

MEDICINE CLERKSHIP EVALUATION FORM

Student Name: _____ Dates: From _____ To _____ Site _____

For each area of evaluation, please check the appropriate level of ability. Qualities should be cumulative as rating increases, e.g. an outstanding rating for physical exam skills assumes that major findings are identified in an organized, focused manner AND that subtle findings are elicited. Indicate the level at which the student is consistent.

OUTSTANDING ABOVE AVERAGE ACCEPATABLE NEEDS IMPROVEMENT UNACCEPATABLE

DATA GATHERING

History/Interviewing Skill

If Not Observed, Check Here

| | | | | |
|--|--|--|-------------------------|--|
| Resourceful, efficient, appreciates subtleties, insightful | Precise, detailed, appropriate to setting (ward or clinic) | Obtains basic history. Accurate. Identifies new problems | Incomplete or unfocused | Inaccurate, major omissions, inappropriate |
|--|--|--|-------------------------|--|

Physical Examination Skill

If Not Observed, Check Here

| | | | | |
|-------------------------|------------------------------|---------------------------|--|------------|
| Elicits subtle findings | Organized, focused, relevant | Major findings identified | Incomplete or insensitive to patient comfort | Unreliable |
|-------------------------|------------------------------|---------------------------|--|------------|

DATA RECORDING/REPORTING

Written Histories & Physicals

If Not Observed, Check Here

| | | | | |
|---|---|----------------------------|---|------------------------------------|
| Concise, reflects thorough understanding of disease process & patient situation | Documents key information, focused, comprehensive | Accurate, complete, timely | Poor flow in HPI, lacks supporting detail, labs; incomplete problem lists | Inaccurate data or major omissions |
|---|---|----------------------------|---|------------------------------------|

Progress Notes/Clinic Notes

If Not Observed, Check Here

| | | | | |
|-----------------------------------|-----------------------------|---|---------------------------------------|-----------------------------|
| Analytical in assessment and plan | Precise, concise, organized | Reflects on-going problems & documents plan | Need organization, omit relevant data | Not done or inaccurate data |
|-----------------------------------|-----------------------------|---|---------------------------------------|-----------------------------|

Oral Presentations

If Not Observed, Check Here

| | | | | |
|---|---|--|---|--|
| Tailored to situation (type of rounds), emphasis and selection of key facts | Fluent, focused, good eye contact; selection of facts shows understanding | Maintains format, includes all basic information; minimal use of notes | Often includes irrelevant facts, rambling | Consistently ill-prepared; major omissions |
|---|---|--|---|--|

KNOWLEDGE

In General

| | | | | |
|--|---|---|--|--------------------------------------|
| Understands therapeutic interventions, broad-based | Thorough understanding of diagnostic approach | Demonstrates understanding of basic pathophysiology | Marginal understanding of basic concepts | Major deficiencies in knowledge base |
|--|---|---|--|--------------------------------------|

Relating To Own Patients

| | | | | |
|---|---|---|--|--|
| Broad textbook mastery Directed literature search Educates others | Expanded differential diagnoses, can discuss minor problems | Knows basic differential diagnoses of active problems in own patients | Inconsistent understanding of patient problems | Lacks knowledge to understand patient problems |
|---|---|---|--|--|

DATA INTERPRETATION

Analysis

| | | | | |
|---|---|--|--|-----------------------------|
| Understands complex issues, interrelates patient problems | Consistently offers reasonable interpretation of data | Constructs problem list, applies reasonable differential diagnosis | Frequently reports data without analysis; problem lists need improvement | Cannot interpret basic data |
|---|---|--|--|-----------------------------|

Judgment/Management

| | | | | |
|---|--|--|--|---|
| Insightful approach to management plans, anticipates change | Diagnostic decisions are consistently reasonable | Appropriate patient care, aware of own limitations | Inconsistent prioritization of clinical issues | Poor judgment, actions affect patient adversely |
|---|--|--|--|---|

MANAGEMENT SKILLS

Patient Care Activities

If Not Observed, Check Here

| | | | | |
|--|---|---|---|--|
| Functions at senior level, involves and coordinates health care team | Efficient & effective, often takes initiative | Monitors active problems, maintains patient records | Needs prodding to complete tasks; follow-up is inconsistent | Unwilling to do expected patient care activities |
|--|---|---|---|--|

Procedures

If Not Observed, Check Here

| | | | | |
|-----------------------------------|-----------------------------------|---|---|--|
| Unusually proficient and skillful | Careful, confident, compassionate | Shows reasonable skill in preparation and performance | Awkward, reluctant to try even basic procedures | No improvement even with coaching, insensitive |
|-----------------------------------|-----------------------------------|---|---|--|

PROFESSIONAL ATTITUDES

Reliability/Commitment

| | | | | |
|--|----------------------|-------------------------|---------------------------------|----------------------------------|
| Unusual dedication to education & patient care | Seeks responsibility | Fulfills responsibility | Often unprepared, lackadaisical | Unexplained absences, unreliable |
|--|----------------------|-------------------------|---------------------------------|----------------------------------|

Response to Instruction

| | | | | |
|---|---|----------------------------------|--------------------------|---------------------|
| Continued self-assessment leads to further growth | Seeks and consistently improves with feedback | Generally improves with feedback | Inconsistent improvement | Lack of improvement |
|---|---|----------------------------------|--------------------------|---------------------|

Self-Directed Learning (knowledge and skills)

| | | | | |
|--|--|---------------------|-----------------------------|----------------------------------|
| Outstanding initiative, consistently educates others | Sets own goals; reads, prepares in advance when possible | Reads appropriately | Frequent prompting required | Unwilling, lack of introspection |
|--|--|---------------------|-----------------------------|----------------------------------|

PROFESSIONAL DEMEANOR

Patient Interactions

| | | | | |
|--------------------|--------------------------|-------------------------------|---------------------------------------|-----------------------------------|
| Preferred provider | Gains confidence & trust | Sympathetic, develops rapport | Occasionally insensitive, inattentive | Avoids personal contact, tactless |
|--------------------|--------------------------|-------------------------------|---------------------------------------|-----------------------------------|

Response to Stress

| | | | | |
|---|----------------------|------------------------|--------------------------------------|----------------------|
| Outstanding poise, constructive solutions | Flexible, supportive | Appropriate adjustment | Inflexible or loses composure easily | Inappropriate coping |
|---|----------------------|------------------------|--------------------------------------|----------------------|

Working Relationships

| | | | | |
|--|--|--|----------------------------------|----------------------------|
| Establishes tone of mutual respect & dignity | Good rapport with other hospital staff | Cooperative, productive member of own team | Lack of consideration for others | Antagonistic or disruptive |
|--|--|--|----------------------------------|----------------------------|

COMMENTS: (Written comments are also required. What's the "next step" for this student? Thanks.)

Please check each step the student has consistently reached: Reporter Interpreter Manager Educator

Recommended Grade:

Have you discussed this report with the student?

Printed Name

Signature

Date

Intern Resident Attending Preceptor

Our System is based on Performance Criteria Rather Than Percentages. Please Use These to Describe Current Level of Student Work

PASS (Reporter): Solid performance. Obtains and reports basic information accurately; beginning to interpret; solid personal/professional qualities. The grade should be used for most students. Distinctive qualities should be recognized in descriptive comments.

HIGH PASS (Interpreter): Clearly more than typical work in most areas of evaluation. Proceeds consistently to interpreting data; good working fund of knowledge; an active participant in care. Consistent preparation for clinics.

HONORS (Manager/Educator): Outstanding ratings in most major areas of evaluation. Fourth-year level of patient care, actively suggesting management options; excellent general fund of knowledge, outstanding (broad/deep) knowledge on own patients. Strong qualities of leadership and excellence in interpersonal relationships.

LOW PASS: Performs acceptably in some areas but clearly needs improvement in others. Has shown evidence of steady progress and should be able to perform satisfactorily as a physician with additional experience in Medicine during Fourth Year without having to repeat the third year clerkship.

FAIL: Overall inadequate performance or unacceptable performance in any major area of evaluation. Little improvement with guidance. A grade of Fail will require repeating the clerkship.