

**Subject Name**

Status
Employer
Program
Rotation
Evaluation Dates

Evaluated by: Evaluator Name

Status
Employer
Program

IM Mini-Clinical Evaluation Exercise (CEX) - Inpatient Medicine Use only**Instructions:**

- *The focused exercise is to be conducted by a faculty member who will observe the resident interact with a patient and perform a focused history and/or physical examination. The patient may be new to the resident or may be seen in a follow-up visit.*
- *Upon completion, the evaluator should provide the resident with feedback on the strengths and weaknesses observed in his/her clinical performance. The entire exercise should take only 20-25 minutes.*
- *Circle the category which best describes the resident's skills and abilities for each component of clinical competence observed and evaluated.*

Internal Medicine CEX setting: Inpatient Medicine

1* Patient Setting

- New
- Follow-up

2* Patient Care 1: History

Level 1	Level 2	Level 3	Level 4	Level 5
Elicits and reports a comprehensive history for common patient presentations, with guidance.	Elicits and concisely reports a hypothesis-driven patient history for common patient presentations.	Elicits and concisely reports a hypothesis-driven patient history for complex patient presentations	Efficiently elicits and concisely reports a patient history, incorporating pertinent psychosocial and other determinants of health	Efficiently and effectively tailors the history taking, including relevant historical subtleties, based on patient, family, and system needs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

3* Patient Care 1: History 2

Level 1	Level 2	Level 3	Level 4	Level 5
Seeks data from secondary sources, with guidance.	Independently obtains data from secondary sources.	Reconciles current data with secondary sources.	Uses history and secondary data to guide the need for further diagnostic testing	Models and teaches the effective use of history and physical examination skills to minimize the need for further diagnostic testing.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

4* Patient Care 2: Physical Examination

Level 1	Level 2	Level 3	Level 4	Level 5
Performs a general physical examination while attending to patient comfort and safety	Performs a hypothesis-driven physical examination for a common patient presentation	Performs a hypothesis-driven physical examination for a complex patient presentation	Uses advanced maneuvers to elicit subtle findings	Models effective evidence-based physical examination technique
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

5* Patient Care 2: Physical Examination 2

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common abnormal findings	Interprets common abnormal findings	Identifies and interprets uncommon and complex abnormal findings	Integrates subtle physical examination findings to guide diagnosis and management	Teaches the predictive values of the examination findings to guide diagnosis and management
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

6* Patient Care 3: Clinical Reasoning

Level 1	Level 2	Level 3	Level 4	Level 5
Organizes and accurately summarizes information obtained from the patient evaluation to develop a clinical impression	Integrates information from all sources to develop a basic differential diagnosis for common patient presentations	Develops a thorough and prioritized differential diagnosis for common patient presentations	Develops prioritized differential diagnoses in complex patient presentations and incorporates subtle, unusual, or conflicting findings	Coaches others to develop prioritized differential diagnoses in complex patient presentations
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

7* Patient Care 4: Patient Management - Inpatient

Level 1	Level 2	Level 3	Level 4	Level 5
Formulates management plans for common conditions, with guidance	Develops and implements management plans for common conditions, recognizing acuity, and modifies based on the clinical course	Develops and implements value-based (high value) management plans for patients with multisystem disease and comorbid conditions; modifies based on the clinical course	Uses shared decision making to develop and implement value-based (high value) comprehensive management plans for patients with comorbid and multisystem disease, including those patients requiring critical care	Develops and implements comprehensive management plans for patients with rare or ambiguous presentations or unusual comorbid conditions
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

8* Medical Knowledge 1: Applied Foundational Sciences

Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific knowledge (e.g., physiology, social sciences, mechanism of disease) for normal function and common medical conditions	Explains the scientific knowledge for complex medical conditions	Integrates scientific knowledge to address comorbid conditions within the context of multisystem disease	Integrates scientific knowledge to address uncommon, atypical, or complex comorbid conditions within the context of multisystem disease	Demonstrates a nuanced understanding of the scientific knowledge related to uncommon, atypical, or complex conditions
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

9* Medical Knowledge 2: Therapeutic Knowledge

Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific basis for common therapies	Explains the indications, contraindications, risks, and benefits of common therapies	Integrates knowledge of therapeutic options in patients with comorbid conditions, multisystem disease, or uncertain diagnosis	Integrates knowledge of therapeutic options within the clinical and psychosocial context of the patient to formulate treatment options	Demonstrates a nuanced understanding of emerging, atypical, or complex therapeutic options
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

10* Medical Knowledge 3: Knowledge of Diagnostic Testing

Level 1	Level 2	Level 3	Level 4	Level 5
Explains the rationale, risks, and benefits for common diagnostic testing	Explains the rationale, risks, and benefits for complex diagnostic testing	Integrates value and test characteristics of various diagnostic strategies in patients with common diseases	Integrates value and test characteristics of various diagnostic strategies in patients with comorbid conditions or multisystem disease	Demonstrates a nuanced understanding of emerging diagnostic tests and procedures
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

11* Medical Knowledge 3: Knowledge of Diagnostic Testing 2

Level 1	Level 2	Level 3	Level 4	Level 5
Interprets results of common diagnostic tests	Interprets complex diagnostic data	Integrates complex diagnostic data accurately to reach high-probability diagnoses	Anticipates and accounts for limitations when interpreting diagnostic data	No level 5 for this sub competency
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

12* Interpersonal and Communication Skills 1: Patient and Family-Centered Communication

Level 1	Level 2	Level 3	Level 4	Level 5
Uses language and nonverbal behavior to demonstrate respect and establish rapport.	Establishes and maintains a therapeutic relationship using effective communication behaviors in straightforward encounters.	Establishes and maintains a therapeutic relationship using effective communication behaviors in challenging patient encounters.	Establishes and maintains therapeutic relationships using shared decision making, regardless of complexity.	Coaches others in developing and maintaining therapeutic relationships and mitigating communication barriers.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

13* Professionalism 1: Professional Behavior

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations. Respond appropriately to calls and pages. Dress and behave appropriately Maintain patient confidentiality. Demonstrate empathy and compassion to all patients	Identifies potential triggers for professionalism lapses and accepts responsibility for one's own professionalism lapses	Demonstrates a pattern of professional behavior in complex or stressful situations. Provide support (physical, psychological, social and spiritual) for dying patients and their families. Effectively advocate for individual patient needs	Serve as a professional role model for more junior members of the team. Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself and others	Coaches others when their behavior fails to meet professional expectations
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

Overall Comment