### Clinical Evaluation Form

#### Patient Care

**History Taking Skills**

- **Does not meet expectations**: Consistently misses essential information. Poor organization, accuracy and/or ineffective questioning techniques. Does not consider non-verbal cues.

- **Meets Expectations**: Generally accurate, but occasionally misses key information. Some deficits with organization and accuracy. May need improvement in questioning technique and sensitivity to nonverbal cues.

- **Exceeds Expectations**: Consistently gathers complete and accurate history, even on the most complicated patients. Highly organized and poised. Consistently demonstrates superior use of questions. Always responds effectively to patient affect and non-verbal cues.

**Physical Examination & Mental Status**

- **Not applicable or did not observe**

- **Does not meet expectations**: Exam lacks appropriate technique and shows deficits in organization and thoroughness. Rarely makes connection between history and physical and/or sometimes misses important findings because of faulty

- **Meets Expectations**: Exam is most often thorough and focused with appropriate use of technique. Identified major abnormalities and pertinent normal findings, occasionally missing elements. Follows logical sequence and relates exam directly to history.

- **Exceeds Expectations**: Exam is consistently superior. Uncovers subtle and important findings, incorporating advanced techniques where appropriate. Exceptionally organized and thorough, even on difficult cases.

#### Medical Knowledge

- **Does not meet expectations**: Knowledge base is inadequate or has significant deficits. Has consistent difficulty relating basic science principles and clinical information to patients' problems. Superficial knowledge of basic pathophysiology/disease processes.

- **Meets Expectations**: Knowledge base is adequate, but with occasional deficits. Generally able to incorporate basic science information appropriately into clinical decision making. Adequate knowledge of basic pathophysiology/disease process.

- **Exceeds Expectations**: Knowledge base is superior in both breadth and depth. Consistently able to apply sophisticated understanding of pathophysiology to clinical context, even in difficult cases.

#### Health Care System-Based Practice

- **Did not observe**

- **Does not meet expectations**: Insufficiently aware of the roles of members of the health care team. Insufficiently aware of how cost, insurance and resource allocation practically affect patient care. Has difficulty functioning effectively within the team.

- **Meets Expectations**: Has general awareness of the roles of health care team members. Shows average awareness of how cost, insurance, resource allocation practically affect patient care. Displays average ability to function effectively within the team.

- **Exceeds Expectations**: Shows exceptional awareness of the roles of health care team members. Acutely aware of how cost, insurance and resource allocation practically affect patient care. Exceptional ability to function effectively within the team.

#### Professionalism

- **Does not meet expectations**: Acts in ways that raise significant concern about integrity, reliability and responsibility and/or collegiality and ability work with others.

- **Meets Expectations**: Generally dependable, reliable, responsible and collegial. Able to work well with others. May seek out and accept added responsibility.

- **Exceeds Expectations**: Behavior models the highest standards of integrity, reliability and collegiality. Consistently seeks out and accepts added responsibility.

#### Interpersonal Communication Skills

**Written**
<table>
<thead>
<tr>
<th></th>
<th>Does not meet expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Presentations</strong></td>
<td>Written presentations were frequently unclear, disorganized or incomplete. Details regarding patient condition are often disregarded.</td>
<td>Written notes regularly communicate essential material in an organized, coherent manner. Notes convey evidence of clinical decision making and notes tailored to the patient's setting. Most details relevant to</td>
<td>Written and verbal presentations are consistently coherent, concise and sophisticated. Synthesizes and imparts complete information and conveys thought processes behind clinical decisions with great clarity and depth.</td>
</tr>
<tr>
<td><strong>Verbal</strong></td>
<td>Verbal presentations frequently lack clarity, organization of thoroughness.</td>
<td>Verbal presentations are most often concise and well organized. Conveys thought processes behind clinical decisions and tailors presentations to setting. May need to use notes to complete presentation.</td>
<td>Verbal presentations are consistently coherent, concise and sophisticated and usually can be done without notes. Imparts complete information and conveys thought processes behind clinical decisions with great clarity and depth.</td>
</tr>
<tr>
<td><strong>Patient Communication</strong></td>
<td>Consistently shows difficulty establishing rapport, relating empathically and communicating effectively with patients, patient family and/or members of the health care team. Lack of skills significantly interferes with patient care.</td>
<td>Demonstrates empathy, builds rapport and is able to communicate effectively. May be able to take into account different levels of comprehension.</td>
<td>Consistently models superior communication skills and easily engenders trust with patient and/or family. Excellent communication skills significantly add to ability to deliver a high level of care.</td>
</tr>
<tr>
<td><strong>Practice Based Learning &amp; Improvement</strong></td>
<td>Reading is inconsistent or superficial. Has difficulty critically appraising new information or applying EBM skills.</td>
<td>Reads about patient problems and is able to reasonably apply what is learned. Displays average ability to critically appraise new information and/or apply EBM skills.</td>
<td>Reads extensively, often from most current sources with exceptional ability to apply what is learned to patient care. Displays exceptional ability to critically appraise new information and apply EBM skills.</td>
</tr>
<tr>
<td><strong>Overall Evaluation</strong></td>
<td>Weaknesses noted in numerous areas. Student will clearly benefit from remediation.</td>
<td>Performance at expected level for training. Competence demonstrated in ALL skill areas necessary to pass clerkship objectives.</td>
<td>Performance above expected level for training in some areas. Excellence demonstrated in some skill areas; competent in all other areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance above that expected for this level of training. Excellence demonstrated in many skill areas.</td>
<td>Excellence demonstrated in ALL skill areas.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Did you have the opportunity to meet with this trainee to discuss his/her performance?</strong></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>