

Clinical Skills Assessment (CSA) for Clerkships

Purpose: To reduce assessment burden and redundancy while continuing a quality mid and final clerkship assessment required by LCME

Frequent CSA: For clerkships that need to collect data before/between mid and final clerkship CSA to help provide snapshots of student performance. Each clerkship can vary if this form is needed and to the frequency used. All entries are optional.

Mid-Clerkship Feedback CSA: Used in the Mid-Clerkship Feedback meeting to provide actionable feedback for growth. All entries are required, except the additional comment for each criteria. An attestation that a discussion was had about EPAs and PET/RCEs need to be addressed in this form as well.

Final Clerkship Feedback CSA: Used for Final Clerkship feedback providing a summation of the students overall performance. All entries are required, except the additional comment for each criteria.

Performance descriptors for each criteria:

1. Demonstrates awareness of their own strengths and limitations, and actively works to improve their own knowledge and practice.

Does not demonstrate awareness of their own limitations, or attempt to improve their own knowledge or practice. **Does not seek out or apply** scientific evidence to patient care.

Demonstrates only **superficial understanding** of own limitations. Makes minimal attempts to improve own knowledge or practice. **Only seeks out** scientific evidence when prompted to do so.

Acceptable understanding of own limitations. Makes reasonable attempts to improve own knowledge and practice. **Usually seeks out** scientific evidence when applicable.

Solid understanding of own limitations. Shows commitment to improving own knowledge and practice. **Actively seeks out** scientific evidence when applicable.

Genuine and complete understanding of own limitations. Is self-motivated and committed to improving knowledge and practice. **Actively seeks out** scientific evidence when applicable and applies findings to patient care.

STUDENTS!!! Filling out the CSA on your mobile device? Sign into the form by scanning this QR code:



*The CSA form is student-initiated. **The student** must sign in in order for the ratings to be associated with the student and to count toward clerkship requirements.*

2. Communicates effectively with patients and families.

Struggles to establish trust and rapport with patients. Often misses patients' concerns. May **frequently** use medical jargon.

Establishes **weak or inconsistent** rapport with patients. Sometimes misses patients' concerns and emotional cues. May **often** use medical jargon.

Generally establishes effective rapport with patients. Usually reassuring, caring, supportive, and respectful. Uses language effectively, but may **occasionally** use medical jargon.

Usually establishes effective rapport. Consistently reassuring, empathetic, caring, supportive, and respectful. Uses language effectively with **minimal** medical jargon.

Highly effective in establishing good rapport. Unfailingly reassuring, empathetic, caring, supportive, and respectful, even with difficult patients and families. **Identifies** nonverbal cues and hidden patient concerns, including cultural and psychosocial needs.

3. Demonstrates compassion, integrity, and respect for others.

Disrespectful of others. Intolerant of others' attitudes or beliefs. Treats people **preferentially** depending on position.

Needs to improve ability to demonstrate empathy and/or demonstrate respect. **Generally shows** compassion to patients and colleagues, but may **occasionally** respond harshly or dismissively.

Responds with empathy and demonstrates balanced treatment of others. **Consistently** treats patients and colleagues with respect. **May occasionally** respond less patiently when under high stress.

Demonstrates a **high amount** of compassion for others. **Consistently** treats both patients and colleagues with respect, even when under stress.

Goes out of their way to demonstrate compassion for others. **Consistently** treats both patients and colleagues with respect, **even** when under stress.

4. Demonstrates flexibility and maturity in adjusting to change, stress, and ambiguity.

Responds poorly under pressure and stress. May lose temper or otherwise react unprofessionally. Demonstrates **inflexibility** and is unable to adapt to change and ambiguity.

Does **not respond well** to stress, and may occasionally drop professionalism under pressure. Is **reluctant** to adapt to change and ambiguity.

Remains calm and professional under stress. **Willing to adapt** to change and ambiguity when necessary, but **may** offer initial mild resistance.

Manages stress and pressure productively and maturely. Demonstrates **flexibility** and an openness to change and ambiguity.

Manages stress and pressure productively and maturely, to the extent that they are a **role model** and calming presence for others on the team. **Welcomes** change and ambiguity as an opportunity for growth.

5. Demonstrates the critical thinking skills needed for applying basic and clinical sciences to patient care.

Demonstrates **poor** critical thinking skills. **Does not apply** scientific theory or research to patient care. Exhibits an **inability** to evaluate the quality of scientific evidence.

Demonstrates **underdeveloped** critical thinking skills. **Rarely** applies scientific theory or research to patient care. **Inconsistent** ability to evaluate the quality of scientific evidence.

Demonstrates **good** critical thinking skills. **Occasionally** applies scientific theory or research to patient care. Is **able** to evaluate the quality of scientific evidence.

Demonstrates **excellent** critical thinking skills. **Often** applies scientific theory or research to patient care. Is **skilled** at evaluating the quality of scientific evidence.

Demonstrates **outstanding** critical thinking skills. **Almost always** applies theory and evidence to patient care when relevant and **may** think of applicable scientific evidence that others on the team have not yet thought of. Is **skilled** at evaluating the quality of scientific evidence and considers nuance.