

2004 – 2005
M-3 CLERKSHIP EVALUATION

PICTURE

Name: _____

Date: _____

Class of: _____

Evaluator: _____

Location: _____

Group #: _____

Rotation #: _____

INSTRUCTIONS:

Put an "X" in the box that most nearly approximates the student's performance. This evaluation form is to be used to assess student performance and will be the basis for the resident and attending physician portion of the final grade. Evaluate the student at the M-3 level, taking into account their degree of experience from previous M-3 clerkships.

I. History and Physical/Mental Status Exam Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exceptionally reliable, complete, and accurate; did not miss any essential findings.		Consistently accurate, complete and reliable. Rarely missed an essential finding.		Generally accurate and reliable, missed no essential findings.		Was often unreliable or inaccurate, missed essential findings.		Unable to evaluate

II. Ability to communicate information

A. Oral Presentations

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exceptionally organized, thorough and concise; almost always identified and presented essential findings.		Consistently organized, thorough, was concise and presented essential findings.		Generally well organized and thorough; tried to be concise and present essential findings but was not always successful.		Was often disorganized or incomplete; had difficulty being concise or presenting essential findings.		Unable to evaluate

B. Written Patient Evaluations (history, physical, progress notes, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exceptionally clear, organized, and thorough; never omitted relevant findings.		Consistently applied basic science to medical pathophysiology; could usually use knowledge to solve problems; showed evidence of outside reading on assigned patients.		Had acceptable knowledge of basic science and major concepts of medical pathophysiology; has done required textbook reading.		Had major gaps in essential medical knowledge; showed little evidence of textbook or outside reading.		Unable to evaluate

III. Fund of Medical Knowledge

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exceptional knowledge basic science and medical pathophysiology; able to use knowledge to solve problems; used medical literature extensively.		Consistently applied basic science to medical pathophysiology; could usually use knowledge to solve problems; showed evidence of outside reading on assigned patients.		Had acceptable knowledge of basic science and major concepts of medical pathophysiology; has done required textbook reading.		Had major gaps in essential medical knowledge; showed little evidence of textbook or outside reading.		Unable to evaluate

IV. Differential Diagnosis

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formed an extensive and complete differential diagnosis independently.		Formed a complete differential diagnosis that included major diagnostic possibilities; occasionally required help.		Knew several of the diagnostic possibilities, often required help to generate a complete list.		Did not know or did not understand the diagnostic possibilities for many patients.		Unable to evaluate

V. Patient Management and Clinical Judgment

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exceptional ability to independently formulate a plan for management and enter it into the chart; was perceptive in assessment of changes in patient status.		Showed ability to formulate management plan with some help; chart work was solid; was regularly aware of patient status.		Understood management plan and could formulate major aspects with help; chart work acceptable; was sometimes unaware of patient-related data and patient status.		Did not understand or could not formulate a management plan; chart work often unacceptable; was often unaware of patient-related data and patient status.		Unable to evaluate

VI. PROFESSIONALISM RATING SCALE Please rate the attributes you personally observed for this student, in terms of expectations for this level of training.

BEHAVIOR	DEFINITION	Signifi- cantly Above	Above	Met	Below	Signifi- cantly Below	No oppor- tunity to observe
Accountability	Takes responsibility for his/her actions; Behaves in an ethical, responsible, and dependable manner; Completes requirements and assignments; Is punctual for clinic, rounds, etc.						
Attitude	Intellectually curious, seeks and accepts constructive feedback and uses it to improve performance; Makes a conscious effort to exceed ordinary expectations. Demonstrates initiative and enthusiasm in all aspects of clinical care.						
Confidence level	Confidence level is consistent with skill level and the student knows his/her limitations; Student maintains confidence without arrogance.						
Honor & Integrity	Maintains high personal standards; Is honest and fair in his/her interactions; Represents the School of Medicine well. Maintains patient confidentiality.						
Interpersonal relationships	Relationships are characterized by mutual respect and limit setting when indicated; He/she works well with others, including peers and other health care providers, and functions as a member of the team.						
Humanistic/ Altruistic qualities	Concern for the interest and welfare of patients; Develops therapeutic relationships characterized by empathy and respect. Tries to provide comfort/aid to those who are struggling or in distress.						
Motivation for independent learning	Participates as an active learner; Shows evidence of preparation (reading). Consults current literature, and communicates findings. Shows initiative in all aspects of learning. Contributes to the learning of others.						
Appearance	Maintains a well-groomed, professional appearance.						

OVERALL COMMENTS ARE **REQUIRED** FOR THE STUDENT’S RECORD.
Comment on this student’s overall performance, with particular emphasis on those aspects that exceeded or fell short of your expectations. Your comments are helpful in our overall evaluation of the student in identifying strengths and weaknesses and are particularly helpful in counseling sessions. Please provide any examples of problem areas so that appropriate feedback may be provided to the student.

FACULTY/HOUSESTAFF SIGNATURE:_____ DATE:_____

STUDENT SIGNATURE*:_____ DATE:_____

*Optional, depending on clerkship. Student signature does not imply agreement with the evaluation--only that the evaluation has been orally reviewed with the student by the evaluator