

Faculty Name:

**CLINICAL ELECTIVES**  
Clinical Evaluation of Student  
07.01.2023, Printable

**You're being asked to evaluate FIRSTNAME LASTNAME. Please complete the questions below.**

**Is there a reason you cannot evaluate this student? (Check the best answer):**

- I did not work with the student.
- I provided healthcare to this student.
- Neither apply, I can evaluate this student.

*If a faculty member chooses either of the first options, no more questions will be offered.*

**1. What is the basis for your evaluation of this student? (Please check all that apply)**

- Review patient write-ups
- Direct Observation - history taking, physical exam, discussion with patient/family
- Presentation of patient
- Attending rounds
- Procedures
- Discussion about the student with other faculty/evaluators
- Didactic session
- Resident grading conference
- Core faculty grading conference
- Review of individual evaluations
- Other \_\_\_\_\_

*This is a common question to all clerkships and electives. While some items may not be relevant to your clerkship, we have kept a common item for comparability.*

1.a. (If this reflects a grading conference) **Who were other contributors to this evaluation?**  
**(optional)**

**For each AREA below, consider what you observed from this student. Which option best describes how skilled the student was in each area? (All responses progress from low to high.)**

**2. Medical Knowledge (K1, K2, K3, K4, K5)** *(Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care)*

- Major gaps in knowledge base.
- Frequent gaps in knowledge base.
- Occasional gaps in knowledge base
- Rare gaps in knowledge base. *Intern-level knowledge.*
- I do not have enough information to assess

**3. Comprehensive History (K3, S1, S8)** *Student's ability to gather essential and accurate information about patients and their condition.*

- Asks only close-ended questions with no follow-up. Many inaccuracies. Numerous omissions of pertinent information.
- Asks close-ended questions with limited follow-up. Some inaccuracies. Some omissions of pertinent information.
- Asks a mix of close-ended and open-ended questions, with limited follow-up. Generally accurate. Minor omissions in pertinent information.
- Asks a mix of close-ended and open-ended questions, with tailored follow-up. Reliably accurate. No omissions in pertinent information. *Intern-level skill.*
- I do not have enough information to assess.

**4. Physical or Mental Status Examination (K3, S2)** *Student's ability to perform both a complete and organ-specific examination, including a mental status examination.*

- Numerous omissions in exam. Most parts of exam done incorrectly. Fails to recognize findings.
- Few omissions in exam. Some parts of exam done incorrectly. Fails to recognize findings.
- Complete exam, though a few parts may be done incorrectly. Inconsistent recognition of findings.
- Consistently thorough and correct exam. Usually reliable, accurate findings. *Intern-level skill.*
- I do not have enough information to assess.

**5. Communication with Patients and Families (S7, AB1, AB2)** - *Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.*

- Rarely uses medical terms appropriate for patient. Does not attend to patient perspective or understanding.
- Occasionally uses medical terms appropriate for patient. Rarely attends to patient perspective or understanding.
- Frequently uses medical terms appropriately for patient. Usually attends to patient perspective and understanding.
- Routinely uses medical terms appropriate for patient. Reliably attends to patient perspective and adjusts to patient to achieve understanding. *Intern-level skill.*
- I do not have enough information to assess

**6. Written Communication (K2, S1, S6, S7, S9)** – *Construct appropriate management strategies and communicate it effectively in writing.*

- Written notes are unclear, disorganized, or incomplete for the type of visit.
- Written notes may have some disorganization but are reasonably coherent and differential diagnosis directed. May lack detail relevant to patient care and limited decision-making is noted.
- Written notes regularly communicate essential information as organized and logical. Some explanation of clinical decision-making details relevant to patient care.
- Written notes are consistently coherent, concise, and synthesizes complete information. Conveys clinical decision making with clarity and depth. Can tailor a note to this patient setting. *Intern-level skill.*
- I do not have enough information to assess

**7. How skilled was this student in UTILIZING TECHNICAL SKILLS FOR PROCEDURES?**

- Demonstrates little technical skill (knowledge of sterile technique and equipment). Does not attend to patient comfort.
- Inconsistently demonstrates appropriate technical skills. Inconsistently attends to patient comfort.
- Usually demonstrates appropriate technical skills. Usually attends to patient comfort. *Intern-level skill.*
- I do not have enough information to assess

**8. Presentation of a Patient (S6, S7, S9)** – *Communicate clearly and accurately*

- May be disorganized, with information verbatim from history. No filtering in presentation of history. Leaves out pertinent details. A great deal of discomfort.
- Some disorganization, though beginning to summarize. Some unfiltered information in presentation of

history. Some discomfort.

- Generally, well organized. Few omissions of pertinent info. Mostly filtered/little extraneous info. Beginning to move toward DDX. Mostly comfortable.
- Well organized. Rarely leaves out pertinent info. Generally filtered and pertinent info. Reflects thinking about DDX. Comfortable and confident. *Intern-level skills.*
- I do not have enough information to assess.

**9. Engagement with Other Healthcare Team Members (S7, S13, S14, AB1) – Demonstrate the ability to engage in an interpersonal team and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.**

- No self-initiated engagement with or integration into team. May overstep role.
- Little self-initiated engagement with or integration into team. Little added value to team.
- Tries to engage with team. Usually integrates well with team. Has some value to team.
- Engaged with team. Integrates well with the team. Values and learns from team. Highly valued by team. *Intern-level skill.*
- I do not have enough information to assess

**10. Prioritizing Problems and Formulating a Differential Diagnosis (K4, S5, S6, S8, S9)- Demonstrate the ability to investigate and evaluate their care of patients.**

- Unable to create DDX that correlates with patient presentation. One DX or long list of unrelated DDX.
- Limited filtering, prioritizing, and connecting information for basic DDX. Too short or long list of related DDX.
- Usually able to filter and connect info for basic DDX. Can prioritize DDX.
- Reliably synthesizes data into complete filtered DDX. Can support DDX with findings. *Intern-level skill.*
- I do not have enough information to assess

**11. Patient Management (K1, K4, S5, S8, S9, AB7) – Construct appropriate management strategies, both diagnostic and therapeutic, for patients with common acute and chronic medical conditions.**

- Unable to offer a plan for assessment or therapeutics.
- Can provide only general plans (e.g., drug class but not specific drug) and/or management plan is uninformed by DDX.
- Can provide specific plan. No decision tree for how to use results of next steps.
- Can provide a specific and comprehensive plan. Has a decision tree for how to use results of next steps. *Intern-level skill.*
- I do not have enough information to assess

**12. Professionalism (S14, AB1, AB2, AB3, AB4, AB6, AB7) - Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.**

Professional behavior includes being timely, respectful, honest, self-aware, engaged, and consistently displaying Aggie Core Values (respect, excellence, integrity, self-less service, loyalty, leadership).

Lapses in professional behavior can include dressing inappropriately, having poor hygiene, arriving late, leaving early, not meeting deadlines, requiring repeated prompting to perform duties, being disengaged in learning, being disrespectful to team/staff/peers/patients, being defensive about feedback, and being dishonest or unethical.

- One or more egregious unprofessional behaviors.
- Repeated lapses in professional behavior that do not respond to feedback.
- Lapses in professional behavior that respond to feedback
- Consistently professional behavior
- Exemplary professional behavior (*please comment below in Dean's letter*)
- I do not have enough information to assess

**13. Use of Evidence-Based Information for Clinical Decision-Making (K5, S8, S11, S12, AB3, AB5, AB6) –**

*Demonstrates commitment to life-long learning to improve patient care.*

- Reading is inconsistent or superficial. Shows little initiative in seeking out new information or exploring areas in which knowledge needs to be developed. Has difficulty critically appraising new information or applying it appropriately.
- Reads consistently. Usually recognizes areas in which knowledge needs to be developed but may require direction to seek out appropriate information. Inconsistent ability to critically appraise new information and apply it appropriately.
- Reads consistently. Reliably recognizes knowledge limits and takes some initiative in seeking out new information. Consistent ability to critically appraise new information and apply it appropriately.
- Reads extensively. Reliably recognizes knowledge limits. Reliably takes initiative to seek information. Strong ability to critically appraise information and apply it appropriately. *Intern-level skill.*
- I do not have enough information to assess

**14. Health Care Systems-Based Practice (K5, S5, AB2, AB6, AB7) – Recognize the interplay of individual and health system science factors that impact the quality, safety, and value of patient-centered care.**

- Unaware of healthcare team roles. Does not consider how cost, insurance and resources practically affect patient care.
- General awareness of healthcare team roles, but limited understanding of how the team members may interact for patient care. Limited consideration of how cost, insurance, and resources practically affect patient care.
- Routine awareness of healthcare team roles, with some understanding of how team members may interact for patient care. Some consideration of how cost, insurance, and resources practically affect patient care.
- Exceptional awareness of healthcare team roles and interactions to produce stronger patient care. Routinely considers how cost, insurance and resources practically affect patient care. *Intern-level skill.*
- I do not have enough information to assess

**Elective Grade**

- Unsatisfactory - Student fails the elective
- Satisfactory

**What can this student do to further develop their clinical skills? Please provide constructive feedback for this student about areas for improvement. These comments will NOT be used for the Dean's letter.**

**Please provide constructive comments about this student's performance. These WILL be used for the Dean's letter.**

**Did you have the opportunity to meet with this trainee to discuss his/her performance?**

- No
- Yes