2. Verbal communication, including presentations, with colleagues and health care professionals (links to S Competency Interpersonal & Communication)	other OM	С	c		C	X		С	o	