

Student Clinical Performance Evaluation on Electives

Student: _____ **Clerkship:** _____

Elective Evaluator: _____ **Dates of rotation:** _____

Elective Host (Institution/Medical School): _____

Address: _____

Evaluator role: Elective Director Attending Fellow Other _____

| Please evaluate the performance of the student in the following competencies using the anchors described below: Above Expectations: Highly commendable performance, top 5-10% of students evaluated Meets Expectations: Capable, at expected performance for level Below Expectations: Demonstrates initial growth; opportunity for improvement Unacceptable: Needs Attention | | | | | |
|--|---|--|---|---|--|
| | Unacceptable: Needs Attention | Below Expectations | Meets Expectations | Above Expectations | 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: Needs Attention | 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. **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. **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 Pass Fail

Signature of evaluator

Date

Signature of student

Date