Honors for Clinical Rotations

Discriminating between honors performance and acceptable performance, conveying that information to stakeholders such as students and residency programs, and coaching learners towards honors-level performance are clinical educators’ responsibilities.

Domains for Honors Performance Consideration

- **Medical Knowledge**
  - **FORMATIVE Assessment**
    - provided to improve performance
  - **SUMMATIVE Assessment**
    - indicator of readiness for the next level

- **Clinical Skills**
  - **Ask yourself:**
    - How well is the learner integrating medical science and theory with the patient they encounter in real life?

- **Communication**
  - **PATIENT SAFETY depends on appropriate**
    - Eliciting information
  - **Information giving**
    - Rapport building
    - Professional comportment

- **Professionalism**
  - **Transformation from lay person to physician and embodying**
    - HUMANISM
    - ALTRUISM
    - EXCELLENCE
    - ACCOUNTABILITY

Is the learner PRE-ENTRUSTABLE or ENTRUSTABLE?

Learn more about the Entrustable Professional Activities

PNWU Elements for Honors Eligibility

<table>
<thead>
<tr>
<th>Component</th>
<th>Domains Represented</th>
<th>PNWU Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty level of Student</td>
<td>Knowledge, Skills, Communication, Professionalism</td>
<td>Average score 3.6 or higher</td>
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<tr>
<td>Student level of Rotation Experience</td>
<td>Communication, Professionalism</td>
<td>Complete within 7 days of rotation end</td>
</tr>
<tr>
<td>Case Log</td>
<td>Professionalism</td>
<td>Complete within 7 days of rotation end</td>
</tr>
<tr>
<td>COMAT exam</td>
<td>Medical Knowledge</td>
<td>Pass on first attempt; taken by last week of rotation</td>
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