**Evaluation of Clerkship Student by Faculty or Resident**

For each of the following domains, please comment on the outlined skills,providing supporting evidence and specific examples of your observations, and including areas for improvement. The behaviors associated with each domain below represents the ideal/benchmark goals for a third year student at the **completion** of their clerkship. It is expected that many students will be working to reach this level of competency in various domains throughout the clerkship experience. Before you formulate your narrative evaluation, please review the following suggestions to help mitigate evaluation bias and provide more skill and behavior based comments.

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| *Try to* ***use words from these columns*** *to help describe specific skills and behaviors that you observed and how they relate to the student’s competency.* | | *Consider* ***limiting use of these words*** *to describe students. Instead, describe specific behaviors or situations where the student demonstrated these qualities.*  *Avoid commenting on a student’s ability to act as a language interpreter as this is not an expectation of their role on the team.* | |
| Accountable  Advanced  Advocate  Basic  Caring  Clear  Communication Skills  Compassionate  Comprehensive  Conscientious  Efficient  Empathic  Enthusiastic learner  Excellent  Honest  Impressive  Inclusive  Inquisitive  Integral | Integrity  Interested  Knowledgeable  Leader  Mature  Motivated  Poised under pressure  Problem solver  Relevant  Reliable  Resilient  Resourceful  Respectful  Scientific  Team player  Thorough  Thoughtful  Well-rounded | Active  Affable  Affectionate  Bright  Cheerful  Delightful  Dominant  Earnest  Easy-going  Energetic  Exemplary  Fabulous  Forceful  Friendly  Intelligent  Interesting  Kind | Lovely  Modest  Nice  Pleasant  Polite  Relaxed  Sharp  Smart  Social  Solid  Strong  Superb  Superior  Talented  Warm  Well-liked  Wonderful |
| Adapted from: Rojek et al. Differences in Narrative Language in Evaluations of Medical Students by Gender and Under-represented Minority Status. *JGIM* 34(5): 684-91. | | | |

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| 1. **CLINICAL SKILLS AND COMMUNICATION**   History taking and data gathering: *obtains* *complete, accurate, and relevant history in organized and hypothesis driven fashion; utilizes chart review and secondary sources when appropriate. Mindful of time*  Physical exam skills: *performs a clinically relevant, appropriately thorough exam in a logical and fluid sequence; accurately identifies and describes normal and abnormal findings*  Oral presentations: *delivers an accurate, well-organized presentation that prioritizes the pertinent clinical details and addresses current active issues; able to tailor length and complexity of presentation to situation and receiver including in front of patient*  Written notes: *prioritizes and synthesizes information into an* *organized and cogent narrative; documents differential, and plan that reflects clinical decision making and patient preferences; notes are complete and concise and do not need significant editing before being used as the billable note* |  |
| 1. **KNOWLEDGE BASE AND CLINICAL REASONING**   Knowledge base:*demonstrates understanding of common medical conditions, diagnostic tests, and treatments; relates common symptoms and presentations to underlying pathophysiology*  Clinical reasoning: *synthesizes key clinical information to summarize cases and formulate prioritized problem lists; accurately interprets results of basic diagnostic studies; develops relevant and appropriately broad differential diagnoses for common symptoms/presentations; proposes rational diagnostic and management plans reflecting preceptor input* |  |
| 1. **PROFESSIONAL QUALITIES**   Relationships with patients: *forms constructive relationships with patients and families; sensitive and attentive to patients’ individual characteristics and needs; respects patient confidentiality; engages in shared decision making*  Collaboration as a team member: *respects and supports role of all team members; effectively partners as integrated member of the team; actively engaged in coordination of care; communicates bi-directionally to keep team members informed*  Accountability: *behaves professionally; tells the truth; accepts responsibility and reliably follows through on tasks and assignments, is punctual*  Motivation/Initiative: *actively participates in clinical and educational activities; displays intellectual curiosity and self-directed learning; receptive to feedback* |  |

1. Does this student demonstrate the institution’s IICARE attributes of professionalism (integrity, inclusion, compassion, accountability, respect, excellence)? (*Yes /No*)
2. Based upon your interactions and observations, rate this student's overall performance compared to other students at the same level of training. We expect that 90% of students will fall in 2-4 category range.

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| Below expectations  (1) | Working towards expectations  (2) | Meets expectations  (3) | Exceeds expectations  (4) | Top 5% of students I have ever worked with  (5) |
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