

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						

	B	AB	DC	C	AC	NA
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						

	B	AB	DC	C	AC	NA
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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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						
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)