



## 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:

|          |  |
|----------|--|
| 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.   |

|   |   |                             |                |
|---|---|-----------------------------|----------------|
| D | C | B<br>(Majority of Students) | A<br>(Top 20%) |
|---|---|-----------------------------|----------------|

Final Numerical Grade

\_\_\_\_\_ %

For each area of the evaluation below, please check all the phrases in any category that reflects the student's work. Written comments are encouraged on the following page. **If anything is checked as failing grade, please give comments.**

| Patient Care  | Not Observed | Does Not Meet Minimal Expectations |    |    | Below Expectations                          |    |    | Meeting Expectations  |    |    | Exceeding Expectations                                      |    |     | Sum |
|---|--------------|------------------------------------|----|----|---|----|----|---|----|----|---|----|-----|-----|
|   |              | 60                                 | 65 | 69 | 70  | 75 | 79 | 80  | 85 | 89 | 90  | 95 | 100 |     |
| Medical Interviewing                                    | N/A          | 60                                 | 65 | 69 | 70  | 75 | 79 | 80  | 85 | 89 | 90  | 95 | 100 |     |
|   |              |                                    |    |    | Incomplete, superficial histories           |    |    | Elicits most pertinent patient information                                  |    |    | Logical, thorough, and efficient histories                  |    |     |     |
| Physical Examination                                    | N/A          | 60                                 | 65 | 69 | 70  | 75 | 79 | 80  | 85 | 89 | 90  | 95 | 100 |     |
|   |              |                                    |    |    | Incomplete, unreliable physical examination |    |    | Some omissions but usually complete and accurate                            |    |    | Complete and accurate physical examinations                 |    |     |     |
| Procedural Skills                                       | N/A          | 60                                 | 65 | 69 | 70  | 75 | 79 | 80  | 85 | 89 | 90  | 95 | 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 Skills                                     | N/A          | 60                                 | 65 | 69 | 70  | 75 | 79 | 80  | 85 | 89 | 90  | 95 | 100 |     |
|   |              |                                    |    |    | Lacks initiative in patient care            |    |    | Actively participates in patient care activities                            |    |    | Exceptionally conscientious in patient care activities      |    |     |     |
| <b>Patient Care – Sum</b>                               |              |                                    |    |    |   |    |    |   |    |    |   |    |     |     |
| <input style="width: 80px; height: 20px;" type="text"/> |              |                                    |    |    |   |    |    |   |    |    |   |    |     |     |

| Medical Knowledge                                       | Not Observed | Does Not Meet Minimal Expectations |    |    | Below Expectations   |    |    | Meeting Expectations  |    |    | Exceeding Expectations   |    |     | Sum |
|---|--------------|------------------------------------|----|----|--|----|----|---|----|----|--|----|-----|-----|
|   |              | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
| Interest in Learning                                    | N/A          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
|   |              |                                    |    |    | Minimal interest in learning   |    |    | Demonstrates interest in learning   |    |    | Enthusiastic interest in learning  |    |     |     |
| Correlates knowledge                                    | N/A          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 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          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 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      |    |     |     |
| <b>Medical Knowledge – Sum</b>                          |              |                                    |    |    |  |    |    |   |    |    |  |    |     |     |
| <input style="width: 80px; height: 20px;" type="text"/> |              |                                    |    |    |  |    |    |   |    |    |  |    |     |     |

| Practice-Based Learning and Improvement              | Not Observed | Does Not Meet Minimal Expectations |    |    | Below Expectations   |    |    | Meeting Expectations                                      |    |    | Exceeding Expectations                                     |    |     | Sum |
|--|--------------|------------------------------------|----|----|--|----|----|---|----|----|--|----|-----|-----|
|  |              | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
| Facilitates the Learning of Others                   | N/A          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
|  |              |                                    |    |    | Shows little interest in facilitating the learning of others             |    |    | Sometimes facilitates the learning of others              |    |    | Proficient in facilitating the learning of others          |    |     |     |
| Use Scientific Studies to Manage Patient Care        | N/A          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
|  |              |                                    |    |    | Fails to use information from scientific studies to enhance patient care |    |    | Attempts to use scientific studies to manage patient care |    |    | Effectively uses scientific studies to manage patient care |    |     |     |
| Self-Motivated                                       | N/A          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
|  |              |                                    |    |    | Lacks insight and personal initiative                                    |    |    | Usually demonstrates personal initiative                  |    |    | Self-Motivated learner                                     |    |     |     |
| <b>Practice-Based Learning and Improvement – Sum</b> |              |                                    |    |    |  |    |    |   |    |    |  |    |     |     |
| <input type="text"/>                                 |              |                                    |    |    |  |    |    |   |    |    |  |    |     |     |

| Interpersonal & Communication Skills                  | Not Observed | Does Not Meet Minimal Expectations |    |    | Below Expectations   |    |    | Meeting Expectations  |    |    | Exceeding Expectations   |    |     | Sum |
|---|--------------|------------------------------------|----|----|--|----|----|---|----|----|--|----|-----|-----|
|   |              | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
| Listening & Verbal Communication Skills               | N/A          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
|   |              |                                    |    |    | Demonstrates inadequate listening and deficient verbal communication skills with patients and families                     |    |    | Shows adequate listening and has adequate verbal communication skills with patients and families                  |    |    | Demonstrates excellent listening and excellent verbal communication skills with patients and families                                  |    |     |     |
| Interpersonally Engaged                               | N/A          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
|   |              |                                    |    |    | Not “interpersonally engaged” with patients and their families   |    |    | Relates well to patients and their families   |    |    | Always “interpersonally engaged” with patients and their families  |    |     |     |
| Presentations   | N/A          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 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          | 60                                 | 65 | 69 | 70   | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 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 |    |     |     |
| <b>Interpersonal &amp; Communication Skills – Sum</b> |              |                                    |    |    |  |    |    |   |    |    |  |    |     |     |
| <input type="text"/>                                  |              |                                    |    |    |  |    |    |   |    |    |  |    |     |     |

| Systems-Based Learning              | Not Observed | Does Not Meet Minimal Expectations |    |    | Below Expectations  |    |    | Meeting Expectations  |    |    | Exceeding Expectations   |    |     | Sum |
|-------------------------------------|--------------|------------------------------------|----|----|---|----|----|---|----|----|--|----|-----|-----|
|                                     |              | 60                                 | 65 | 69 | 70  | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
| Access/Utilize Other Resources      | N/A          | 60                                 | 65 | 69 | 70  | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
|                                     |              |                                    |    |    | Unable to access/utilize outside resources for effective and efficient patient care |    |    | Attempts to access/utilize outside resources for effective and efficient patient care |    |    | Effectively access/utilize outside resources for effective and efficient patient care    |    |     |     |
| Uses Systematic Approaches          | N/A          | 60                                 | 65 | 69 | 70  | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
|                                     |              |                                    |    |    | Incomplete, superficial histories   |    |    | Elicits most pertinent patient information  |    |    | Logical, thorough, and efficient histories   |    |     |     |
| Team                                | N/A          | 60                                 | 65 | 69 | 70  | 75 | 79 | 80  | 85 | 89 | 90   | 95 | 100 |     |
|                                     |              |                                    |    |    | In the team environment, nonparticipatory or uncooperative or overbearing           |    |    | Gets along 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 |    |     |     |
| <b>Systems-Based Learning – Sum</b> |              |                                    |    |    |   |    |    |   |    |    |  |    |     |     |
| <input type="text"/>                |              |                                    |    |    |   |    |    |   |    |    |  |    |     |     |



**Professionalism (Cont'd)**

|                        | Not Observed | Concern for self-supersedes concern for others, self-centered, selfish, unwilling to extend self |    |    |    |    |    | Show appropriate concern for others, goes the extra mile without thought of reward |    |     |    |    |    |    | Excessively differential, overextends self to own detriment |    |    |    | Sum |
|------------------------|--------------|--|----|----|----|----|----|--|----|-----|----|----|----|----|---|----|----|----|-----|
|                        | N/A          | 60   | 65 | 70 | 75 | 80 | 85 | 90   | 95 | 100 | 95 | 90 | 85 | 80 | 75  | 70 | 65 | 60 |     |
| Respect for Colleagues |              |  |    |    |    |    |    |  |    |     |    |    |    |    |   |    |    |    |     |
|                        | Not Observed | Always insecure, unable to act independently   |    |    |    |    |    | Appropriately confident, asks for help when necessary                              |    |     |    |    |    |    | Overconfident, does not recognize own limitations           |    |    |    | Sum |
|                        | N/A          | 60   | 65 | 70 | 75 | 80 | 85 | 90   | 95 | 100 | 95 | 90 | 85 | 80 | 75  | 70 | 65 | 60 |     |
| Self Confidence        |              |  |    |    |    |    |    |  |    |     |    |    |    |    |   |    |    |    |     |

**Professionalism- Sum & Percentage**

Please provide comments about the student's performance. Also, if anything is checked as a failing grade or there are a number of categories that are not applicable, please give comments.

**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.  |
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|   |   |                             |                |
|---|---|-----------------------------|----------------|
| D | C | B<br>(Majority of Students) | A<br>(Top 20%) |
|---|---|-----------------------------|----------------|

**Final Numeric Grade:**