



SAMPLE Evaluation

Phase 2 - Clerkship Director [Version: 5]

Student Performance Evaluation

Phase 2 - Clerkship Director

Course Information

| Date | Course | Location | Weeks | Credits |
|----------------------------|-------------------------------|----------|-------|---------|
| MM/DD/YYYY - MM/DD/YYYY | XXX-YYY: Department Course | Location | 4/8 | 4/8 |

Evaluation Period: MM/DD/YYYY - MM/DD/YYYY

Faculty Evaluator Name:

Student Name:

Student Email:

Question numbers in **red*** are required.

1. Choose up to 5 descriptors that most accurately describe the strengths of this student.

- Confident
- Conscientious
- Critical Thinker
- Efficient
- Engaged
- Enthusiastic
- Humble
- Independent
- Inquisitive
- Mature
- Motivated
- Organized
- Reliable
- Resourceful
- Respectful
- Responsive to Feedback
- Self-Directed
- Team Player
- Thorough
- Other (please enter below)
- None Applicable

2. Describe at least 3 strengths for this student:(please give specific examples)

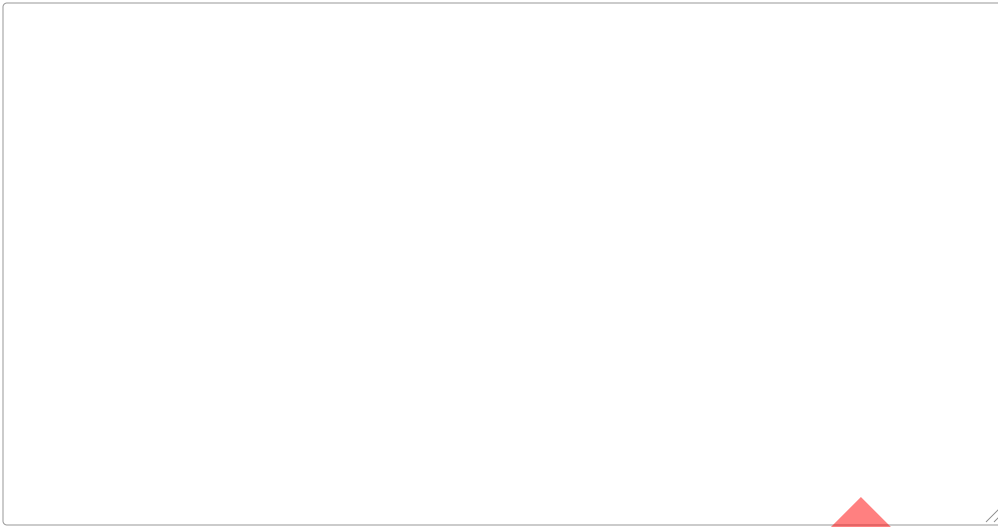
3. Describe 3 areas in which the student could improve. (please give specific examples; disorganized, late, inappropriate differentials.)

4. Please list the extent of contact you had with the student as number of days. (1 morning or afternoon session is equivalent to 0.5 day. For example, 5 sessions = 2.5 days)

5. I am:

- An Intern A Resident A Fellow An Attending Other

6. Site Director Summary



7.* **SUMMARY COMMENTS (used verbatim in Dean's Letter):**



8. **AREAS FOR IMPROVEMENT:**



SAMPLE

COMPETENCIES

Select the option that most closely approximates your final assessment of the student in a third year clerkship

Patient Care

9.* History Taking

- Incomplete, inaccurate and/or disorganized
- Gathers a limited and accurate history
- Gathers a complete and accurate history
- Targeted and appropriate history, including pertinent positives and negatives, and is exceptionally well-organized
- Not Assessed

10.* Physical/Mental Exam

- Incomplete or inaccurate
- Performs limited and accurate exams
- Performs complete and accurate exams, focused when appropriate
- Performs complete and accurate exams, including subtle findings and advanced techniques
- Not Assessed

Medical Knowledge

11.* Clinical Reasoning and Development of Differential Diagnosis

- Unable to reach a logical assessment or develop a differential diagnosis
- Recognizes key data and generates a basic differential diagnosis
- Recognizes key data, generates and prioritizes a differential diagnosis
- Synthesizes key data, generates and prioritizes in order of likelihood, and justifies differential diagnosis
- Not Assessed

12.* Management Plan

- Unable to develop a logical plan of care
- Formulates a plan of care that requires modifications and/or more detail
- Formulates an appropriate plan of care, with minimal revisions
- Formulates an accurate and comprehensive plan of care, applying evidence-based medicine when appropriate
- Not Assessed

Interpersonal and Communication Skills

13.* Oral Presentation

- Poorly organized, missing key information, and/or lacking attention to detail
- Requires prompting and clarification but usually accurate
- Contains most relevant information and is easy to follow
- Clear and exceptionally well-organized with pertinent information presented concisely
- Not Assessed

14.* Written Documentation

- Poorly organized and has major omissions
- Important information included; content brief or overly inclusive
- Complete and well-organized
- Concise with exceptional clarity and organization
- Not Assessed

15.* Communication: Patients/Families

- Unable to develop rapport with patients and families, or gives incorrect information, or is not attuned to patient needs.
- Communicates accurately in an effective and caring manner with patients and families from different backgrounds in most situations.
- Communicates in an effective and caring manner using language and non-verbal behaviors, considering health literacy and patient values.
- Communicates in an effective and caring manner, providing exceptional education and fosters shared decision making.
- Not Assessed

16.* Communication: Healthcare Team

- Unable to develop rapport with healthcare team members or reports incorrect information.
- Requires guidance at times to communicate appropriately with all members of the healthcare team.
- Communicates in a positive and effective manner with all members of the healthcare team; respectful, mature, and collaborative.
- Communicates in a positive and effective manner, takes initiative to inform and/or educate the healthcare team in a timely manner.
- Not Assessed

Professionalism

17.* The student demonstrated professional demeanor/behavior.

- Yes No Not Assessed

18. If No: Please select all that apply

- The student did not respond to email in a timely manner (within 24 hours).
- The student was late or not present for scheduled activities (clinical, didactics, pre-rounding, sign out, etc.).
- The student had a planned or unplanned absence and did not notify their clinical team before the session started.
- The student did not complete assignments on time.
- I have significant concerns about the professional demeanor/behavior of this student other than those described.

19.* Honesty/Integrity

Demonstrates honesty and integrity in all interactions with patients, families, colleagues, and other professional contacts

- Yes No Not Assessed

20.* Cultural Competency/Holistic Evaluation

Interacts with patients and families demonstrating an understanding and appreciation of diversity and cultural differences (e.g., age, ethnicity, gender, religion, sexual orientation, education, SES) as it informs patient decision making.

- Yes No Not Assessed

Practice-Based Learning and Improvement

21.* Self-Directed Learning

Shows commitment to personal growth by identifying gaps between ideal and actual performance and establishing goals for improvement.

- Yes No Not Assessed

22.* Response to Feedback

Demonstrates openness and insight to performance feedback and incorporates recommendations into future performance.

- Yes No Not Assessed

23.* Overall Clinical Score:

24. Oral Exam:

- Not applicable
- Lacks basic knowledge and understanding of management
- Demonstrates basic knowledge and understanding of management
- Demonstrates appropriate level of knowledge and understanding of management
- Demonstrates comprehensive knowledge and understanding of management

ATTESTATIONS

25.* Please check the button below to indicate that you are familiar with the **Graduation Competencies** and **Clinical Supervision of Medical Students Policy** expected of Drexel University College of Medicine and with the **specific goals and educational objectives of this course or clerkship rotation** and that you are prepared for your role in teaching and assessment of medical students. Please refer to the [summary document](#) and to the [specific course and clerkship websites](#) for further information.

- I AM familiar with the Graduation Competencies, Clinical Supervision of Medical Students Policy, and specific educational objectives of the course/clerkship.
- I AM NOT familiar with the Graduation Competencies, Clinical Supervision of Medical Students Policy, and specific educational objectives of the course/clerkship (please explain).

26.* The health professionals who provide health services, including psychiatric/psychological counseling, to a medical student have no involvement in the academic assessment or promotion of the medical student receiving those services. A medical school ensures that medical student health records are maintained in accordance with legal requirements for security, privacy, confidentiality, and accessibility.

- I HAVE NOT provided psychiatric/psychological counseling or other sensitive health services to this student.
- I HAVE provided psychiatric/psychological counseling or other sensitive health services to this student (please explain).

27. Based on my observations of this student I would recommend clinical skills coaching:

Beyond the clinical coaches, information provided in this section will not be shared with the student, any other evaluators or administrators. The student will not know that you recommended clinical coaching, nor will this affect their overall grade for the rotation in any way. Specific examples are helpful for our clinical coaches.

- Please check to describe your specific concerns and the specific clinical skills that the student needs to improve. An email with the information below will be sent directly to the clinical coaches.