Faculty – Please rate your level of entrustment for the student to perform each of the Core Entrustable Professional Activity (EPAs) listed below.

Gather a history and perform a physical exam (EPA 1):

☐ Inadequate knowledge/skill; not allowed to observe (e.g. professionalism issues).
☐ Adequate knowledge; some skill; allowed to observe.
☐ Can perform under proactive/full supervision as coactivity with supervisor.
☐ Can perform under proactive/full supervision with supervisor in room and ready to step in as needed.
☐ Can perform under reactive/on-demand supervision with supervisor immediately available, all findings double-checked.
☐ Can perform under reactive/on-demand supervision with supervisor immediately available, key findings double-checked.

Develop a prioritized differential diagnosis following a clinical encounter (EPA 2):

☐ Adequate knowledge; some skill; allowed to observe.
☐ Can perform with coaching as coactivity with supervisor (e.g. supervisor taking the lead but sharing the practice).
☐ Can perform with coaching from supervisor (e.g. learner taking the lead and supervisor guiding as needed).
☐ Can perform without coaching but with review; all components of reasoning, differential diagnosis, documentation double-checked.
☐ Can perform without coaching but with review; key components of reasoning, differential diagnosis, documentation double-checked.

Provide documentation of a clinical encounter in written or electronic format (EPA 5):

☐ Adequate knowledge; some skill; allowed to observe.
☐ Can perform with coaching as coactivity with supervisor (e.g. supervisor taking the lead but sharing the practice).
☐ Can perform with coaching from supervisor (e.g. learner taking the lead and supervisor guiding as needed).
☐ Can perform without coaching but with review; all components of reasoning, differential diagnosis, documentation double-checked.
☐ Can perform without coaching but with review; key components of reasoning, differential diagnosis, documentation double-checked.

Provide an oral presentation/summary of a patient encounter (EPA 6):

☐ Adequate knowledge; some skill; allowed to observe.
☐ Can perform with coaching as coactivity with supervisor (e.g. supervisor taking the lead but sharing the practice).
☐ Can perform with coaching from supervisor (e.g. learner taking the lead and supervisor guiding as needed).
☐ Can perform without coaching but with review; all components of reasoning, differential diagnosis, documentation double-checked.
☐ Can perform without coaching but with review; key components of reasoning, differential diagnosis, documentation double-checked.

Which of the following recommendations would you give to the student at this point?

☐ Participate more on rounds: answering questions, joining in discussions.
☐ Bring information to the team: new information about patient, journal articles, facts about current patient problems or ancillary issues.
☐ Be timelier to rounds or with notes.
☐ Determine some ways to take more ownership of your patients.
☐ Determine if you feel essential or superfluous to the team and if the latter, determine steps to become more integrated into the team.

Please comment on 1 or 2 strengths and 1 or 2 areas for improvement for the student:

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Student Signature _________________________ Faculty Signature ____________________________

Please return to Jenn Wilson, FOB 1st floor Rm 155 (287-6321) for Memphis campus Feedback should be completed by the second week of the inpatient month.