

Student Clinical Performance Evaluation on Clerkships

Student: _____

Clerkship Title: _____

Evaluator: _____

Rotation Dates: _____

Evaluator role: Clerkship Director Attending Mentor Resident Other: _____

Please evaluate the performance of the student in the following competencies using the anchors described below:

	Unacceptable: Needs Attention	Below Expectations: Demonstrates initial growth; opportunity for improvement	Meets Expectations: Capable, at expected performance for level	Above Expectations Highly commendable performance, top 5-10% of students evaluated.	Not Evaluated
Patient Care: Students are expected to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.					
Takes an effective history	<input type="checkbox"/> Often misses important information. Patient concerns poorly characterized.	<input type="checkbox"/> Sometimes misses important information. History generally not fully characterized.	<input type="checkbox"/> Identifies and characterizes most patient concerns in an organized fashion	<input type="checkbox"/> Identifies and fully characterizes all patient concerns in an organized fashion. Recognizes and attends to biopsychosocial issues.	<input type="checkbox"/> Not observed.
Performs appropriate physical exam	<input type="checkbox"/> Disorganized. Frequently not thorough. Misses and/or misinterprets findings.	<input type="checkbox"/> Does not always demonstrate correct technique. Not consistently organized	<input type="checkbox"/> Demonstrates correct technique with an organized approach.	<input type="checkbox"/> Able to efficiently focus exam based on differential diagnosis. Attentive to detail.	<input type="checkbox"/> Not observed.
Generates differential diagnosis	<input type="checkbox"/> Poor use of data. Misses primary observed diagnoses repeatedly.	<input type="checkbox"/> Cannot consistently generate a complete differential diagnosis	<input type="checkbox"/> Consistently generates a complete differential diagnosis	<input type="checkbox"/> Consistently generates a complete differential diagnosis. Able to demonstrate clinical reasoning	<input type="checkbox"/> Not observed.
Generates and manages treatment plan	<input type="checkbox"/> Contributes little. Not to the treatment plan and management of patients. May suggest inappropriate treatment options.	<input type="checkbox"/> Does not consistently contribute to treatment plan or management of patients.	<input type="checkbox"/> Contributes to the treatment plan and management of patients	<input type="checkbox"/> Independently generates treatment plans and manages patients with minimal oversight.	<input type="checkbox"/> Not observed.
Medical Knowledge: Students are expected to demonstrate knowledge of established and evolving biomedical, clinical and social sciences.					
Exhibits knowledge of diseases and pathophysiology	<input type="checkbox"/> Fund of knowledge inadequate for patient care.	<input type="checkbox"/> Has gaps in basic fund of knowledge	<input type="checkbox"/> Demonstrates expected fund of knowledge for level of training.	<input type="checkbox"/> Has fund of knowledge that is beyond expected level of training. Applies knowledge to patient care.	<input type="checkbox"/> Not observed.
Practice-Based Learning and Improvement: Students are expected to investigate and evaluate their patient care practices by appraisal and assimilation of scientific evidence.					
Demonstrates skills in evidence-based medicine	<input type="checkbox"/> No evidence of outside research or reading. Unable to access basic databases.	<input type="checkbox"/> Reads only provided literature. Inconsistently applies evidence to patient care.	<input type="checkbox"/> Routinely accesses primary and review literature	<input type="checkbox"/> Routinely accesses primary and review literature. Applies evidence to patient care. Able to judge quality of evidence.	<input type="checkbox"/> Not observed.
Systems-Based Practice: Students are expected to demonstrate an awareness of the larger context and system of health care and effectively call on system resources to provide optimal care.					
Teamwork	<input type="checkbox"/> No evidence of outside research or reading. Unable to access basic databases.	<input type="checkbox"/> Occasional misunderstanding of student role in team. Does not always communicate effectively with team.	<input type="checkbox"/> Respectful of team members. Understands role and communicates effectively with team. Identifies appropriate team member for patient care issues.	<input type="checkbox"/> Well-integrated with team. Communicates important issues to appropriate team members in a timely fashion.	<input type="checkbox"/> Not observed.
Interpersonal & Communication Skills: Students are expected to effectively communicate and collaborate with patients, their families and health professionals.					
Communication with patients and families	<input type="checkbox"/> Often misses patients' concerns. Does not recognize emotional cues. Frequent use of medical jargon.	<input type="checkbox"/> Sometimes misses patients' concerns and emotional cues. Often uses medical jargon.	<input type="checkbox"/> Consistently identifies and responds to patients' concerns, perspective and feelings. Uses language effectively, without jargon.	<input type="checkbox"/> Identifies nonverbal cues and hidden patient concerns. Consistently demonstrates empathy.	<input type="checkbox"/> Not observed.
Written communication	<input type="checkbox"/> Inaccurate or absent written record.	<input type="checkbox"/> Incomplete and poorly organized written record.	<input type="checkbox"/> Thorough and precise written record. Clearly stated assessment and plan.	<input type="checkbox"/> Thorough and precise written record. Integrates evidence – based information into assessment plan.	<input type="checkbox"/> Not observed.
Oral presentation skills	<input type="checkbox"/> Poor presentation. Misses key information	<input type="checkbox"/> Communication disorganized. Information not clearly presented.	<input type="checkbox"/> Communicates clearly and concisely. Information complete.	<input type="checkbox"/> Concise but thorough. Assigns priority to issues. Organized and polished, with minimal written Prompts	<input type="checkbox"/> Not observed.

Please rate the student's performance in each subject below by choosing a box with the most accurate descriptor. Try to think of specific witnessed events and behaviors when rating each subject.

Professionalism: Students are expected to demonstrate a commitment to carrying out professional responsibilities, and to be responsive, compassionate, and honest.

	Unacceptable	Below Expectations	Meets Expectations	Not Evaluated
RESPECT AND COMPASSION: Consider how the student shows respect and compassion for others and tolerates differences.	<input type="checkbox"/> Disrespectful of others. Intolerant of others' attitudes or beliefs. Treats people preferentially depending on position. Considered untrustworthy. Breaches confidentiality.	<input type="checkbox"/> Needs to improve ability to demonstrate empathy or demonstrate respect. Careless with confidential information.	<input type="checkbox"/> Nonjudgmental. Responds with empathy and demonstrates balanced treatment of others. Seeks to understand values and belief systems of others.	<input type="checkbox"/> Not observed.
RESPONSE TO FEEDBACK: Consider how the student accepts feedback from faculty, staff and peers.	<input type="checkbox"/> Denies issues or attempts to blame others.	<input type="checkbox"/> Accepts feedback with resistance, or takes feedback too personally.	<input type="checkbox"/> Accepts feedback without personal offense. Uses feedback to improve performance.	<input type="checkbox"/> Not observed.
ACCOUNTABILITY: Consider whether the student is prepared, can be relied upon to take responsibility for assigned tasks and is punctual.	<input type="checkbox"/> Does not accept responsibility. Not dependable. Rarely able to get tasks completed on time. Disorganized. Rarely punctual.	<input type="checkbox"/> Assumes responsibility only when asked. Not always dependable. Has some difficulty organizing and completing tasks on time. Sometimes late.	<input type="checkbox"/> Readily assumes responsibility. Dependable. Completes tasks on time and is organized. Punctual. .	<input type="checkbox"/> Not observed.

Comments

Please comment on this student's overall performance. These comments will be included **verbatim** in the Medical Student Performance Evaluation (MSPE, formerly known as the Dean's Letter). *Attach sheets if necessary.*

Please comment on areas where the student's performance will benefit from enhanced skill development. These comments will **NOT** appear in the MSPE. (FOR STUDENT ONLY) *Attach sheets if necessary.*

If this student **needs attention** in any of the following areas, please select a section and provide comments. *Attach sheets if necessary.*

Patient Care

Practice-Based Learning and Improvement

Interpersonal and Communication Skills

Medical Knowledge

Systems-Based Practice

Professionalism

I have concerns about this student's performance. The Associate Deans for Pre-Clinical Education, Undergraduate Clinical Education and Student Affairs should review his/her record: Yes No

I have reviewed this evaluation with the student: Yes No

Final grade (Please select one):

Honors (HN) High Pass (HP) P1 (Pass) Fail (F) Incomplete (I)

Signature of Evaluator

Date

Signature of Student

Date

Evaluator Submission Instructions:

*After completing the evaluation, please scan and email the signed form to OUWB Records and Registration (**medreg@oakland.edu**) or fax it to **(248) 370-3126**.*