STUDENT PERFORMANCE EVALUATION

University of Maryland School Of Medicine Clerkship

Student's Name: __ Site: __Dates:

Please Circle Rotation:

Family Medicine ***Medicine*** ***Neuro/Rehab Medicine*** ***ObGyn*** ***Pediatrics*** ***Psychiatry*** ***Surgery***

Longitudinal Ambulatory ***Senior Ambulatory*** ***Subinternship :*** _____ ***Elective:*** _____ ***Surgical Subspeciality***

Please circle the appropriate number in each category below, using the following scale:

5 = Superior	**4 = Very Good**	**3 = Good**	**2 = Fair**	**1 = Unsatisfactory**
Greatly Exceeds Expectations	Exceeds Expectations	Good for Level of Training	Fulfills Minimum Requirements	Failure

I. MEDICAL KNOWLEDGE

5	**4**	**3**	**2**	**1**	NA	A.	Knowledge of disease and pathological processes.
5	**4**	**3**	**2**	**1**	NA	B.	Acquisition of clinical knowledge.
5	**4**	**3**	**2**	**1**	NA	C.	Correlative reasoning abilities and beginning problem solving.
5	**4**	**3**	**2**	**1**	NA	D.	Initiative as a self-learner.

II. CLINICAL COMPETENCE

5	**4**	**3**	**2**	**1**	NA	A.	*History Taking*- ability to balance direct questions with allowing patient to describe problem; clarification of sequence of events; delineation of major symptoms; evaluation of patient's personality and mental status; exploration of psycho-social elements.
5	**4**	**3**	**2**	**1**	NA	B.	*Physical Examination*- systematic approach and thoroughness; skill level in applying fundamental techniques; attention to parts of examination requiring emphasis; use of special techniques to delineate abnormal findings.
5	**4**	**3**	**2**	**1**	NA	C.	*Record Keeping*- legibility, accuracy, and extent of detail, including: meaningfulness of data interpretation, generation of problem list, quality of progress notes, and conception of plans for further action.
5	**4**	**3**	**2**	**1**	NA	D.	*Physician-Patient Relationships*- introduction of self; ability to put patient at ease and establish an open dialogue; consideration of patient's comfort and self-respect; conveying of medical information; encouragement of questions and verification of patient understanding.
5	**4**	**3**	**2**	**1**	NA	E.	*Case Presentations*- Conciseness, logic, and appropriateness of presentations; ability to emphasize active problems; differentiation of data from interpretation; accuracy of reporting patient-related and examination data; use of clear and meaningful terminology.

III. PROFESSIONALISM* (When filling out this section, 3 is average to very good, 5 is reserved for exceptional students)

5	**3**	**1**	NO	A.	*Altruism*- Demonstrates sensitivity to patients' needs, takes time and effort to explain information to patients and comfort the sick patient, listens sympathetically to patients' concerns, puts patients' interests before his/her own, shows respect for patients' confidentiality.
5	**3**	**1**	NO	B.	*Duty: Reliability and Responsibility*- Completes assigned tasks timely and fully, fulfills obligations undertaken, takes on appropriate share of teamwork, fulfills call duties, reports accurately and fully on patient care activities, always ensures transfer of responsibility for patient care, informs supervisor/team when mistakes occur or when faced with a conflict of interest.
5	**3**	**1**	NO	C.	*Excellence: Self Improvement and Adaptability*- Accepts constructive feedback, recognizes own limitations and seeks appropriate help, incorporates feedback to make changes in behavior, adapts well to changing circumstances, reads up on patient cases, attends rounds, seminars and other learning events.
5	**3**	**1**	NO	D.	*Respect for Others: Relationships with Students, Faculty and Staff*- Establishes rapport with team members, maintains appropriate boundaries in work and learning situations, relates well to fellow students, faculty and other health care professionals in a learning environment.
5	**3**	**1**	NO	E.	*Honor and Integrity: Upholding Student and Professional Honor Code and Codes of Conduct*- Refers to self accurately with respect to qualifications, uses professional language in discussion with patients and colleagues, resolves conflicts in a manner that respects the dignity of those involved, behaves honestly, respects the diversity of race, gender, religion, sexual orientation,

age, disability, intelligence and socio-economic status, maintains appropriate boundaries with patients, dresses in an appropriate professional manner.

*Adapted from the Task Force on Professionalism in Undergraduate Medicine at the University of Toronto, May 2001

(CONTINUED ON REVERSE SIDE)

EXAMINATION RESULTS (*Please record results for each that apply***)**

____Written **____Oral**
____Clinical Observation **_____Other (***Please Specify)*

NARRATIVE COMMENTS

(These comments are likely to be included in the Dean's letter)

Elaborate upon areas in which the student was outstanding in either a positive or negative manner.
(DO NOT LEAVE THIS IMPORTANT SECTION BLANK)

Specific concerns (if any) about student's performance that are intended primarily for the student's own information. (*These comments may be reflected in the dean's letter if recurrent concerns are found).*

VI. COURSE GRADE (*Please Circle)***: Honors A B C Inc. F**

Please check if either applies: ____ Re-examination
____ Additional time (Please explain)

CLERKSHIP DIRECTOR: _____
(Please Print)

Signature: _____ Date: _____

Evaluation discussed with student: *Yes_____ No _____*

Student Signature*:* **_____ Date:**

(Please Return Promptly to the ***Office of Student Affairs, Room M004, BRB****.*
Make Sure You Keep a Copy for Your Departmental Records)

Guidelines for Evaluating Professionalism on Clinical Rotations

Scale: 5. Above expectations. Above expected level of professional behavior.
3. Meets expectations. At expected level of professional behavior.
1. Below expectations. Below expected level of professional behavior.
N/O. Was not in a position to observe professional/unprofessional behavior.

Expectations: _____ **Student:** _____ **Rotation:** _____	**5 Above**	**3 Meets**	**1 Below**	**N/O**
		No lapses observed	**Lapses observed**	**Not in a position to observe**
A. Altruism ♦ Demonstrates sensitivity to patients' needs ♦ Takes time and effort to explain information to patients ♦ Takes time and effort to comfort the sick patient ♦ Listens sympathetically to patients' concerns ♦ Puts patients' interests before his/her own ♦ Shows respect for patients' confidentiality				
B. Duty: Reliability and Responsibility ♦ Completes assigned tasks timely and fully ♦ Fulfills obligations undertaken ♦ Takes on appropriate share of team work ♦ Fulfills call duties ♦ Reports accurately and fully on patient care activities ♦ Always ensures transfer of responsibility for patient care ♦ Informs supervisor/team when mistakes occur ♦ Informs supervisor/team when faced with a conflict of interest				
C. Excellence: Self Improvement and Adaptability ♦ Accepts constructive feedback ♦ Recognizes own limitations and seeks appropriate help ♦ Incorporates feedback to make changes in behavior ♦ Adapts well to changing circumstances ♦ Reads up on patient cases ♦ Attends rounds, seminars, and other learning events				
D. Respect for Others: Relationships with Students, Faculty and Staff ♦ Establishes rapport with team members ♦ Maintains appropriate boundaries in work and learning situations ♦ Relates well to fellow students in a learning environment ♦ Relates well to faculty in a learning environment ♦ Relates well to other health care professionals in a learning environment				
E. Honor and Integrity: Upholding Student and Professional Codes of Conduct ♦ Refers to self accurately with respect to qualifications ♦ Uses professional language in discussion with patients and colleagues ♦ Resolves conflicts in a manner that respects the dignity of those involved ♦ Behaves honestly ♦ Respects the diversity of race, gender, religion, sexual orientation, age, disability, intelligence, and socio-economic status ♦ Maintains appropriate boundaries with patients ♦ Dresses in an appropriate professional manner				

University of Maryland School of Medicine

Notes on the Guidelines for Evaluating Professionalism on Clinical Rotations

Purpose:

The purpose of this form is to help evaluate the section on professionalism on the Student Performance Evaluation to be used in all clinical rotations. Both forms are designed to reflect both positive and negative behaviors.

Use:

Form 2 should be referred to when filling out the Student Performance Evaluation for each student at the end of the course.

Steps in completing:

The following steps are recommended:

1. Indicate on the form, the ranking of the student on each of the major components.
2. Review the form with the student **only if there are lapses.** It is anticipated that this form can also be a vehicle for teaching professional behavior. At the end, have the student sign the form to indicate that it has been reviewed with him/her.
3. If any rankings in a major section (e.g. Altruism, Duty, etc.) are **Below Expectations,** the reasons must be documented and the forms must be referred to the course director.
4. It is recommended that this notification occur within 72 hours if possible. The Course Director will then review the form and complete Form 4 if required.
5. Attach copies of all relevant materials to the form. Be sure the documentation is complete.
6. All forms must be kept confidential from other faculty and staff.
7. In the usual situation where the student has done well, all such original forms are to be sent to the Office of Student Affairs. The Course Director should retain copies in his/her own course files.

Global Rating of Professionalism **Excellent**

Poor

5 3 1 N/O

Overall: I have sufficient concerns that this student needs to be spoken to about his/her professional behavior. **____ YES ____ NO**

Critical Comments:

Please sign below **ONLY** after the evaluation has been discussed with the student. Signatures do not necessarily imply agreement with the evaluation, only that it has been discussed.

Student's Signature: _____

Supervisor's Signature:_____

Date:_____