

CLERKSHIP PERFORMANCE EVALUATION FORM

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STANFORD UNIVERSITY SCHOOL OF MEDICINE STUDENT CLERKSHIP EVALUATION

STUDENT NAME	PERIOD	COURSE NUMBER	DEPARTMENT
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Please indicate the number of hours or days you spent in contact with this student prior to undertaking this evaluation:

1. HISTORY-TAKING AND PHYSICAL EXAMINATION How often did you directly observe the student do a history and physical? <i>Check One</i> <input type="checkbox"/> 0 <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> >6 If you feel insufficiently able to judge, please check here: <input type="checkbox"/> Typical Stanford Performance		
1 <input type="checkbox"/> -- Below Expectations --	2 <input type="checkbox"/> 3 <input type="checkbox"/> -- MEETS EXPECTATIONS --	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> -- Exceeds Expectations --
Often disorganized, misses key information, inaccurate, not well focused. Problems not well characterized.	Usually thorough, reasonably organized, usually accurate. Addresses pertinent positives, negatives and psychosocial issues in a logical manner. Detects most findings.	Consistently comprehensive, accurate, well organized. Addresses issues in a logical and insightful manner. Elicits subtle findings.

2. CLINICAL DECISION-MAKING -- Clinical Reasoning, Oral Case Presentations, Written Notes, Clinical Work If you feel insufficiently able to judge, please check here: <input type="checkbox"/> Typical Stanford Performance		
1 <input type="checkbox"/> -- Below Expectations --	2 <input type="checkbox"/> 3 <input type="checkbox"/> -- MEETS EXPECTATIONS --	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> -- Exceeds Expectations --
Disorganized approach to clinical data; unable to prioritize problems; generates inadequate differential diagnoses. Presentations often unclear, incomplete, disorganized or inaccurate, lack syntheses and rationales. Written notes often disorganized, incomplete, superficial, tangential or erroneous; limited formulations; often late. Poor follow-up of clinical problems, little initiative in problem solving.	Usually able to organize and prioritize patient information; generates a well-reasoned differential diagnosis. Presentations usually clear, complete, organized with adequate syntheses and rationale. Written notes usually clear, concise, organized, timely with rationale. Adequate case formulations and discussions. Appropriate follow-up of clinical problems; shows initiative in solving problems.	Consistently synthesizes and prioritizes patient information. Generates an accurate and comprehensive differential diagnosis. Presentations consistently clear, accurate, well organized and concise with thoughtful rationales and pertinent syntheses. Written notes consistently clear, complete, well organized, with concise formulations. Well-researched discussions using additional resources.

3. FUND OF KNOWLEDGE -- Demonstrate knowledge of core topics & resourcefulness in using current technologies to find information Please indicate the basis on which you arrived at your evaluation: <i>CHECK ALL THAT APPLY</i> <input type="checkbox"/> Workshop <input type="checkbox"/> Clinic <input type="checkbox"/> Conferences <input type="checkbox"/> Presentations <input type="checkbox"/> Rounds <input type="checkbox"/> Other If you feel insufficiently able to judge, please check here: <input type="checkbox"/> Typical Stanford Performance		
1 <input type="checkbox"/> -- Below Expectations --	2 <input type="checkbox"/> 3 <input type="checkbox"/> -- MEETS EXPECTATIONS --	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> -- Exceeds Expectations --
Limited and fragmented understanding of pathophysiology, diagnosis and management.	Usually demonstrates general understanding of pathophysiology, diagnosis and management. Usually integrates knowledge from a variety of sources; regularly uses medline searches, evidence-based medicine and current technologies to answer patient driven questions.	Consistently demonstrates wide-ranging understanding of pathophysiology, diagnosis, and management, and integrates knowledge from a variety of sources.

4. COMPASSION/HUMANISM -- Demonstrate empathy and respect for patients and families How many situations did you observe this student interacting with a patient and family? <i>Check One</i> <input type="checkbox"/> 0 <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> >6 If you feel insufficiently able to judge, please check here: <input type="checkbox"/> Typical Stanford Performance		
1 <input type="checkbox"/> -- Below Expectations --	2 <input type="checkbox"/> 3 <input type="checkbox"/> -- MEETS EXPECTATIONS --	4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> -- Exceeds Expectations --
Inadequate level of respect, compassion, and empathy; fails to instill trust; frequently displays insensitivity and intolerance of patient's need for comfort and encouragement; fails to recognize and respect cross-cultural/gender differences.	Usually caring, supportive and respectful; often establishes rapport and trust; usually displays sensitivity and tolerance of patient's needs; usually recognizes and respects cross-cultural/gender issues.	Consistently caring, supportive, respectful and empathetic; establishes strong rapport and trust; demonstrates altruism; always respectful of cross-cultural/gender issues.

CLERKSHIP PERFORMANCE EVALUATION FORM (CONTINUED)

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5. PROFESSIONALISM -- collegiality, initiative, dependability, attitudes If you feel insufficiently able to judge, please check here: <input type="checkbox"/>								
			Typical Stanford Performance					
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
-- Below Expectations --			-- MEETS EXPECTATIONS --			-- Exceeds Expectations --		
Frequently irresponsible, unreliable, and late; shows disdain for professional colleagues; records frequently tardy and illegible. Uninterested, lacks motivation; unaware of weaknesses, strengths; unable to problem-solve; shows little improvement over the clerkship; insufficiently motivated to acquire knowledge. Unavailable when needed, reacts badly to stress, unwilling to work as part of a team.			Usually responsible and reliable and committed to team of health care professionals; records usually clear and timely; usually motivated; usually reliable and able to be counted on to follow through on tasks, responsibilities; usually available when needed; usually able to handle stress and willing to work as part of a team.			Always responsible, reliable, committed, cooperative and respectful. Shows regard for professional colleagues; displays initiative and provides leadership; records always timely and legible. Enthusiastic, functions independently; self-motivated. Always does what is expected and more; available when needed; always follows through on responsibilities; excellent team player; reacts well to stress.		

FORMATIVE COMMENTS (including descriptive examples):

SUMMATIVE COMMENTS (including descriptive examples):

List names of individual evaluators whose input is included in this evaluation: