

**SAMPLE**

EVALUATIONS ARE SENT ELECTRONICALLY FROM DREXEL OFFICE OF CLINICAL EDUCATION



**STUDENT PERFORMANCE EVALUATION – PHASE 2**

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

**AREAS FOR IMPROVEMENT:**

**COMPETENCIES**

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

**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

**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

**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

## 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

### 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

### 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

### Communication: Patients/Families

- Unable to develop rapport with patients and families, or gives incorrect information, or is not attuned to patient needs
- Communicates in an effective and caring manner with patients and families from all backgrounds
- 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

### Communication: Healthcare Team

- Communication with healthcare team members is ineffective
- Requires guidance to communicate appropriately with healthcare team
- Has positive and effective communications with healthcare team and staff; respectful, mature, and collaborative
- Exceptional communication, takes initiative to inform and/or educate the healthcare team
- Not Assessed

## Professionalism

### Professionalism - Accountability

- Repetitive tardiness, unapproved absence, or does not follow through on responsibilities
- Occasional tardiness or incomplete follow through on assigned responsibilities
- Punctual and reliable to complete all required clinical responsibilities
- Punctual and reliable, willingly assumes responsibility and takes initiative independently
- Not Assessed

**Professional Demeanor**

*Demonstrates professional behavior and image.*

Yes    No    Not Assessed

**Honesty/Integrity**

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

Yes    No    Not Assessed

**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****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

**Response to Feedback**

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

Yes    No    Not Assessed

**SCORES**

Overall Clinical Score:

Departmental Written Exam/Project Score:

Passing Score (Departmental Written Exam/Project):

**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

**COURSE GRADE**

- H** Honors
- HS** Highly Satisfactory
- S** Satisfactory
- MU** Marginally Unsatisfactory
- U** Unsatisfactory
- W** Withdraw
- I** Incomplete
- NE** No Evaluation Due

Based on my observations of this student I would recommend clinical skills coaching: \_\_\_\_\_