

## Student Clinical Performance Evaluation on Clerkships

Student: \_\_\_\_\_

Clerkship: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Dates of rotation: \_\_\_\_\_

Evaluator role:  Clerkship Director  Attending  Mentor  Resident  Other \_\_\_\_\_

| Please evaluate the performance of the student in the following competencies using the anchors described below:<br><b>Above Expectations:</b> Highly commendable performance, top 5-10% of students evaluated<br><b>Meets Expectations:</b> Capable, at expected performance for level<br><b>Below Expectations:</b> Demonstrates initial growth; opportunity for improvement<br><b>Unacceptable:</b> Needs Attention |   |  |   |   |  |
|---|---|--|---|---|--|
|   | Unacceptable: Needs Attention   | Below Expectations   | Meets Expectations  | Above Expectations  | Not Evaluated                          |
| <b>Patient Care:</b> 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. |
| <b>Medical Knowledge:</b> 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. |
| <b>Practice-Based Learning and Improvement:</b> 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. |
| <b>Systems-Based Practice:</b> 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. |
| <b>Interpersonal &amp; Communication Skills:</b> 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.

|  | <b>Unacceptable: Needs Attention</b>  | <b>Below Expectations</b>  | <b>Meets Expectations</b>   | <b>Not Evaluated</b>                   |
|--|---|--|---|--|
| <b>RESPECT AND COMPASSION:</b> 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. |
| <b>RESPONSE TO FEEDBACK:</b> 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. |
| <b>ACCOUNTABILITY:</b> 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** 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 check appropriate area. Please provide comments on each section checked. Comments are mandatory. **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 Medical Education, Undergraduate Clinical Education and Student Affairs should review his/her record:  Yes  No

I have reviewed this evaluation with the student:  Yes  No

**The student has received a final grade of (Please check *one*):**

Honors     High Pass     Pass     Fail     Incomplete

\_\_\_\_\_  
Signature of evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date