



MCG Phase III Medical Student Clinical Performance Evaluation

Student Name: _____

Dates: _____

Attending Name : _____

Site: _____

Attending Signature: _____

For each area of the evaluation below, please circle or check all the phrases in any category that reflects the student's work. Attributes should be cumulative as ratings increase. Written comments are required.

	Not Observed	Not Acceptable	Below Expectations	Meeting Expectations	Exceeding Expectations
Patient Care					
Medical Interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Incomplete, illogical, superficial histories	<input type="checkbox"/> Elicits most pertinent patient information	<input type="checkbox"/> Logical, thorough, and efficient histories
Physical Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Incomplete, inaccurate, cursory, non-directed, unreliable physical examination	<input type="checkbox"/> Some omissions but usually complete and accurate	<input type="checkbox"/> Complete and accurate physical examinations
Procedural Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks proficiency in basic procedures	<input type="checkbox"/> Proficient in most procedures and attempts to minimize patients' discomfort	<input type="checkbox"/> Proficient at procedures and minimizes patients' discomfort
Patient Care Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks initiative in patient care activities	<input type="checkbox"/> Actively participates in patient care activities	<input type="checkbox"/> Exceptionally conscientious in patient care activities

Medical Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited knowledge of basic & clinical sciences	<input type="checkbox"/> Solid fund of knowledge	<input type="checkbox"/> Exceptional knowledge of basic & clinical sciences
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Minimal interest in learning	<input type="checkbox"/> Demonstrates interest in learning	<input type="checkbox"/> Enthusiastic interest in learning
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Poorly correlates knowledge with clinical situations and mechanisms of disease	<input type="checkbox"/> Correlates knowledge with clinical situations and mechanisms of disease	<input type="checkbox"/> Comprehensive understanding of complex clinical situations and mechanisms of disease
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> "Reporter" – reports data but makes no attempt to interpret or apply information	<input type="checkbox"/> "Interpreter" – attempts to interpret or apply information appropriate to level of training	<input type="checkbox"/> "Manager" – Uses information to develop insightful plans for patient management

Practice-Based Learning and Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Shows little interest in facilitating the learning of other students and health care professionals	<input type="checkbox"/> Facilitates the learning of other students and health care professionals	<input type="checkbox"/> Unusually proficient in facilitating the learning of other students and health care professionals
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Fails to use information from scientific studies to enhance patient care	<input type="checkbox"/> Attempts to use scientific studies to manage information for patient care	<input type="checkbox"/> Effectively uses scientific studies to manage information for patient care
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks insight and personal initiative	<input type="checkbox"/> Usually demonstrates personal initiative	<input type="checkbox"/> Self-motivated learner

Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks respect, compassion, integrity and honesty	<input type="checkbox"/> Demonstrates respect, compassion, integrity & honesty	<input type="checkbox"/> Always demonstrates respect, compassion, integrity & honesty
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Resists or ignores feedback	<input type="checkbox"/> Readily responds to feedback	<input type="checkbox"/> Seeks and rapidly responds to feedback
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Does not display responsible behavior	<input type="checkbox"/> Displays responsible behavior	<input type="checkbox"/> Teaches/role models responsible behavior
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Does not consider the needs of patients, families or colleagues	<input type="checkbox"/> Considers the needs of patients, families and colleagues	<input type="checkbox"/> Consistently considers the needs of patients, families and colleagues above his/her own
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Fails to acknowledge errors	<input type="checkbox"/> Acknowledges errors	<input type="checkbox"/> Willingly acknowledges errors

MCG Medical Student Clinical Performance Evaluation Form (Continued)

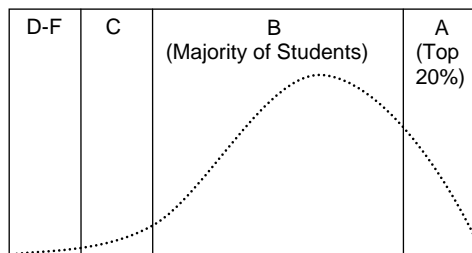
	Not Observed	Not Acceptable	Below Expectations	Meeting Expectations	Exceeding Expectations
Interpersonal & Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Does not establish adequate, effective, humanistic and therapeutic relationships with patients and families	<input type="checkbox"/> Establishes effective, humanistic and therapeutic relationships with patients and families	<input type="checkbox"/> Establishes highly effective, humanistic and therapeutic relationships with patients and families
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates inadequate listening, written or nonverbal communication skills	<input type="checkbox"/> Shows adequate listening, written and nonverbal communication skills	<input type="checkbox"/> Demonstrates excellent listening, written & nonverbal communication skills
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Has deficient verbal communication skills with patients and families	<input type="checkbox"/> Has adequate verbal communication skills with patients and families	<input type="checkbox"/> Demonstrates excellent verbal communication skills with patients and families
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Not "interpersonally engaged" with patients and their families	<input type="checkbox"/> Relates well to patients and their families	<input type="checkbox"/> Always "interpersonally engaged" with patients and their families
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Delivers poorly organized patient presentations. Has difficulty distinguishing pertinent from extraneous information	<input type="checkbox"/> Delivers organized patient presentations, including most pertinent information with little extraneous information	<input type="checkbox"/> Delivers well organized presentations, appropriately tailored to the situation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Writes notes that have some omissions or inappropriate redundancies, showing little application of clinical thinking or reading.	<input type="checkbox"/> Writes organized, accurate notes, of appropriate length, with assessments that are thoughtful and reflect reading	<input type="checkbox"/> Writes exceptionally organized notes, tailored to the situation, with assessments that are consistently thoughtful and reflect reading

Systems-Based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Unable to access/utilize outside resources needed for effective and efficient patient care	<input type="checkbox"/> Attempts to access/utilize outside resources needed for effective and efficient patient care	<input type="checkbox"/> Effectively accesses/utilizes outside resources needed for effective & efficient patient care
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Resists efforts to improve systems of care	<input type="checkbox"/> Attempts to use systematic approaches to reduce errors and improve patient care	<input type="checkbox"/> Effectively uses systematic approaches to reduce errors and improve patient care
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Does not use systematic approaches to reduce error and improve health care	<input type="checkbox"/> Supports development of activities leading to health care systems' improvement	<input type="checkbox"/> Enthusiastically assists in developing health care systems' improvement

() Showed Improvement

When assigning a grade for this student's overall clinical performance, use the following guidelines:

90-100%	Exceeds expectations in most areas of clinical competency. At most, 20% of students will perform at this level
80-89.9%	Meeting expectations. Clinical competency is appropriate for the student's level of training. Most students will demonstrate competency at this level
70-79.9%	Compared with peers, this student's performance is below expectations for his/her level of training, although still at a marginal passing level.
<70%	This student has significant deficiencies in clinical competency and should not pass the rotation.



Numerical Grade

_____ %

Please provide written comments about the student's performance: