

# 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



Clinical Skills



Communication



Professionalism

FORMATIVE Assessment

provided to improve performance

SUMMATIVE Assessment

indicator of readiness for the next level

*Ask yourself:*  
How well is the learner

*INTEGRATING*  
medical science and theory with the patient they encounter in real life?

**PATIENT SAFETY**  
depends on appropriate

*Eliciting information*

*Information giving*

*Rapport building*

*Professional comportment*

*Transformation*  
from lay person to physician and embodying

**HUMANISM**

**ALTRUISM**

**EXCELLENCE**

**ACCOUNTABILITY**

## Is the learner

**PRE-ENTRUSTABLE**  
or **ENTRUSTABLE?**

T<sub>1</sub> R<sub>1</sub> U<sub>1</sub> S<sub>1</sub> T<sub>1</sub>

Learn more about the  
Entrustable Professional Activities

## PNWU Elements for Honors Eligibility

| Component                           | Domains Represented                               | PNWU Eligibility                                      |
|-------------------------------------|---|---|
| Faculty Eval of Student             | Knowledge, Skills, Communication, Professionalism | Average score 3.6 or higher                           |
| Student Eval of Rotation Experience | Communication, Professionalism                    | Complete within 7 days of rotation end                |
| Case Log                            | Professionalism                                   | Complete within 7 days of rotation end                |
| COMAT Exam                          | Medical Knowledge                                 | Pass on first attempt; taken by last week of rotation |