CU School of Medicine
UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

Clinical Assessment in the Trek Curriculum

Overall goal: Provide students and the school with helpful information on the student's growth towards becoming an independent physician capable of providing safe and effective patient care

All assessment forms include two types of questions: Ratings and Comment Boxes

Ratings:

For the clinical tasks the question you answer is: "*For a patient with a **common** concern, if you were to supervise this student again, how would you assign the task to the student to **ensure safe and effective patient care**?*"

- This question emphasizes your judgment in considering what the student can do independently while also making sure patient safety is central.
- Students are not expected to be independent early on and will advance in their skills over time. They may be more independent in some areas than others.

Common misperceptions about these ratings

- Selecting that a student is very independent in the task does NOT mean they do not need teaching/ feedback – This is about safe and effective patient care.
- Billing rules do not apply!
- The amount of supervision a student needs is different depending on the patient's context/complexity.
- Asking for help and knowing your limits is part of being an independent clinician and not always a marker of a need for increased supervision.

Suggestions for high-quality comments:

- Describe what the student did in detail with specific examples (> 100 words)
- Use verbs not adjectives or clichés
- Include specific reference to the activities we expect students to perform (see chart on back)
- Don't use comparative language
- Constructive feedback doesn't always have to be about something the learner did wrong. Describe what the learner can do to move to the next level. What would they do if they were more independent?
- Equity in Assessment Reflection Questions
    - *Would I have written the same thing if the student was a different gender or race?*
    - *Am I describing personal attributes of the student or how well they fit in, or am I describing the actual skills and knowledge they demonstrated during our time together?*

Less Helpful	More Helpful
Empathetic.	When patient became upset and was crying, student handed her a box of tissues and briefly rested her hand on the mother's shoulder.
Proficient physical exam.	When approaching a 15-month-old child, he allowed the child to touch the otoscope to improve cooperation. He appropriately had mother help with restraining the child's arms and had good technique looking in the ear. Next step will be to try insufflation, which was necessary to rule out an infection.
Good presentations.	Student presents information in an organized fashion. For each patient, she provides a differential diagnosis of at least three items, but sometimes the differential focuses more on unlikely diagnoses.
Advanced management plans	Student is able to provide a basic management plan for many common pediatric cases, including asthma, bronchiolitis, viral URI, and gastroenteritis. However, he still requires assistance for less common complaints.

Each assessment is another piece of the puzzle about an individual student.
Your goal is to be the eye-witness and not the judge!

Trek Foothills Assessment Questions and End of Year Expectations

Question	Minimum	Exemplary
Gather a history from a patient.	Repeat all findings or provide substantial input/revisions	Repeat key findings or provide minimal input/revisions
Perform a physical exam.	Repeat all findings or provide substantial input/revisions	Repeat key findings or provide minimal input/revisions
Develop a differential diagnosis.	Repeat all findings or provide substantial input/revisions	Repeat key findings or provide minimal input/revisions
Provide written documentation of a clinical encounter.	Repeat all findings or provide substantial input/revisions	Repeat key findings or provide minimal input/revisions
Provide an oral presentation of a clinical encounter.	Repeat all findings or provide substantial input/revisions	Repeat key findings or provide minimal input/revisions
Develop a management plan.	Do it with the student together	Repeat key findings or provide minimal input/revisions
Technical skills: Is this student ready to perform basic technical skills (bag-mask ventilation, single interrupted suture, pap smear, etc.) under direct supervision?	Almost	Yes
Urgent/ Emergent care: Is the student ready to identify a patient who needs urgent/emergent care independently (evaluate a patient with unstable vital signs, altered mental status, or cardiopulmonary distress and know when to call for help)?	Almost	Yes
Organization/Prioritization: Is this student ready to organize and prioritize responsibilities to provide safe and efficient care for at least 2 hospitalized patients simultaneously?	Almost	Yes
Evidence-Based Medicine: Does this student consistently form clinical questions, retrieve, and appraise evidence to advance patient care?	Yes	Exemplary
Professionalism: Did this student consistently demonstrate the core attributes of professionalism that build trust (reliability, willingness to ask for help/admit limits, integrity, duty, respect, honesty)?	Yes	Exemplary
Compassion: Did this student consistently demonstrate behaviors that convey compassion, empathy, respect, and inclusion?	Yes	Exemplary
Situational Awareness: Does this student consistently act in a way that fosters success of the team and its members and promotes cohesive team dynamics?	Yes	Exemplary
Advocacy: Did this student consistently advocate for the well-being of patients and families?	Yes	Exemplary
Interprofessional Collaboration: Did the student engage with an interprofessional team to facilitate patient care?	Yes	Exemplary
Self-directed learning/Agency: Did this student consistently demonstrate responsibility/agency for patient care and their own learning (proactive, consistently follows cohort patients, educates self and others)?	Yes	Exemplary