** Medical Student Clinical Performance Evaluation**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attending Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attending Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When assigning a grade for this student’s overall clinical performance, use the following guidelines:

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| --- | --- |
| 90-100% | Exceeds expectations in most areas of clinical competency. At most, 20% of students will perform at this level. |
| 80-89.9% | Meeting expectations. Clinical competency is appropriate for the student’s level of training. Most students will demonstrate competency at this level. |
| 70-79.9% | Compared with peers, this student’s performance is below expectations for his/her level of training, although still at a marginal passing level. |
| <70% | This student has significant deficiencies in clinical competency and should not pass the rotation. |

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| D | C | B  (Majority of Students) | A  (Top 20%) |

Final Numerical

Grade

\_\_\_\_\_\_\_\_\_%

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| **Patient Care** | **Not Observed** | **Does Not Meet**  **Minimal Expectations** | | | **Below**  **Expectations** | | | | | **Meeting**  **Expectations** | | | **Exceeding Expectations** | | | | | **Superb** |
| Medical Interviewing | N/A | 62 | 65 | 68 | 72 | 75 | | | 78 | 82 | 85 | 88 | 92 | | 95 | 98 | | 100 |
|  |  | | | Incomplete, superficial histories | | | | | Elicits most pertinent patient information | | | Logical, thorough, and efficient histories | | | | |  |
| Physical Examination | N/A | 62 | 65 | 68 | 72 | 75 | | | 78 | 82 | 85 | 88 | 92 | 95 | | 98 | | 100 |
|  |  | | | Incomplete, unreliable physical examination | | | | | Some omissions but usually complete and accurate | | | Complete and accurate physical examinations | | | | |  |
| Procedural Skills | N/A | 62 | 65 | 68 | 72 | | 75 | 78 | | 82 | 85 | 88 | 92 | 95 | | | 98 | 100 |
|  |  | | | Lacks proficiency in basic procedures | | | | | Proficient in most procedures and attempts to minimize patients’ discomfort | | | Proficient at procedures and minimizes patients’ discomfort | | | | |  |
| **Patient Care – Sum** | | | | | | | | | | | | | | | | | | |

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| **Medical Knowledge** | **Not Observed** | **Does Not Meet**  **Minimal Expectations** | | | | | **Below**  **Expectations** | | | | | **Meeting**  **Expectations** | | | **Exceeding Expectations** | | | | **Superb** |
| Correlates knowledge | N/A | 62 | | 65 | 68 | | 72 | 75 | | | 78 | 82 | 85 | 88 | 92 | 95 | 98 | | 100 |
|  |  | | | | | Poorly correlates knowledge with clinical situations | | | | | Correlates knowledge with clinical situations | | | Comprehensive understanding of complex clinical situations and mechanisms of disease | | | |  |
| Medical Knowledge | N/A | 62 | 65 | | | 68 | 72 | | 75 | 78 | | 82 | 85 | 88 | 92 | 95 | | 98 | 100 |
|  |  | | | | | “Reporter” – reports data but makes no attempt to interpret or apply information | | | | | “Interpreter” – attempts to interpret or apply information appropriate to level of training | | | “Manager” – Uses information to develop insightful plans for patient management | | | |  |
| **Medical Knowledge – Sum** | | | | | | | | | | | | | | | | | | | |

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| **Practice-Based Learning and Improvement** | **Not Observed** | **Does Not Meet**  **Minimal Expectations** | | | | | **Below**  **Expectations** | | | | | **Meeting**  **Expectations** | | | **Exceeding Expectations** | | | | | **Superb** |
|  | N/A | 62 | | 65 | 68 | | 72 | 75 | | | 78 | 82 | 85 | 88 | 92 | | 95 | 98 | | 100 |
| Self Assessment /  Refelction |  |  | | | | | Unable to identify strengths, weaknesses and limitations in knowledge and abilities | | | | | Attempts to identify strengths, weaknesses and limitations in knowledge and abilities | | | Proficient in identifying strengths, weaknesses and limitations in knowledge and abilities | | | | |  |
| Feedback | N/A | 62 | | 65 | 68 | | 72 | 75 | | | 78 | 82 | 85 | 88 | 92 | 95 | | 98 | | 100 |
|  |  | | | | | Fails to incorporate feedback into daily practice | | | | | Attempts to incorporate feedback into daily practice | | | Effectively incorporates feedback into daily practice | | | | |  |
| Facilitates learning of others | N/A | 62 | 65 | | | 68 | 72 | | 75 | 78 | | 82 | 85 | 88 | 92 | 95 | | | 98 | 100 |
|  |  | | | | | Shows little interest in education of patients, families, other students and healthcare personnel | | | | | Attempts to educate patients, families, other students and healthcare personnel | | | Actively partipates and is proficient in education of patients, families, other students and healthcare personnel | | | | |  |
| Use of Scientific Studies in patient care | N/A | 62 | 65 | | | 68 | 72 | | 75 | 78 | | 82 | 85 | 88 | 92 | 95 | | | 98 | 100 |
|  |  | | | | | Unable to locate, appraise, or assimilate evidence from scientific studesrelated to patients’ health problems | | | | | Attempts to locate, appraise or assimilate evidence from scientific studesrelated to patients’ health problems | | | Effective in locating, appraising or assimilating evidence from scientific studies related to patients’ health problems | | | | |  |
| **Practice Based Learning and Improvement – Sum** | | | | | | | | | | | | | | | | | | | | |

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| **Interpersonal & Communication Skills** | **Not Observed** | **Does Not Meet**  **Minimal Expectations** | | | | | **Below**  **Expectations** | | | | | **Meeting**  **Expectations** | | | **Exceeding Expectations** | | | | | **Superb** |
|  | N/A | 62 | | 65 | 68 | | 72 | 75 | | | 78 | 82 | 85 | 88 | 92 | | 95 | 98 | | 100 |
| Communication Skills  Listening and Verbal |  |  | | | | | Inability to communicate effectively with patient, family, physicians, and other healthcare providers | | | | | Adequate ability to communicate effectively with patient, family, physicians, and other healthcare providers | | | Demonstrates excellent ability to communicate effectively with patient, family, physicians, and other healthcare providers | | | | |  |
| Team | N/A | 62 | | 65 | 68 | | 72 | 75 | | | 78 | 82 | 85 | 88 | 92 | 95 | | 98 | | 100 |
|  |  | | | | | Non-participatory or uncooperative or overbearing in the team environment | | | | | Gets along well with the team and does not impede effective and efficient patient care | | | Works well with the team and enhances it, promoting effective and efficient patient care | | | | |  |
| Presentations | N/A | 62 | 65 | | | 68 | 72 | | 75 | 78 | | 82 | 85 | 88 | 92 | 95 | | | 98 | 100 |
|  |  | | | | | Delivers poorly organized patient presentations | | | | | Delivers organized patient presentations, including most pertinent information | | | Delivers well organized presentations, appropriately tailored to the situation | | | | |  |
| Documentation & Notes | N/A | 62 | 65 | | | 68 | 72 | | 75 | 78 | | 82 | 85 | 88 | 92 | 95 | | | 98 | 100 |
|  |  | | | | | Writes notes that have omissions or inappropriate redundancies, showing little application of clinical thinking or reading | | | | | Writes organized, accurate notes, of appropriate length, with assessments that are thoughtful and reflect reading | | | Writes exceptionally organized notes, tailored to the situation, with assessments that are consistently thoughtful and reflect reading | | | | |  |
| **Interpersonal & Communication Skills – Sum** | | | | | | | | | | | | | | | | | | | | |

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| **Systems-Based**  **Learning** | **Not Observed** | **Does Not Meet**  **Minimal Expectations** | | | **Below**  **Expectations** | | | **Meeting**  **Expectations** | | | **Exceeding Expectations** | | | | **Superb** |
| Quality patient care | N/A | 62 | 65 | 68 | 72 | 75 | 78 | 82 | 85 | 88 | 92 | | 95 | 98 | 100 |
|  |  | | | Indifferent to cost awareness and risk/benefit analysis in patient based care | | | Attempts to consider cost awareness and risk/benefit analysis in patient based care | | | Effectively considers cost awareness and risk/benefit analysis in patient based care | | | |  |
| Uses Systematic Approaches | N/A | 62 | 65 | 68 | 72 | 75 | 78 | 82 | 85 | 88 | 92 | 95 | | 98 | 100 |
|  |  | | | Resists efforts to identify system errors and improve patient care | | | Attempts to uses systematic approaches to reduce errors and improve patient care | | | Effectively uses  systematic approaches  to reduce system errors and  improve patient care | | | |  |
| **Systems-Based Learning – Sum** | | | | | | | | | | | | | | | |

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| **Professionalism** | **Not Observed** | **Does Not Meet**  **Minimal Expectations** | | | | | **Below**  **Expectations** | | | | | **Meeting**  **Expectations** | | | **Exceeding Expectations** | | | | | **Superb** |
|  | N/A | 62 | | 65 | 68 | | 72 | 75 | | | 78 | 82 | 85 | 88 | 92 | | 95 | 98 | | 100 |
| Honesty/Integrity |  |  | | | | | Inability to show compassion or integrity to others. Untruthful. Misrepresents position/status | | | | | Attempts to show compassion and integrity to others. Truthful. Represents self/status | | | Demonstrates compassion and integrity in all situations | | | | |  |
| Respect for patients | N/A | 62 | | 65 | 68 | | 72 | 75 | | | 78 | 82 | 85 | 88 | 92 | 95 | | 98 | | 100 |
|  |  | | | | | Disrespectful to patients, their privacy, autonomy, and beliefs. Lacks sensitivity and responsiveness to diverse patient populations | | | | | Attempts to respect patients, their privacy, autonomy and beliefs. Works on sensitivity and responsiveness to diverse patient populations | | | Respectful of patients, their privacy, autonomy and beliefs. Sensitive and responsive to all patient populations | | | | |  |
| Responsibility | N/A | 62 | 65 | | | 68 | 72 | | 75 | 78 | | 82 | 85 | 88 | 92 | 95 | | | 98 | 100 |
|  |  | | | | | Inability to accept blame or assumes blame inappropriately; makes excuses | | | | | Attempts to admit to errors, takes responsibility for actions in most situations | | | Admits to errors when at fault, takes full responsibility for actions | | | | |  |
| Self Confidence | N/A | 62 | 65 | | | 68 | 72 | | 75 | 78 | | 82 | 85 | 88 | 92 | 95 | | | 98 | 100 |
|  |  | | | | | Insecure in most situations; unable to act independently; overconfident; does not recognize limitations | | | | | Attempts to identify situations where help is necessary; recognizes limitations in most situations | | | Appropriately confidents; asks for help when necessary; recognizes limitations in all situations | | | | |  |
| **Professionalism – Sum** | | | | | | | | | | | | | | | | | | | | |

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| **Please provide comments in these areas. Also, if anything is checked as a failing grade or there are a number of categories that are not applicable, please give comments.**  **Positives:**  **Areas of concern:**  **Suggestions for improvement:** |
| **When assigning a grade for this student’s overall clinical performance, use the following guidelines:**   |  |  | | --- | --- | | 90-100% | Exceeds expectation in most areas of clinical competency. At most, 20 % of students will perform at this level. | | 80-89.9% | Meeting expectations. Clinical competency is appropriate for the student’s level of training. Most students will demonstrate competency at this level. | | 70-79.9% | Compared with peers, this student’s performance is below the expectations for his/her level of training, although still at a marginal passing level. | | <70% | This student has significant deficiencies in clinical competency and should not pass the rotation. |  |  |  |  |  | | --- | --- | --- | --- | | D | C | B  (Majority of Students) | A  (Top 20%) |   **Final Numeric Grade:** |