

MID-MONTH _____ CLERKSHIP EVALUATION FORM

Student Name: _____

Dates: From _____ To: _____

For each area of evaluation, please mark the box that corresponds to the level at which the student **CONSISTENTLY** demonstrates the skill/objective.

Note: Qualities should be cumulative as rating increases. More advance demonstration also indicates the student has mastered all preceding skills. 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. Students are not necessarily expected to achieve all boxes on this form as it spans training through 4th year.

Student Self-Assessment	
Assess skills regarding Patient Encounters, Clinical Reasoning, Professionalism, Team Communication and Self-Directed Learning (see below for reference)	
Areas of Strength:	Areas for Improvement:

Patient Encounter					
PC1: Perform and interpret a relevant, problem-focused history and physical examination in a patient.					
Inaccurate. Often misses important information. Patient concern poorly characterized. <div style="text-align: center;"><input type="checkbox"/></div>	Incomplete or unfocused. Sometimes misses important information. History not fully characterized. <div style="text-align: center;"><input type="checkbox"/></div>	Obtains basic history, characterizes most patient concerns and identifies new problems in an organized manner. <div style="text-align: center;"><input type="checkbox"/></div>	Precise, characterizes all patient concerns and new problems fitting to the clinical setting. Utilizes multiple information sources. <div style="text-align: center;"><input type="checkbox"/></div>	Efficient, characterizes all problems fully. Integrates information obtained from multiple sources. Identifies subtleties including psychosocial impact. <div style="text-align: center;"><input type="checkbox"/></div>	N/A <input type="checkbox"/>
ISC2: Communicate effectively with patients and their families by listening attentively, allowing opportunities for questions, and maintaining appropriate eye contact.					
Often misses patient's concerns. Does not recognize emotional cues. Tactless or rude. Uses slang. <div style="text-align: center;"><input type="checkbox"/></div>	Maintains appropriate eye contact. Sometimes misses patient's concerns and emotional cues. Often uses medical jargon. <div style="text-align: center;"><input type="checkbox"/></div>	Listens attentively. Allows opportunities for questions. Uses language effectively, without jargon. <div style="text-align: center;"><input type="checkbox"/></div>	Identifies nonverbal cues and hidden patient concerns. Consistently responds to patients concerns, perspectives, and feelings. <div style="text-align: center;"><input type="checkbox"/></div>	Modifies communication style based on patient reactions and ability to understand. Consistently engages in respectful dialogue. <div style="text-align: center;"><input type="checkbox"/></div>	N/A <input type="checkbox"/>
P1: Demonstrate responsiveness to the whole patient by advocating for the patients' and teams' needs over their own and treating patients in a fair, unbiased, nonjudgmental manner.					
Avoids personal contact, tactless, rude, disrespectful. <div style="text-align: center;"><input type="checkbox"/></div>	Insensitive to patient comfort, privacy, or setting. <div style="text-align: center;"><input type="checkbox"/></div>	Sympathetic, respectful of privacy, develops rapport, gains trust. <div style="text-align: center;"><input type="checkbox"/></div>	Nonjudgmental. Advocates for patients' and teams' needs over their own. Consistently, demonstrates empathy. <div style="text-align: center;"><input type="checkbox"/></div>	Seen as primary provider by patients/teachers. Preferred provider of patient. <div style="text-align: center;"><input type="checkbox"/></div>	N/A <input type="checkbox"/>

Comments: Please provide written feedback comments for the student. Feedback is most helpful to students when it is specific. For example, listing one or two specific things students did or omitted in the patient encounter that led you to give them the ratings you gave in this section, and giving one two specific ways in which the student can continue to develop in performing the patient encounter.

Areas of Strength:

Areas for Improvement:

Professionalism, Self-Directed Learning and Interacting with the Healthcare Team

P2: Demonstrate responsibility for one's own learning through daily preparation, full participation in learning activities, initiative in patient care, and timely completion of clerkship requirements.

P2: Act in a professional manner by demonstrating compassion, respect, honesty, integrity, and punctuality.

Unexplained absences, or unreliable. <input type="checkbox"/>	Needs prompting to complete tasks. Follow-up is inconsistent. <input type="checkbox"/>	Completes all assigned tasks without prompting. Punctual. <input type="checkbox"/>	Seeks additional responsibility. Proactive follow-up. <input type="checkbox"/>	Demonstrates full personal ownership all clerkship duties and patient care. <input type="checkbox"/>	N/A <input type="checkbox"/>
PBLI2: Seek, accept, and apply feedback to clinical practice.					
Rejects feedback. Defensive or argumentative. Avoids responsibility. Attempts to blame others. <input type="checkbox"/>	Listens to feedback. No personal ownership for growth. Minimal improvement. <input type="checkbox"/>	Accepts feedback. Takes ownership for improvement and generally improves. <input type="checkbox"/>	Seeks feedback. Participates in bidirectional feedback. Consistently improves. <input type="checkbox"/>	Initiates bidirectional feedback for goal-directed improvement. Continuously improves. <input type="checkbox"/>	N/A <input type="checkbox"/>
PBLI1: Respond to clinical questions by independently seeking, analyzing, and synthesizing evidence-based answers to advance clinical decision-making.					
Makes little/no effort to improve preceptor-identified knowledge gaps. Fails to correct deficit after repeated questioning. <input type="checkbox"/>	Fills preceptor-identified knowledge gaps with independent reading. <input type="checkbox"/>	Fills self-identified knowledge gaps with independent reading. Accepts ownership of self-education. <input type="checkbox"/>	Engages in independent reading to prepare in advance. <input type="checkbox"/>	Evaluates and integrates relevant, evidence-based information to advance clinical decision making. <input type="checkbox"/>	N/A <input type="checkbox"/>
SBP1: Identify the role and contributions of and establish respectful, effective relationships with the various members of the multi-professional health care team.					
Disrespectful, disruptive, or antagonistic to team members. <input type="checkbox"/>	Lacks consideration for others. Oversteps student role in team. <input type="checkbox"/>	Respectful of team members. Communicates effectively with team. Cooperative and productive team member. <input type="checkbox"/>	Builds a good rapport with all inter-professional colleagues. <input type="checkbox"/>	Establishes tone of mutual respect and dignity. Places others' needs before his/her own. <input type="checkbox"/>	N/A <input type="checkbox"/>
ISC1: Communicate effectively with members of the healthcare team.					
Tactless or rude. Does not listen attentively, requiring repeated requests or reminders of discussions. <input type="checkbox"/>	Listens attentively and can summarize information discussed but uneasy, or incomplete sharing of information across professions/disciplines. <input type="checkbox"/>	Obtains and shares most information accurately across professions/disciplines. <input type="checkbox"/>	Obtains and shares information accurately across professions/disciplines. Begins to incorporate other team member's perspectives. <input type="checkbox"/>	Seeks inter-professional input. Consistently identifies team members' perspectives and responds to concerns. <input type="checkbox"/>	N/A <input type="checkbox"/>

