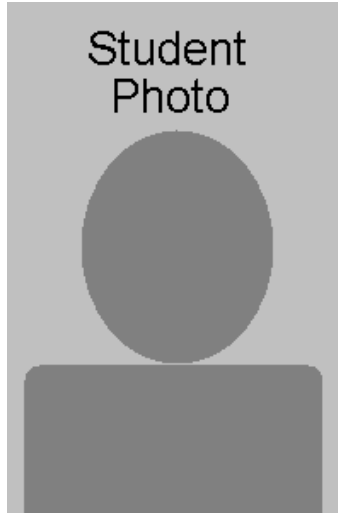


APPENDIX C

Required Clerkships Clinical Competency Evaluation

Student Name



Clerkship:

Evaluator:

Start Date:

End Date:

Rotation Number:

Site:

Site if "Other":

Time Spent with Student:

- Extensive (More than 10 Hours)
- Moderate (4 to 10 Hours)
- Minimal (1 to 4 Hours)
- No Contact (Less than 1 Hour)

For each item in each category, please select a value from 1 to 5, or N/A. A selection of N/A will not impact a student's final evaluation score.

- 5 - Exceptional performance for this level of training – far above expected
- 4 - Performance above expected for this level of training
- 3 - Performance appropriate for this level of training
- 2 - Performance less than expected for this level of training – requires occasional intervention
- 1 - Performance not acceptable for student at this level of training – requires frequent intervention
- N/A - Not Applicable/Unable to Evaluate

History Taking Skills

History is thorough, systematic, logical and accurate.

5 4 3 2 1 N/A

Student controls interview and obtains history in a time efficient manner.

5 4 3 2 1 N/A

Student established rapport and listens to patient perceptions.

5 4 3 2 1 N/A

Student uses vocabulary appropriate to level of patient understanding.

5 4 3 2 1 N/A

Physical Examination Skills

Student is able to demonstrate appropriate exam techniques.

5 4 3 2 1 N/A

Student is able to describe physical exam findings using appropriate terminology.

5 4 3 2 1 N/A

Student is able to interpret exam findings in light of patient presentation.

5 4 3 2 1 N/A

Oral Case Presentation

Oral presentation is complete and appropriate.

5 4 3 2 1 N/A

Presentation reveals that student has done preparatory reading.

5 4 3 2 1 N/A

Student identifies patient problems.

5 4 3 2 1 N/A

Student openly reveals an appropriate level of knowledge and understanding regarding an assessment and diagnostic plan.

5 4 3 2 1 N/A

Student verbally communicates in a logical systematic manner.

5 4 3 2 1 N/A

Written Data Recording Skills

Data documentation is complete and accurate.

5 4 3 2 1 N/A

Handwriting is legible.

5 4 3 2 1 N/A

Patient data is documented in an organized and logical manner.

5 4 3 2 1 N/A

Clinical Judgment and Diagnostic Skills

Appropriate initial therapeutic plans are formulated for each problem.

5 4 3 2 1 N/A

Student justifies appropriate diagnostic possibilities for each problem with avoidance of diagnostic indecision or premature closure.

5 4 3 2 1 N/A

The issues of cost-effectiveness and risk to patient vs. outcome are considered when ordering diagnostic studies.

5 4 3 2 1 N/A

The student is able to interpret laboratory data using a pathophysiological approach.

5 4 3 2 1 N/A

Self-Education Skills

Student demonstrates the initiative to enhance his/her knowledge through reading and facilitate accurate patient assessments and plans.

5 4 3 2 1 N/A

Student is motivated and initiates self-education.

5 4 3 2 1 N/A

Professional attributes and responsibilities

Exceptional, performance above and beyond expectations. Outstanding in attendance, dependability and punctuality in team activities and patient care responsibility. Makes extra effort to be an integral team member by volunteering for higher levels of patient care responsibility.

5

Conscientious, makes a consistent effort to be responsible and dependable regarding patient care responsibilities. Makes a noticeable effort to be part of the team.

4

Can regularly be relied upon in fulfilling responsibilities as a member of the ward team and in the delivery of patient care.

3

Needs reminders in the fulfillment of ward responsibilities including patient care. Allows himself/herself to be too peripheral to active team activities and patient care.

2

Cannot be relied upon. Attendance and punctuality are erratic. Student's whereabouts are often unknown. Needs prodding frequently. Am concerned over student's commitment.

1

Not observed

N/A

Self-Improvement and Adaptability

Outstanding in soliciting and receiving criticism with interest and grace. Able to effect change. Extensive self initiated supplemental reading. Makes an extra effort to learn.

5

Accepts criticism and is able to effect change. Self motivated to expand knowledge with supplemental reading.

4

Accepts criticism when offered, Makes an effort to change. Does some supplemental as well as required reading.

3

Resistant or defensive in accepting criticism. Makes those offering suggestions uncomfortable because of lack of receptiveness.

2

Completely unaware of own inadequacies. Refuses to consider or make changes

1

Not observed

N/A

Relationships with patients

Makes an extra effort to put patients and family members at ease and appropriately communicating medical information to them. Relates well with difficult patients and/or families. Shows empathy, compassion and respect.

5

Consistently relates well to patients and family members. Shows empathy, compassion and respect.

4

Relates well to most patients and family members. Seems comfortable with patients and family members, and his/her role as a developing physician.

3

Sometimes has difficulty establishing rapport with patients or communicating with them. Not always comfortable interacting with patients.

2

Often insensitive to patient's feelings, needs and wishes. Lacking capacity for empathy.

1

Not observed

N/A

Interpersonal relationships with other members of health care team

Outstanding in respecting the feelings, needs and wishes of all health care team members. Makes an extra effort to be highly integrated into the team structure. Is consistently a positive contributor to the team.

5

Relates well to all health care team members. Makes an effort to be integrated into the team structure.

4

Relates well to most of the health care team members. Functions well within the team structure.

3

Sometimes has difficulty relating well to health care team members.

2

Insensitive to needs, feeling and wishes of health care team members. Poorly integrated into the team.

1

Not observed

N/A

Comments: