



Medical Student Evaluations

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Medical Student Evaluation: XXXXXXXXXX

Student Evaluation - Clerkship

2006-2007

Knowledge

Consider:

- 1) Depth and breadth and clinical sciences
- 2) Intellectual curiosity
- 3) Self-directed learning

- Fail
- Minimal Competence
- Good
- Very Good
- Excellent
- Outstanding
- Not Observed
- [? Glossary of these Terms](#)

History and Interviewing Skills

Consider:

- 1) Accuracy of patient-referent information
- 2) Thoroughness in data acquisition
- 3) Organization and coherency

- Fail
- Minimal Competence
- Good
- Very Good
- Excellent
- Outstanding
- Not Observed
- [? Glossary of these Terms](#)

Physical Examination

Consider:

- 1) Appropriateness of technique
- 2) Thoroughness
- 3) Accuracy of findings

- Fail
- Minimal Competence
- Good
- Very Good
- Excellent
- Outstanding
- Not Observed
- [? Glossary of these Terms](#)

Write Ups

Consider:

- 1) Ability to organize data coherently and concisely
- 2) Thoroughness and accuracy of data presentation
- 3) Quality of discussion

- Fail
- Minimal Competence
- Good
- Very Good
- Excellent
- Outstanding
- Not Observed
- [? Glossary of these Terms](#)

Oral Presentation

Consider:

- 1) Ability to organize data coherently and concisely
- 2) Thoroughness and accuracy of data presentation
- 3) Quality of discussion

- Fail
- Minimal Competence
- Good
- Very Good
- Excellent
- Outstanding
- Not Observed
- [? Glossary of these Terms](#)

Clinical Problem Solving

Consider ability to:

- 1) Apply knowledge and synthesize patient information
- 2) Formulate and prioritize differential diagnoses, and diagnostic and treatment plans
- 3) Apply evidence from medical literature

- Fail
- Minimal Competence
- Good
- Very Good
- Excellent
- Outstanding
- Not Observed
- [? Glossary of these Terms](#)

Procedural and Manual Skills

- Not Competent
- Competent
- Not Observed
- [? Glossary of these Terms](#)

Comments relevant to Clinical Knowledge and Skills: ***Comments are required**

Areas for Improvement of Clinical Knowledge and Skills:

Professional Development-ALL PROFESSIONAL ITEMS 1-9 ARE REQUIRED

Consider if the student:

1) Demonstrates sincere concern for the welfare of others

- Fails to meet expectations
- Needs Improvement
- Meets Expectations

2) Listens to and communicates effectively with patients

- Fails to meet expectations
- Needs Improvement
- Meets Expectations

3) Listens, communicates, works effectively and cooperatively with fellow professionals (i.e. staff, resident, attendings, etc.)

- Fails to meet expectations
- Needs Improvement
- Meets Expectations

4) Truthful with self, patients, peers and professional work	<input type="radio"/> Fails to meet expectations <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations
5) Takes responsibility for own actions	<input type="radio"/> Fails to meet expectations <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations
6) Performs assigned duties and tasks reliably and in a timely manner	<input type="radio"/> Fails to meet expectations <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations
7) Performs independently within own ability	<input type="radio"/> Fails to meet expectations <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations
8) Seeks help and accepts feedback appropriately	<input type="radio"/> Fails to meet expectations <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations
<p>9) OVERALL LEVEL OF PROFESSIONAL DEVELOPMENT (REQUIRED) <i>(consider all of the above including: attitude, enthusiasm, reliability, collegiality, honesty, etc.)</i> Please read criteria below and the glossary to determine the appropriate rating.</p> <ul style="list-style-type: none"> • Students who receive one or more ratings of Fails to meet expectations on Professional Development items 1 through 8 should be given an overall assessment of Fails to meet expectations. • Students who receive one or more ratings of needs improvement in Professional Development items 1 through 8, should NOT be given an overall assessment of higher than very good. 	<input type="radio"/> Fails to meet expectations <input type="radio"/> Minimally acceptable <input type="radio"/> Satisfactory <input type="radio"/> Very Good <input type="radio"/> Excellent <input type="radio"/> Outstanding <input checked="" type="radio"/> Glossary of these Terms

Comments relevant to the Assessment of Professional Development: **Comments are required*

Areas for Improvement in Professional Development:

Please scroll up and review your answers before submitting your evaluation form. The form cannot be edited or resubmitted once you have pressed the Finish pushbutton.

Finish



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Knowledge

Fail

Does not demonstrate intellectual curiosity; inadequate fund of biomedical knowledge, lacks understanding of fundamental principles; does not demonstrate evidence of independent reading.

Minimal Competence

Demonstrates minimal intellectual curiosity; demonstrates minimal understanding of fundamental biomedical concepts; exhibits some evidence of independent reading with generally accurate comprehension.

Good

Demonstrates an appropriate level of intellectual curiosity; demonstrates an appropriate understanding of fundamental biomedical principles; exhibits evidence of independent reading with accurate comprehension.

Very Good

Demonstrates a significant level of intellectual curiosity; demonstrates a strong fund of biomedical knowledge with significant understanding of fundamental biomedical principles; exhibits consistent evidence of independent reading with accurate comprehension.

Excellent

Demonstrates a very high level of intellectual curiosity; demonstrates a very strong fund of biomedical knowledge and understanding of fundamental biomedical principles; exhibits consistent evidence of independent reading with highly accurate comprehension.

Outstanding

Demonstrates the highest level of intellectual curiosity; demonstrates expansive depth and breadth of biomedical knowledge with superior understanding of fundamental biomedical principles. Exhibits considerable and extensive evidence of independent reading with superior comprehension.

Close

History and Interviewing Skills

Fail

Incomplete and/or consistently inaccurate data collection; misses important symptoms; lacks ability to organize data into a coherent format.

Minimal Competence

Appropriate and reasonably accurate acquisition of basic patient-referent data; usually able to organize key symptoms and most ancillary data in an appropriate and understandable format.

Good

Demonstrates competence and accuracy in general data collection; exhibits appropriate skill in focused data collection and delineation of pertinent positive and negative findings; usually demonstrates ability to organize data in a coherent and understandable format.

Very Good

Demonstrates competence and accuracy in both general and focused data collection; usually demonstrates comprehensive and mostly accurate delineation of symptoms and ancillary data with pertinent positive and negative findings; usually demonstrates ability to organize data.

Excellent

Demonstrates expertise in both general and focused data collection; consistently comprehensive and accurate delineation of symptoms and ancillary data with pertinent positive and negative findings; demonstrates ability to organize data in a clear and coherent form.

Outstanding

Demonstrates considerable expertise in both general and focused data collection; uniformly comprehensive and highly accurate delineation of symptoms and ancillary data with pertinent positive and negative findings; demonstrates superior ability to organize data in a clear and uniformly cogent form.

Close

Physical Examination

Fail

Incomplete and/or consistently inaccurate examination technique; misses important findings/signs; lacks ability to organize organ system survey; inconsiderate of patient's comfort.

Minimal Competence

Able to perform basic physical exam applying generally appropriate technique; usually recognizes overtly abnormal findings; demonstrates an appropriately accurate approach to the organ system survey; acknowledges patient's physical discomfort.

Good

Usually performs a reliable age appropriate general and/or focused physical examination; is cognizant of standard techniques to differentiate normal from abnormal findings; demonstrates appropriate skill in identifying findings indicative of organ system pathology; often attentive to patient's physical discomfort.

Very Good

Performs a very reliable age appropriate general and/or focused physical examination; usually employs standard techniques to differentiate normal from abnormal findings; usually accurately identifies most findings indicative of organ system pathology; usually attentive to patient's physical discomfort.

Excellent

Performs a sophisticated age appropriate general and/or focused physical examination; consistently employs standard techniques to differentiate normal from abnormal findings; accurately identifies most findings indicative of organ system pathology; acknowledges and consistently preserves patient's physical comfort.

Outstanding

Consistently able to perform a highly sophisticated age and developmentally appropriate general and/or focused physical examination; employs advanced techniques to differentiate normal from abnormal findings; consistently and accurately identifies all findings indicative of organ system pathology; acknowledges and consistently preserves patient's physical comfort.

Close

Write Ups

Fail

Unable to organize patient information coherently without assistance; consistently records inaccurate data from history and/or physical examination; does not understand and cannot use appropriate medical terminology; can not differentiate significant from irrelevant patient-referent information or laboratory data; lacks insight into clinical and biomedical issues.

Minimal Competence

Demonstrates ability to organize patient information in an appropriate written format; records basic information and demonstrates basic ability to interpret clinical data appropriately; can demonstrate the use of appropriate medical terminology; recognizes the difference between significant and irrelevant patient-referent information or laboratory data; mentions relevant clinical or biomedical issues.

Good

Usually organizes patient information in an appropriate written format; records basic information and usually demonstrates basic ability to report clinical data accurately; usually employs appropriate medical terminology; usually differentiates significant from less relevant patient-referent information or laboratory data; logically discusses relevant clinical or biomedical issues.

Very Good

Usually organizes and records patient information in a structured and coherent format; prioritizes information and consistently demonstrates ability to report clinical data accurately; utilizes accurate medical terminology; reliably differentiates significant from less relevant patient-referent information or laboratory data; provides a well-reasoned and logical discussion of clinical and biomedical issues.

Excellent

Consistently organizes and records patient information in a very structured and clinically relevant format; usually prioritizes information and records most clinical and laboratory data accurately; utilizes sophisticated medical terminology; consistently differentiates significant from less relevant patient-referent information and laboratory data; provides a well-reasoned, logical and independently researched discussion of clinical and biomedical issues.

Outstanding

Consistently organizes and records patient information in a highly sophisticated, exceptionally coherent and highly clinically relevant format; consistently prioritizes recording of all information and notes all clinical and laboratory data accurately; utilizes highly sophisticated medical terminology; consistently differentiates clinically significant from less relevant patient-referent information and laboratory data; provides a highly sophisticated, well-reasoned, logical and independently researched discussion of clinical and biomedical issues.

Close

Oral Presentation

Fail

Unable to organize patient information coherently without assistance; consistently reports inaccurate data from history and/or physical examination; can not differentiate significant from irrelevant patient-referent information or laboratory data.

Minimal Competence

Demonstrates ability to organize patient information in an appropriate format; includes basic information and demonstrates ability to report clinical data appropriately; recognizes the difference between significant and irrelevant patient-referent information or laboratory data.

Good

Usually organizes patient information in an appropriate format; includes basic information and usually demonstrates ability to report clinical data accurately; usually differentiates significant from less relevant patient-referent information or laboratory data.

Very Good

Usually organizes patient information in a structured and coherent format; prioritizes information and consistently demonstrates ability to report clinical data accurately; reliably differentiates significant from less relevant patient-referent information or laboratory data.

Excellent

Consistently organizes patient information in a very structured and clinically relevant format; usually prioritizes information and reports most clinical and laboratory data accurately; consistently differentiates significant from less relevant patient-referent information and laboratory data.

Outstanding

Consistently organizes patient information in a highly sophisticated, exceptionally coherent and clinically relevant format; consistently prioritizes all information for presentation and reports all clinical and laboratory data accurately and lucidly; consistently differentiates clinically significant from less relevant patient-referent information and laboratory data.

Close

Clinical Problem Solving

Fail

Cannot apply biomedical knowledge effectively to patient care; unable to identify key patient problems. Cannot generate appropriate differential diagnosis based on information reports; reports data without attempting analysis.

Minimal Competence

Usually able to identify major clinical problems; often applies biomedical knowledge adequately to guide evaluation; can generate a limited but appropriate differential diagnosis; often demonstrates appropriate analytic skills; often identifies appropriate priorities for patient care with guidance.

Good

Usually able to identify major clinical problems; frequently identifies and assesses minor problems; usually applies biomedical knowledge adequately to guide evaluation; can generate an expanded differential diagnosis; usually demonstrates appropriate analytic skills; usually identifies appropriate priorities for patient care with guidance.

Very Good

Usually able to identify and assess most major and minor clinical problems; consistently applies biomedical knowledge adequately to guide evaluation and management; usually generates an expanded and probabilistically ordered differential diagnosis; consistently demonstrates appropriate analytic skills; usually identifies appropriate priorities for patient care with minimal supervision.

Excellent

Consistently able to identify and assess all major and minor clinical problems; consistently applies an expanded fund of biomedical knowledge to effectively guide evaluation and management; consistently formulates logical, probabilistically ordered and extensive differential diagnosis; consistently demonstrates appropriate analytic skills; usually able to apply evidence from the literature in clinical decision making.

Outstanding

Consistently identifies and assess all major and minor clinical problems; consistently applies an extensive fund of biomedical knowledge to guide evaluation and management; formulates a comprehensive and probabilistically appropriate differential diagnosis; consistently devises sophisticated diagnostic and therapeutic plans; consistently demonstrates superior analytic skills; consistently identifies priorities for patient care and management independently. Consistently demonstrates superior ability to apply evidence from the literature in clinical decision making.

Close

Procedural and Manual Skills

Not Competent

Unable to perform required procedures appropriately.

Competent

Adequate performance of required procedures

Professional Development

Fails to Meet Expectations

Student does not meet minimal expectations of professionalism as evidenced by one or more of the following: dishonesty, unreliability, inappropriate interactions with patients, failure to perform assigned tasks, marked discourtesy in interactions with other professionals, or other actions that jeopardize patient welfare.

Minimal Competence

Although there are no specific instances of failure of professionalism, work is grudgingly performed with minimal interest and enthusiasm, interactions with others are curt or unpleasant, and there is general reluctance to do any work beyond the most basic requirements. The student does not show improvement with feedback.

Satisfactory

Most of the work is performed satisfactorily most of the time, although the student may need reminders and careful supervision. Interactions with others are respectful. The student responds to constructive criticism with some improvement, but there may still remain problems such as punctuality, enthusiasm, or a lack of engagement.

Very Good

Student demonstrates interest in the work and a desire to improve. Constructive feedback is taken seriously and usually results in substantial improvement. Assigned tasks are usually performed in a reliable and timely manner. Student is consistently respectful and courteous with patients and fellow professionals. There may be areas still needing improvement by the end of the clerkship such as communicating effectively with patients, or completing chart notes in a timely manner, but none are serious enough to interfere with patient care.

Excellent

Student consistently puts welfare of patients ahead of own interests. Able to inspire trust and confidence in both patients and fellow professionals. Able to give and accept criticism in a constructive manner. Ready and willing to help colleagues. Comes as early and stays as late as necessary to make sure patient care is well provided. Works hard without complaining.

Outstanding

The highest level of professionalism, seldom seen, describes a true selflessness in the service of others. Willingness to share, to acknowledge the accomplishments of others, to inspire others to higher levels of compassion and care. Able to work collegially with others, including difficult fellow professionals. This is the level of professionalism to which most of us aspire to.

Close