

Appendix D: Clerkship Assessment Forms

A. Internal Medicine Clerkship

Students on the Internal Medicine Clerkship will be assessed using the following assessment rubrics:

Internal Medicine Clinical Clerkship Assessment

Knowledge For Practice	Scale
Can compare and contrast normal variation and pathological states commonly encountered in Internal Medicine.	Needs Improvement, Meets expectations, Exceeds expectations, N/A
Demonstrates knowledge of current peer-reviewed literature in relation to patient management.	
Patient Care and Procedural Skills	
Completes an appropriate history.	
Addresses patient's agenda.	
Exam is appropriate in scope and is linked to the history.	
Identifies pertinent physical findings.	
Accurately interprets commonly used laboratory results.	
Identifies bio-psychosocial issues relevant to patient treatment.	
Generates a comprehensive list of diagnostic considerations based on the integration of historical, physical, and laboratory findings.	
Identifies serious conditions that require timely and specific interventions.	
Develops a treatment plan appropriate to the patient and based on up-to-date scientific evidence.	
Appropriately documents findings.	
Interpersonal and Communication Skills	
Communicates effectively with patients and families across a broad range of socio-economic and cultural backgrounds.	
Presentations to faculty or resident are organized.	
Practice-Based Learning and Improvement	
Takes the initiative in increasing clinical knowledge and skills.	
Accepts and incorporates feedback into practice.	
Demonstrates sophistication in the use of digital resources for patient care, self-education, and the education of patients and their families.	

System-Based Practice	
Can Identify medical care systems and resources to benefit patient health.	
Demonstrates knowledge of best practices regarding transitions of care between providers and settings.	
Professionalism	
Is reliable and demonstrates accountability to patients and fellow members of the health care team	
Acknowledges mistakes	
Demonstrates compassion and respect for all people	
Demonstrates honesty in all professional matters	
Protects patient confidentiality	
Dress and grooming appropriate for the setting	
Interprofessional Collaboration	
Works professionally with other health care personnel including nurses, technicians, and ancillary service personnel	
Is an important, contributing member of the assigned team	
Responds appropriately to circumstances involving conflict with other health care professionals or team members	
Personal and Professional Development	
Recognizes when to take responsibility and when to seek assistance Demonstrate flexibility in adjusting to change. Demonstrates the ability to employ self-initiated learning strategies when approaching new challenges, problems, or unfamiliar situations.	
What are the student's 2-3 strongest performance areas (comments required):	
Please discuss what the student can do to most improve his/her performance (comments required).	

Wards OBSERVED H & P

NAME: _____

Date: _____

RATING SCALE

0 = Not done, but should have been

1 = Done incorrectly or incompletely

2 = Done with assistance or direction - knowledge incomplete

3 = done with minimal assistance, or complete and accurate, but room for improvement

4 = Done skillfully and completely without assistance

N/A=not

applicable

Score: _____

Professionalism		Information Gathering		Physical Examination		Information Sharing	
Introduces self		Uses open-ended questions		Washes hands		Clearly explains diagnosis	
Verifies patient ID		Progresses with specific questions		Preserves patient modesty		Correctly explains management plan	
Professional appearance		Logical sequence		Minimizes discomfort		Allows patient/ family to ask questions	
Good eye contact		Does not ask presumptive/leading questions		General exam		Checks patient/ family's understanding of diagnosis and plan	
Comments:		Asks appropriate ROS questions		Neck exam		Comments:	
		Obtains appropriate PMHx/ PSHx		Eye exam			
		Obtains all prescription and over the counter meds including doses and frequencies		Ears, nose and oropharynx			
		Obtains appropriate family history		Lung exam			
		Obtains appropriate social history		Cardiac exam			
		Comments:	Abdominal exam				
			Skin exam				
			Musculoskeletal exam				
			GU exam				
			Rectal exam				
Breast exam							
Neurological exam							
Psychiatric exam							
		Comments:					

Faculty:		Clinical Condition:
_____		_____
Comments:		

Mid-Clerkship Assessment

Faculty/Resident: _____

Student: _____

Planned date of discussion: _____

Actual date of discussion: _____

Review of evaluations to date with student:

Professionalism

Professionalism:

Overall/Summary

Areas that would yield the greatest improvement in the student's skills:

Strongest skill areas:

Mid-Clerkship Assessment

Required clerkship-specific activities

Please indicated how the clerk is performing on activities specific to the block's clerkships (examples: quizzes, presentations, documented H&P, paper charts, etc.):

OpLog

Discuss student's oplog documentation and any areas where the student does not appear on track. Identify date when student should come back to see you if s/he has not yet met the requirements.

Synopsis of discussion with student:

Mid-Clerkship Review:

The mid-clerkship evaluation is a face to face one-on-one 15 minute session with the clerkship director. It is an opportunity for students to receive feedback to better improve their performance. It is also an opportunity for the students to voice any concerns regarding the clerkship.

The session will be scheduled after the first Internal Medicine ward rotation. Students will be notified regarding their assigned time by the clerkship coordinator in an email.

Items that should be included in the student's portfolio by this session include the following. Failure to have these minimal items completed by the session may lead to a "needs improvement" in the professionalism competency. See page [56](#) for a sample midclerkship evaluation which will be completed by the clerkship director.

- At least 15 op-log entries (10 must be from inpatients and 7 from the highlighted red mandatory conditions/ diagnoses). See pages 52-53.
- At least 5 of the 14 history and physical exams annotated and signed by faculty/ senior residents
- At least 3 of the 7 admission orders annotated and signed by faculty/ senior residents
- ECG II and III memos

B. Psychiatry Clerkship

Assessment

Students on the Psychiatry Clerkship will be assessed using the following assessment rubrics:

Clinical Assessments

Students are expected to have a minimum of six assessments (3 from outpatient and 3 from inpatient) by faculty and/or residents by the end of the Clerkship. Below are examples of each assessment used in the Psychiatry Clerkship.

Outpatient Psychiatry Clerkship Assessment

Knowledge For Practice	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Can compare and contrast normal variation and pathological states commonly encountered in Psychiatry.	
Demonstrates knowledge of current peer-reviewed literature in relation to patient management.	
Patient Care and Procedural Skills	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Completes an appropriate history.	
Addresses patient's agenda.	
Exam is appropriate in scope and is linked to the history.	
Identifies pertinent physical findings.	
Accurately interprets commonly used laboratory results.	
Identifies bio-psychosocial issues relevant to patient treatment.	
Generates a comprehensive list of diagnostic considerations based on the integration of historical, physical, and laboratory findings.	
Identifies serious conditions that require timely and specific interventions.	
Develops a treatment plan appropriate to the patient and based on up-to-date scientific evidence.	
Appropriately documents findings.	
Participate in counselling and educating patients and their families to empower them to participate in their care	

Interpersonal and Communication Skills	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Communicates effectively with patients and families across a broad range of socio-economic and cultural backgrounds.	
Presentations to faculty or resident are organized.	
Practice-Based Learning and Improvement	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Takes the initiative in increasing clinical knowledge and skills.	
Accepts and incorporates feedback into practice.	
Demonstrates sophistication in the use of digital resources for patient care, self-education, and the education of patients and their families.	
System-Based Practice	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Effectively utilizes medical care systems and resources to benefit patient health.	
Demonstrates knowledge of best practices regarding transitions of care between providers and settings.	
Professionalism	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Is reliable and demonstrates accountability to patients and fellow members of the health care team	
Acknowledges mistakes	
Demonstrates compassion and respect for all people	
Demonstrates honesty in all professional matters	
Protects patient confidentiality	
Dress and grooming appropriate for the setting	
Interprofessional Collaboration	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A

Works professionally with other health care personnel including nurses, technicians, and ancillary service personnel	
Is an important, contributing member of the assigned team	
Responds appropriately to circumstances involving conflict with other health care professionals or team members	
Personal and Professional Development	Scale: Needs Improvement, Meets expectations, Exceeds Expectations, N/A
Recognizes when to take responsibility and when to seek assistance	
Demonstrate flexibility in adjusting to change.	
Demonstrates the ability to employ self-initiated learning strategies when approaching new challenges, problems, or unfamiliar situations.	
What are the student's 2-3 strongest performance areas (comments required)	
Please discuss what the student can do to most improve his/her performance (comments required).	

Inpatient Psychiatry Clerkship Assessment

Knowledge For Practice	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Can compare and contrast normal variation and pathological states commonly encountered in Psychiatry.	
Demonstrates knowledge of current peer-reviewed literature in relation to patient management.	
Patient Care and Procedural Skills	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Completes an appropriate history.	
Addresses patient's agenda.	
Identifies bio-psychosocial issues relevant to patient treatment.	
Generates a comprehensive list of diagnostic considerations based on the integration of historical, physical, and laboratory findings.	

Identifies serious conditions that require timely and specific interventions.	
Develops a treatment plan appropriate to the patient and based on up-to-date scientific evidence.	
Participate in counselling and educating patients and their families to empower them to participate in their care	
Interpersonal and Communication Skills	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Communicates effectively with patients and families across a broad range of socio-economic and cultural backgrounds.	
Presentations to faculty or resident are organized.	
Practice-Based Learning and Improvement	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Takes the initiative in increasing clinical knowledge and skills.	
Accepts and incorporates feedback into practice.	
System-Based Practice	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Effectively utilizes medical care systems and resources to benefit patient health.	
Comments related to System-Based Practice (If none, please enter NA):	
Professionalism	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Is reliable and demonstrates accountability to patients and fellow members of the health care team	
Demonstrates compassion and respect for all people	
Demonstrates honesty in all professional matters	
Protects patient confidentiality	
Interprofessional Collaboration	Scale: Needs Improvement, Meets Expectations,

	Exceeds Expectations, N/A
Works professionally with other health care personnel including nurses, technicians, and ancillary service personnel	
Is an important, contributing member of the assigned team	
Responds appropriately to circumstances involving conflict with other health care professionals or team members	
Personal and Professional Development	Scale: Needs Improvement, Meets Expectations, Exceeds Expectations, N/A
Recognizes when to take responsibility and when to seek assistance	
Demonstrates the ability to employ self-initiated learning strategies when approaching new challenges, problems, or unfamiliar situations.	
What are the student's 2-3 strongest performance areas (comments required):	

Student Presentation Assessment

Each student is expected to give a short (10-15 minute) presentation on an assigned topic during Wednesday afternoon didactics. The faculty or senior resident attending the presentation will use this form to assess the student's presentation.

Date: _____

P or L

Student Presentation Assessment

Each student is expected to give a short (10-15 minute) presentation on an assigned topic. The faculty or senior resident attending the presentation will use this form to assess the student's presentation.

PowerPoint Presentation created by:

Topic:

Faculty or Senior Resident:

Circle the degree to which you disagree or agree with each statement below using the scale from 1 (strongly disagree) to 7 (strongly agree).

1. This PowerPoint presentation accomplished its intended purpose.
1 2 3 4 5 6 7

2. The overall design (look and feel) of this PowerPoint's slides was appealing.
1 2 3 4 5 6 7

3. The PowerPoint slides adhered to guidelines for good presentation design.
1 2 3 4 5 6 7

4. The oral presentation of these slides was well - delivered.
1 2 3 4 5 6 7

5. This presentation shows that the presenter made a significant effort to produce it (given the previous experience the creator had with PowerPoint).
1 2 3 4 5 6 7

6. Write at least one suggestion for improving this presentation on the other side of this form.
1 2 3 4 5 6 7

Notes:

Mid-Clerkship Assessment

Faculty:

Student:

Professionalism

Planned date of discussion

Actual date of discussion

Please Explain Why Assessment was not completed as Scheduled

Review of evaluations with the student

Synopsis of discussion with the student

Areas that would yield the greatest improvement in the student's skills

Strongest skill areas

Required clerkship-specific activities - Please indicate how the clerk is performing on quizzes, presentations, documented H&P's, etc.

Op-Log - Discuss student's op-log documentation and any areas where the students do not appear on track. Identify date when student should come back to see you if he/she has not yet met the requirements

Case Presentation:

	Honor	Pass	Needs Improvement
S-Summarize history and findings			
N- Narrow the differential to 2-3 most likely			
A- Analyze the differential by comparing and contrasting			
P- Plan treatment and further work-up			

Health Care Matrices:

Learning experience was enhanced with the matrices

YES

NO

Comments:

C. Family Medicine Clerkship

Family Medicine Clerkship Clinical Assessment

Scale	
Knowledge for Practice	Needs Improvement Meets Expectations Exceeds Expectations N/A
Can independently apply knowledge to identify problem. (1.1,2.2)	
Can compare and contrast normal variation and pathological states commonly encountered in Family Medicine. (2.1)	
<i>Patient Care and Procedural Skills</i>	
Addresses patient's agenda. (4.1)	
Completes an appropriate history. (1.1, 1.3, 2.5, 4.1, 5.1)	
Exam is appropriate in scope and linked to history. (1.1, 1.4, 2.1)	
Identifies pertinent physical findings. (1.3)	
Generates a comprehensive list of diagnostic considerations based on the integration of historical, physical, and laboratory findings. (1.3)	
Identifies serious conditions that require timely and specific interventions. (1.5)	
Develops a treatment plan appropriate to the patient. (1.4, 2.3, 2.5, 3.5, 6.3)	
Appropriately documents findings.	
<i>Interpersonal and Communication Skills</i>	
Communicates effectively with patients and families across a broad range of socio-economic and cultural backgrounds. (4.1)	
Presentations to faculty or resident are organized. (1.7, 4.2)	
<i>Practice-Based Learning and Improvement</i>	
Demonstrates ability to use digital resources to address gaps in knowledge related to patient care(3.1, 8.5)	
Takes the initiative in increasing clinical knowledge and skills. (3.1, 8.1, 8.5)	
Accepts and incorporates feedback into practice. (3.3)	
<i>System-Based Practices</i>	

Effectively utilizes medical care systems and resources to benefit patient health.(6.1, 6.2, 6.3, 6.4)	
Demonstrates the ability to identify patient access to community-based resources relevant to patient health and care. (6.1, 6.2)	
Can describe appropriate processes for referral of patients and for maintaining continuity of care throughout transitions between providers and settings. (6.4, 7.1, 7.2)	
Professionalism	
Is reliable and dependable (5.3, 5.7, 7.2, 7.3)	
Acknowledges mistakes (4.3, 5.3, 5.6, 5.7, 8.1)	
Demonstrates compassion and respect for all people (5.1, 5.3)	
Demonstrates honesty in all professional matters (4.3, 5.1, 5.5, 5.6)	
Protects patient confidentiality (5.2)	
Dress and grooming appropriate for the setting	
Interprofessional Collaboration	
Works professionally with other health care personnel including nurses, technicians, and ancillary service personnel (7.1, 7.2, 7.3, 7.4)	
Is an important, contributing member of the assigned team? (7.3)	
Personal and Professional Development	
Recognizes when to take responsibility and when to seek assistance (8.1)	
Demonstrate flexibility in adjusting to change. (8.3)	
Demonstrates the ability to employ self-initiated learning strategies when approaching new challenges, problems, or unfamiliar situations. (8.5)	
What are the student's 2-3 strongest performance areas (comments required):	
Please discuss what the student can do to most improve his/her performance (comments required).	

Mid-Clerkship Feedback

Mid-Clerkship Feedback is a required meeting with the Clerkship Director or Designee to review clinical and professional evaluations, absences, Op-Log and other assignment progress. This is also the time to discuss any other issues important to your individual learning and successful completion of clerkship. Students will also

describe their NBME study plan, career goals, and their strengths and weaknesses. **Failure to comply will result in a failing professionalism grade.**

- Students will be scheduled to review their progress with the Clerkship Director or his/her designee
- Mid-Clerkship Feedback takes place halfway through the student’s Family Medicine Clerkship

Student Requirements:

- Clinical Evaluations available for review. Students must ask preceptors to complete if not done.
- Op-Logs up to date.
- Design A Case™ completed (5 of 10) by the midpoint of the block.
- AAFP questions(250)
- Any fmCASES as assigned to date

All other assignments should be completed. Please see [Table 4](#) for a detailed chart of the Family Medicine required assignments.

Observed H&P Encounter card

3 rd -year Clerkship - FAMILY MEDICINE				
Observed H&P Encounter Card				
Date:	Level of Performance			
	Below Expectation	At Expectation	Above Expectation	N/A
Addresses patient’s agenda				
Completes an appropriate history				
The exam is appropriate in scope				
Uses appropriate technique for the physical exam				
Can identify abnormal exam findings				
Can provide appropriate counseling				

Comments for formal evaluation:	
Clinical Setting Observed:	
Student Name:	Faculty Resident Signature:

Peer Assessment Form

PEER ASSESMENT FORM						
Strongly Agree: 1, Disagree: 2, Neutral: 3, Agree: 4, Strongly Agree: 5						
	1	2	3	4	5	N/A
1. The team member demonstrated professionalism.						
2. The team member demonstrated a sound work ethic.						
3. The team member has excellent interaction skills.						
4. The team member completed all assigned responsibilities in a timely and responsive manner.						
5. The team member aided my learning in this project						
Comments						

Table 12:
Student Led
Didactic
Evaluation
Form

3rd-year Clerkship - FAMILY MEDICINE			
Student Led Didactic Evaluation Form			
Date:	Level of Performance		
	Below Expectation	At Expectation	Above Expectation
Objectives are clear to the learners			
Presentations are well organized			
Demonstrates appropriate knowledge of the topic			
Key points are well summarized			

Shows application of evidence based principles.			
Additional comments for formal evaluation:			
Faculty name /sign:			