

LSU School of Medicine Clerkship Evaluation Form



[Subject Name]  
[Evaluation Dates]

Evaluator
<b>[Evaluator Name]</b>

General Information

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Course:

Remaining Characters: 5,000

Block

Remaining Characters: 5,000

Date of Course

Remaining Characters: 5,000

School/Hospital

Remaining Characters: 5,000

Location

Remaining Characters: 5,000

COMMENTS REGARDING OVERALL PERFORMANCE OF THE STUDENT

Remaining Characters: 5,000

NON COGNITIVE SKILLS

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**HONESTY**

Does the student display honesty in presentation, write-ups, progress notes & all other clinical activities?

- Fail
- Pass
- Not Observed

Comments

Remaining Characters: 5,000

**EMOTIONAL STABILITY**

Are there any signs or symptoms of emotional instability, abnormal behavior or aspect, inability to cope with routine stress, evidence of alcohol or drug abuse?

- Fail
- Pass
- Not Observed

Comments

Remaining Characters: 5,000

**WORK HABITS**

- |  |  |   |   |
|--|--|---|---|
| <u>Fail</u>  | <u>Pass</u>  | <u>High Pass</u>  | <u>Honors</u>   |
| Poor attendance; shirks responsibilities; disorganized' unable to do assignments. Frequently late. | Attends required functions; assumes expected responsibilities; somewhat inefficient. Usually punctual. | Occasionally attends extra functions; independent initiative; well organized. | Consistently attends extra functions; assumes leadership roles; highly efficient. |
| <input type="radio"/>  | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/>   |

**INTERPERSONAL RELATIONS**

- |  |  |                            |                          |
|--|--|----------------------------|--------------------------|
| <u>Fail</u>  | <u>Pass</u>  | <u>High Pass</u>           | <u>Honors</u>            |
| Can't work with people; alienating & disrespectful to people | Maintains working relationships with team members. | Respected by team members. | Highly regarded by team. |
| <input type="radio"/>  | <input type="radio"/>                              | <input type="radio"/>      | <input type="radio"/>    |

**PERSONAL CHARACTERISTICS**

- |   |  |   |   |
|---|--|---|---|
| <u>Fail</u>   | <u>Pass</u>  | <u>High Pass</u>  | <u>Honors</u>   |
| Cannot accept constructive criticism. Disheveled or inappropriate appearance. | Usually accepts constructive criticism and responds appropriately. Clean, acceptable appearance. | Responds well to constructive criticism. Good grooming. | Assesses own limitations and responds constructively. Excellent grooming. |
| <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/>                                   | <input type="radio"/>   |

**CLINICAL SKILLS**

**KNOWLEDGE**

<b><u>Fail</u></b>	<b><u>Pass</u></b>	<b><u>High Pass</u></b>	<b><u>Honors</u></b>	
Cannot recall basic science and clinical information and relate it to cases.	Basic knowledge of disease processes and pathologic events; some ability to relate information to clinical material.	Above average knowledge; able to correlate this knowledge consistently to clinical material.	Superior knowledge of basic disease processes and pathophysiology with mature application to clinical setting.	Not observed

**HISTORY**

<b><u>Fail</u></b>	<b><u>Pass</u></b>	<b><u>High Pass</u></b>	<b><u>Honors</u></b>	
Incomplete or inaccurate; important information frequently missing; often fails to identify major problems.	Usually complete and accurate; focuses on major problem but occasionally misses important information.	Complete and accurate; important information included.	Comprehensive information; thorough and precise; questioning identifies subtle problem areas.	Not observed

**PHYSICAL EXAM**

<b><u>Fail</u></b>	<b><u>Pass</u></b>	<b><u>High Pass</u></b>	<b><u>Honors</u></b>	
Exam incomplete; fails to follow-up obvious leads; emphasizes minor findings; major deficiencies in technique	Exam generally complete; occasionally fails to follow obvious leads; minor deficiencies in technical skill.	Thorough exam; follows up at important areas; technically sound.	Exam thorough, technically sound and efficient; gathers necessary information for differential diagnosis.	Not observed

**DIFFERENTIAL DIAGNOSIS & PROBLEM LIST**

<b><u>Fail</u></b>	<b><u>Pass</u></b>	<b><u>High Pass</u></b>	<b><u>Honors</u></b>	
Unable to make differential diagnosis and problem list.	Able to identify major problems; limited differential diagnostic ability.	Able to identify major and minor problems and make a basic differential diagnosis for each.	Maturely analyzes data and synthesizes patient's problems according to priority; extensive differential diagnosis.	Not observed

**DIAGNOSTIC TESTS AND THERAPEUTIC PLANS**

<b><u>Fail</u></b>	<b><u>Pass</u></b>	<b><u>High Pass</u></b>	<b><u>Honors</u></b>	
Frequently overlooks basic tests; difficulty interpreting results; unable to formulate a treatment plan.	Understands basic battery of initial tests and their interpretation; has difficulty proceeding with further tests or therapeutic plan.	Has complete and efficient plan for diagnostic tests and consultation; interprets results correctly; therapeutic program complete and accurate.	Efficiently plans alternative diagnostic strategy as results and received; therapeutic program comprehensive, thorough, precise and cost effective.	Not observed

**WRITTEN SKILLS (Medical Records)**

<u>Fail</u>	<u>Pass</u>	<u>High Pass</u>	<u>Honors</u>	
Poorly prepared (has irrelevant information or important data missing); few notes; often late; major problems omitted.	Contains basic information; notes usually prompt; cover major problems but have minor omissions.	Well done and organized; complete and relevant but no detailed analysis or differential of problems.	Outstanding notes- prompt, concise, thorough, relevant; important problems reported and adequately explained.	Not observed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**ORAL PRESENTATIONS (Case presentations and progress reports)**

<u>Fail</u>	<u>Pass</u>	<u>High Pass</u>	<u>Honors</u>	
Disorganized and poorly integrated	Generally organized but verbose or incomplete	Organized and complete	complete, concise, orderly and polished	Not observed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PROCEDURAL SKILLS**

<u>Fail</u>	<u>Pass</u>	<u>High Pass</u>	<u>Honors</u>	
Difficulty using proper technique (awkward with equipment or bypasses accepted step), timing, coordination and/or organization	Occasional difficulty using proper technique, sometimes fails to organize equipment before procedure, minor problems with timing or coordination.	Uses proper techniques, organizes equipment before procedure; timing is smooth; is coordinated	Timing is precise; procedure done with ease and dexterity; able to put patient at ease.	Not observed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**JUDGMENT**

<u>Fail</u>	<u>Pass</u>	<u>High Pass</u>	<u>Honors</u>	
Decisions (tests, procedures, treatment plans, etc.) risky and/or not cost effective	Decisions usually safe, but may not pinpoint problems accurately or completely; may not be cost effective.	Decisions accurate and safe; uses common sense.	Mature, cost effective decisions based on sound integration or acquired data and reasoning.	Not observed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SELF EDUCATION**

<u>Fail</u>	<u>Pass</u>	<u>High Pass</u>	<u>Honors</u>	
Lacks adequate knowledge of own patients.	Has adequate textbook knowledge of own patients.	Has knowledge of supplemental as well as basic textbook reading; reads about patients on service.	Intellectually aggressive, demonstrates extensive supplemental reading; knows disease processes of other patients on service.	Not observed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PROFESSIONAL CAPABILITY**

Please rate the professional capacity of this student.

	I would not recommend this student as a house officer.	I would be reluctant to recommend this student as a house officer.	I would recommend this student as a house officer.	I would strongly recommend this student as a house officer.
Insufficient Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**General Information**

Final Grade

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fail	Pass	High-Pass	Honors

Exam Grade

Remaining Characters: 5,000