

INTERNAL MEDICINE CLERKSHIP EVALUATION FORM



[Subject Name]
 [Subject Class]
[Rotation:Location]
 [Evaluation Dates]

 Evaluator
[Evaluator Name]
 [Evaluator Class]

A grade of "Does Not Meet Expectations" for Domains 1-5 should prompt a meeting of the student with the Clerkship Director to develop a plan for remediation and may be grounds for failure of the clerkship. The evaluating faculty member should contact the Clerkship Director for clarification.

--DURATION OF CONTACT--

--For how many days did you interact with the student?--

- Select an answer - ▼

--ROTATION/LOCATION--

--Name of rotation and clinical site--

Remaining Characters: 5,000

MEDICAL KNOWLEDGE

Knows basic disease processes encountered in this field

- A student who does not meet basic expectations:
 - Does not demonstrate factual knowledge regarding common or simple disease processes.
 - Is unable to recall factual knowledge regarding diseases pertinent to his/her own patients.
- A student who meets basic expectations:
 - Demonstrates factual knowledge regarding common or simple disease processes but may have difficulty applying that knowledge to patient care in some cases.
- A student who exceeds basic expectations:
 - Demonstrates factual knowledge or describes the pathophysiology of complex disease processes.
 - Is able to apply factual knowledge of simple disease processes to clinical situations.
 - Uses information learned from one clinical encounter and applies it to another.

<u>Consistently</u>	<u>Occasionally</u>	<u>Meets</u> basic	<u>Does not meet</u>	Insufficient
exceeds basic	exceeds	expectations	basic expectations	contact to
expectations 6	basic expectations 5	3	0	assess
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Participates regularly in activities that maintain and advance competence (attends additional didactic series on rotation such as specialty conferences, etc.)

- A student who does not meet basic expectations:
 - Misses conferences and other required didactic activities.
 - Attends but does not engage in required didactic activities and appears otherwise occupied. Examples may include appearing distracted, inattentive, arriving late or leaving early, emailing or texting during

conference.

- A student who meets basic expectations:
 - Attends and engages in required didactic activities (pays attention to discussions).
- A student who exceeds basic expectations:
 - Gives presentations on articles read or pertinent topics to his teammates.
 - Takes an active role in teaching his teammates.
 - Knows about diseases pertinent to other patients on the team (outside of own patient profile).

<u>Consistently</u> exceeds basic expectations 4	<u>Occasionally</u> exceeds basic expectations 3	<u>Meets</u> basic expectations 2	<u>Does not meet</u> basic expectations 0	Insufficient contact to assess

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Remaining Characters: 5,000

PATIENT CARE

Takes an appropriate and thorough history

- A student who does not meet basic expectations:
 - Fails to ask basic components of the history, such as chief complaint, time course of symptoms, past medical history, medications, or allergies.
 - Is unable to organize basic data from the HPI in a coherent fashion.
- A student who meets basic expectations:
 - Collects most required information.
 - Recalls the information in the order obtained, but cannot consistently summarize or prioritize information.
 - Elicits a basic review of systems in most cases.
- A student who exceeds basic expectations:
 - Collects thorough information in an organized fashion.
 - Prioritizes patient problems and develops well organized problem lists and differential diagnoses (i.e. appears to use discriminating and differentiating features to develop a differential diagnosis and compare various disease possibilities).
 - Clarifies confusing information in an attempt to understand the patient’s complaint.
 - Elicits an extensive review of systems when the clinical problem is complex.
 - Descriptives - problem based, elicits essential information, systematic, pursues diagnostic details, focused, scattered, comprehensive, pertinent

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Remaining Characters: 5,000

Examines patients with appropriate thoroughness

- A student who does not meet basic expectations:
 - Fails to ensure the patient’s comfort when it is feasible (e.g. does not respect patient modesty, induces more pain or discomfort than is necessary to gain information).
 - Performs many maneuvers incorrectly.
 - Does not elicit physical examination findings related to the patient’s primary complaint.
- A student who meets basic expectations:
 - Performs a rote head-to-toe examination without special attention to particular maneuvers that may

help discriminate between disease processes.

- o Performs most maneuvers correctly but may miss pertinent positive or negative findings.
- o Ensures the patient's comfort as much as possible.
- A student who exceeds basic expectations:
 - o Performs most maneuvers correctly and identifies pertinent positive or negative findings.
 - o Interprets pertinent positive or negative findings with respect to differential diagnosis (i.e. can discriminate between diseases processes based on findings).
 - o Actively looks for exam findings that suggest or rule out high-risk alternative diagnoses.
 - Descriptives - technically sound, sensitive to patient, focused, organized, adapts approach, developmentally appropriate

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Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Identifies and prioritizes patients' problems

- A student who does not meet basic expectations:
 - o Is unable to identify patients' primary problems.
- A student who meets basic expectations:
 - o Identifies patients' primary problem or issue, but may miss smaller or more subtle problems.
- A student who exceeds basic expectations:
 - o Prioritizes patient problems and addresses those that are most urgent first.
 - o Anticipates future problems related to their patient's primary issues.
 - Descriptives – notes, recognizes, prioritizes

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Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Develops a thorough differential diagnosis

- A student who does not meet basic expectations:
 - o Is unable to formulate a potential list of plausible diagnoses for simple complaints.
 - o Is unable to use discriminating features (e.g. acute vs chronic) to determine likely disease processes.
- A student who meets basic expectations:
 - o Is able to list a plausible differential diagnosis for simple complaints, but may struggle to do so for more complex complaints.
- A student who exceeds basic expectations:
 - o Can formulate a differential diagnosis for most complaints.
 - o Includes both most likely diagnoses and most urgent ("don't miss") diagnoses.
 - Descriptives – interprets and integrates information, comprehensive, basic, prioritized

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Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Develops appropriate plans for laboratory and radiologic evaluation

- A student who does not meet basic expectations:
 - Is unable to explain the rationale for any tests that are ordered.
 - Orders a long list of tests that are impertinent, unnecessary, or potentially harmful.
- A student who meets basic expectations:
 - Can interpret basic laboratory and radiologic tests.
 - Suggests tests that are pertinent to the patients' problems or issues.
 - Can explain the rationale for any tests that are ordered.
- A student who exceeds basic expectations:
 - Focuses testing on those that will help refine the differential diagnosis.
 - Understands how results of tests discriminate between different disease processes.
 - Is able to alter future plans based on test results.
 - Considers cost-effectiveness when ordering tests.

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Remaining Characters: 5,000

Develops appropriate plans for management

- A student who does not meet basic expectations:
 - Fails to develop a basic plan for treatment based on the patient's problems.
 - Does not understand the rationale for patients' treatment plans.
- A student who meets basic expectations:
 - Understands the rationale for patients' treatment plans.
 - Addresses patients' primary problems when developing treatment plans.
 - Develops treatment plans based on reading basic information about diseases, but may not consider past experiences with particular treatments.
- A student who exceeds basic expectations:
 - Develops comprehensive treatment plans that address all of the patients' problems.
 - Uses both experience and theoretical knowledge to develop treatment plans.
 - Considers cost-effectiveness when determining treatment.
 - Justifies treatment plans based on evidence found in the literature.
 - Understands risks and benefits of proposed treatment plans.

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Remaining Characters: 5,000

Identifies and recommends health prevention measures where appropriate

- A student who does not meet basic expectations:
 - Is unfamiliar with health prevention strategies.
 - Does not recognize or identify patients' unhealthy behaviors.
- A student who meets basic expectations:
 - Demonstrates knowledge of health maintenance measures.
 - Identifies unhealthy behaviors during patient interactions.
- A student who exceeds basic expectations:
 - Actively works to help patients change unhealthy behaviors.
 - Makes evidence-based recommendations for health prevention measures based on literature reading.

- Descriptives – incorporates, advocates, counsels

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Remaining Characters: 5,000

Provides effective care with respect to patient preferences and cultural beliefs

- A student who does not meet basic expectations:
 - Is insensitive to or does not accept the cultures or backgrounds of patients.
 - Fails to consider a patient's cultural beliefs when providing care.
- A student who meets basic expectations:
 - Is sensitive to patients' cultures, sexual orientation, and religious belief systems.
 - Develops plans of care that patients can comply with based on cultural beliefs.
- A student who exceeds basic expectations:
 - Actively seeks to learn about patients' cultural belief systems by eliciting patients' perspectives regarding their diseases.
 - Incorporates patients' beliefs and backgrounds (i.e. access to care, ability to comply) into all aspects of management plans.

- Descriptives – respectful, aware, sensitive, incorporates

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Remaining Characters: 5,000

Clearly and accurately presents patient findings to team members

- A student who does not meet basic expectations:
 - Regularly omits important and pertinent patient information during presentations.
 - Gives a vague interpretation of clinical findings rather than specific information.
 - Does not follow the expected order of information (e.g. SOAP note, HPI before other history) .

- A student who meets basic expectations:
 - Includes pertinent and accurate information in presentations.
 - May also include excessive and impertinent details.
 - Reports results of laboratory tests when available.
 - Follows the expected order of providing information.
 - May repeat information in different components of presentations (e.g. repeating physical examination findings during the assessment/plan section).
- A student who exceeds basic expectations:
 - Includes only and all pertinent information in presentations.
 - Provides all necessary information in a concise fashion.
 - Is able to summarize a patient’s clinical information so that all members of the team understand that patient’s critical issues.
 - Descriptives - ineffective, provides plans only when prompted, accurate, succinct, precise, relevant, legible

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Remaining Characters: 5,000

Maintains clear, complete, accurate, timely, and legible written records

- A student who does not meet basic expectations:
 - Regularly omits important and pertinent patient information in the medical record.
 - Demonstrates illegible handwriting.
 - Does not complete daily notes within the time frame set forth by expectations.
 - Does not address the patient’s primary problem or issue in the medical record.
 - Does not follow the expected order of providing information (e.g. SOAP note)
 - Is not accurate regarding documentation of findings (what is written does not match what was done, seen, or said)
- A student who meets basic expectations:
 - Includes pertinent and accurate information in the medical record.
 - May also include excessive and impertinent details.
 - Reports results of laboratory tests when available.
 - Follows the expected order of providing information.
 - May repeat information in different components of presentations (e.g. repeating physical examination findings during the assessment/plan section).
 - Includes the patient’s diagnosis, suspected diagnosis, or primary problem.
 - Demonstrates legible handwriting.
 - Is accurate regarding documentation of findings (what is written matches what was done, seen, or said) .
- A student who exceeds basic expectations:
 - Includes only and all pertinent and accurate information in the medical record.
 - Alters assessments and plans daily where appropriate based on new information.
 - Includes future plans contingent upon test results or new information.
 - Includes the consideration of alternative diagnoses.
 - Descriptives - level of organization, records reflect patient status, problems and plans clearly outlined, inclusion of all necessary information, legible

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Remaining Characters: 5,000

INTERPERSONAL RELATIONSHIPS AND COMMUNICATION

Consults and takes advice from colleagues when appropriate

- A student who does not meet basic expectations:
 - Does not consider or understand recommendations from consultants or other colleagues.
 - Is unable to explain the rationale for a consult on one’s own patient.
- A student who meets basic expectations:
 - Follows the recommendations of consultants.
 - Is able to explain the rationale for a consult on one’s own patient.
- A student who exceeds basic expectations:
 - Speaks directly with consultants regarding rationale and issues to be addressed.
 - Actively seeks advice from consultants or colleagues regarding a patient’s care.
 - Asks thoughtful questions of colleagues regarding a patient’s care.
 - Descriptives – collaborative, multidisciplinary approach, inclusive

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Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Demonstrates effective communication with patients and families

- A student who does not meet basic expectations:
 - Is unable to talk with patients and families regarding the basic plan of care.
 - Provides inaccurate information when speaking to a patient or family.
 - Frequently interrupts patients or families when they are providing a history or asking questions.
- A student who meets basic expectations:
 - Is able to discuss the basic plan of care with patients and families in a manner the patient can understand.
 - Provides accurate information about the plan of care.
- A student who exceeds basic expectations:
 - Is able to answer most or all questions posed by a patient or family regarding the plan of care.
 - Frequently assesses a patient’s or family’s understanding of an illness or plan of care.
 - Is able to maintain a calm and professional demeanor when speaking with angry patients or families.
 - Recognizes patients’ and families’ emotional states and draws on the emotions to form a therapeutic alliance with them.
 - Descriptives - established rapport, addresses family concerns, effectively relays information, counsels

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Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Shows empathy and respect to patients and families

- A student who does not meet basic expectations:
 - Demonstrates insensitivity or rudeness when speaking to a patient or family.
 - Openly shows bias or prejudice against a patient or family.
 - Is unaware of a patient’s or family’s position or emotional state.
 - Ignores or minimizes a patient’s or family’s concerns.
- A student who meets basic expectations:
 - Demonstrates sensitivity and courtesy when speaking to a patient or family.
 - Is aware of a patient’s or family’s position or emotional state.
 - Shows courtesy and respect in verbal communication and in body language.
- A student who exceeds basic expectations:
 - Actively displays empathy by verbalizing an understanding of a patient’s or family’s position and offering supportive statements.
 - Goes out of one’s way to assess and support a patient’s or family’s emotional state.
 - Demonstrates understanding of the burden that a patient’s condition places on that patient and family and seeks to alleviate the burden.
 - Descriptives - – conveys respect, handles challenging situations, insensitive

<u>Consistently</u> exceeds basic expectations 6	<u>Occasionally</u> exceeds basic expectations 5	<u>Meets</u> basic expectations 3	<u>Does not meet</u> basic expectations 0	Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

PRACTICE BASED LEARNING AND IMPROVEMENT

Uses evidence from practice guidelines and scientific studies to develop care plans

- A student who does not meet basic expectations:
 - Is unable to identify potential sources of information regarding patient care.
 - Is unable to identify gaps in one’s own knowledge in order to guide further inquiry.
 - Uses only one’s own anecdotal experiences to develop plans of care.
- A student who meets basic expectations:
 - Can identify and search potential sources of reliable information regarding their patients’ conditions and plans of care when directed to do so.
 - Identifies gaps in one’s own knowledge in order to guide further inquiry.
- A student who exceeds basic expectations:
 - Refers to guidelines or pivotal studies when developing plans of care without being directed to do so.
 - Is able to identify characteristics of studies and guidelines that suggest reliability or a lack of applicability to one’s own patients.
 - Descriptives - demonstrates knowledge of commonly applied guidelines and EBM, able to find and appraise evidence, applies evidence in formation of plan

<u>Consistently</u> exceeds basic expectations 6	<u>Occasionally</u> exceeds basic expectations 5	<u>Meets</u> basic expectations 3	<u>Does not meet</u> basic expectations 0	Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Shows evidence of supplemental reading about patients' diseases

- A student who does not meet basic expectations:
 - Does not read about one's own patients' conditions.
 - Is not concerned with a lack of knowledge about one's own patients' conditions.
- A student who meets basic expectations:
 - Reads background (e.g. textbook) information about one's patients' conditions.
 - Identifies questions that need to be answered before determining a plan of care.
- A student who exceeds basic expectations:
 - Reads both background (e.g. textbook) and foreground (e.g. evidence-based literature) in order to improve knowledge about patients' problems.
 - Uses one's own independently-developed questions about patient care to guide reading and literature searches.
 - Descriptives - completed learning assignments, exceptional interest and ability to learn independently

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SYSTEMS BASED PRACTICE

Advocates for safe care and efficient use of resources

<u>Meets</u> basic expectations 2	<u>Does not meet</u> basic expectations 0	Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Effectively incorporates the services of non-physician care providers

<u>Meets</u> basic expectations 2	<u>Does not meet</u> basic expectations 0	Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

PROFESSIONAL BEHAVIOR

Maintains honesty and integrity in documentation and presentations

Meets Expectations	Does not meet expectations	Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Establishes professional relationships with patients and families

Meets Expectations

Does not meet expectations

Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Reliably fulfills patient care responsibilities without frequent reminders

Meets Expectations

Does not meet expectations

Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Functions as a respectful and helpful team member

Meets Expectations

Does not meet expectations

Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Arrives on time and leaves only when work is done or for didactic sessions

Meets Expectations

Does not meet expectations

Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

Seeks feedback and/or responds well to constructive criticism

Meets Expectations

Does not meet expectations

Insufficient contact to assess

Formative Feedback (Specific suggestions/recommendations for improvement - not to be included in MSPE)

Remaining Characters: 5,000

A grade of "Does Not Meet Expectations" for Professional Behavior shall prompt a Physicianship Evaluation Form and discussion with the student, and may be grounds for failing the clerkship. The evaluating faculty member must contact the Clerkship Director for clarification.

Summative Evaluation Comments (To be included in MSPE)

Remaining Characters: 5,000

GRADING SCALE: Honors: 90-100% High Pass: 70-89% Pass: 50-69% Fail: 0-49%

- I have met with this student to provide narrative feedback concerning their performance during the clerkship.
- I have met with the housestaff to discuss the student's performance during this clerkship.

For office use only:

Remaining Characters: 5,000