**Competency-Based Aspiration Skills Evaluation for Abortion or Early Pregnancy Loss**

**Trainee: Date:**

**Name of Rotation:** (example:Reproductive Health Continuity Procedures Elective) **PGY/level:**

**Evaluator: # MVA or EVA procedures completed:**

| **Use the following descriptors to assess the trainee on the competencies listed below:** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| **EXPECTED COMPETENCY LEVEL**  ***AT PGY YEAR***  Beginning PGY 1 = level 1  Middle/End of PGY 1 = level 2  End PGY 1 and mid PGY 2 = level 3  End of PGY 2 and PGY 3 = level 4  End of PGY 3 / 4 = level 5 | **Beginner (B):**  requires constant assistance, observation, and supervision with every patient | **Advanced**  **Beginner (AB):**  Developing independent thinking, requires intermittent observation, assistance, and supervision, knows limits and seeks guidance as needed | **Developing Competence (DC):**  Developing independent thinking, needs occasional observation and intermittent assistance and supervision, knows limits, and seeks guidance as needed | **Competent (C):**  Assistance or supervision is occasional,  knows limits and seeks guidance as needed, asks appropriate questions to advance understanding and technique | **Advanced Competency (AC):**  No observation required, assistance and consultation are rare, knows limits and seeks guidance as needed, discusses complex cases with trainer |

NA = Not Applicable to the rotation or not observable

This tool was adapted from the TEACH Abortion Training Curriculum 8th Edition

|  | **B** | **AB** | **DC** | **C** | **AC** | **NA** |
| --- | --- | --- | --- | --- | --- | --- |
| **Medical Knowledge** | | | | | | |
| Demonstrates knowledge of contraceptive options |  |  |  |  |  |  |
| Describes the differences between aspiration and medication management of abortion/EPL and know the indications and contraindications of each |  |  |  |  |  |  |
| Identifies factors pertinent to care and risk during history review |  |  |  |  |  |  |
| Knows appropriate pain management, including for patients using opioids or buprenorphine |  |  |  |  |  |  |
| Knows appropriate use and interpretation of labs |  |  |  |  |  |  |
| Identifies risks and describes management of ectopic pregnancy |  |  |  |  |  |  |
| Knows indications for sonography |  |  |  |  |  |  |
| Lists causes and steps in management of hemorrhage |  |  |  |  |  |  |
| Lists steps in management of vasovagal |  |  |  |  |  |  |
| Lists steps in management of perforation |  |  |  |  |  |  |
| **Systems-Based Practice** | | | | | | |
| Able to discuss impact of reproductive health restrictions and burden on disparities |  |  |  |  |  |  |
| Describes importance of creating linkages with communities and ways to do so (abortion funds, advocacy orgs, etc) |  |  |  |  |  |  |
| Appropriately coordinates and understands how to refer for care that cannot be provided onsite |  |  |  |  |  |  |
| **Practice-Based Learning and Improvement** | | | | | | |
| Demonstrates evidence of reading |  |  |  |  |  |  |
| Attends and contributes to education rounds |  |  |  |  |  |  |
| Documents accurately decisions that are made when patient must be referred |  |  |  |  |  |  |
| Responds to tips/feedback in the moment |  |  |  |  |  |  |
| Asks questions and assimilates evidence into care |  |  |  |  |  |  |
| **Patient Care** | | | | | | |
| Describes process and risks to consent for procedures and care |  |  |  |  |  |  |
| Identifies or applies elements of infection prevention |  |  |  |  |  |  |
| Counsels accurately on contraceptives and contraindications |  |  |  |  |  |  |
| **Ultrasound** | | | | | | |
| Able to interpret US findings for dating & completion of abortion or EPL |  |  |  |  |  |  |
| Knows and assesses for FEEDS criteria in early pregnancy |  |  |  |  |  |  |
| Reliably finds cervix on TAUS and TVUS |  |  |  |  |  |  |
| **Clinical Skills: Aspiration for Abortion or EPL** | | | | | | |
| Accurately estimates uterine size and position |  |  |  |  |  |  |
| Places appropriately sized speculum with minimal handling or discomfort |  |  |  |  |  |  |
| Administers analgesics/sedatives in appropriate doses |  |  |  |  |  |  |
| Provides paracervical block safely |  |  |  |  |  |  |
| Safely dilates cervix to correct size for gestational duration |  |  |  |  |  |  |
| Consistently uses “no-touch” technique |  |  |  |  |  |  |
| Correctly chooses dilator & cannula size |  |  |  |  |  |  |
| Safely identifies uterine landmarks (internal os, flexion, etc) |  |  |  |  |  |  |
| Quickly loads and reloads MVA; uses EVA appropriately |  |  |  |  |  |  |
| Accurately identifies when uterus is empty |  |  |  |  |  |  |
| Completes uncomplicated procedure in <10 minutes |  |  |  |  |  |  |
| Calls for/uses TAUS guidance as appropriate |  |  |  |  |  |  |
| Examines POCs for appropriate elements; consistency with GA |  |  |  |  |  |  |
| Provides anticipatory guidance for post-procedure course |  |  |  |  |  |  |
| Effectively manages anatomic challenges encountered during procedure (e.g. dilation, anatomical variations) |  |  |  |  |  |  |
| Identifies complications when present |  |  |  |  |  |  |
| **Communication & Interpersonal Skills** | | | | | | |
| Introduces themselves and states their role |  |  |  |  |  |  |
| Uses open-ended questions; answers patient questions |  |  |  |  |  |  |
| Establishes rapport and demonstrates compassion |  |  |  |  |  |  |
| Asks the patient to position themselves for the procedure without any physical handling |  |  |  |  |  |  |
| Uses respectful, gender-inclusive, trauma informed language, free from medical jargon |  |  |  |  |  |  |
| Communicates with patients during the procedure with attention to their comfort |  |  |  |  |  |  |
| Fosters sense of cooperation, team spirit, works effectively with other team members |  |  |  |  |  |  |
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| Demonstrates sensitivity and responsiveness to patients’ culture, age, gender, language, abilities, disabilities, and other identities and experiences |  |  |  |  |  |  |
| Demonstrates respect, compassion, integrity, and professional composure (especially in high stress situations) |  |  |  |  |  |  |
| Demonstrates desirable work habits: perseveres, takes initiative |  |  |  |  |  | YES/NO |
| Demonstrates desirable work habits: responsible and reliable |  |  |  |  |  | YES/NO |
| Demonstrate desirable work habits: able to prioritize, manage time efficiently |  |  |  |  |  | YES/NO |
| Demonstrate desirable work habits: accepts and integrates constructive criticism/feedback |  |  |  |  |  | YES/NO |
| Demonstrates commitment to ethical principles |  |  |  |  |  | YES/NO |

**Comments:**

**Strengths:**

**Areas for improvement or enhancement:**

**(Specify learning plan, i.e. remediation or enhancement of knowledge and/or skills)**