

Sample Clerkship Evaluation Form. University of Alabama School of Medicine.

Student Characteristic Variables

Application of Basic Science Fund of Knowledge to Clinical Setting				
Poor fund of knowledge; limited ability to apply clinically.	Limited fund of knowledge; can apply clinically; has potential for improvement	Solid fund of knowledge; applies readily to clinical problems.	Outstanding fund of knowledge; superior, advanced skills applied to complex problems.	Not Observed
Interviewing Skills				
Disorganized, incomplete, lacks focus.	Organized; obtains basic history but points often missed including pertinent positive and negative review of systems (ROS).	Organized, usually complete including pertinent ROS; but often with extraneous information.	Excellent skills; thorough yet succinct and focused history.	Not Observed
Physical Exam Skills (or mental status exam)				
Omits critical parts of the exam and/or deficient exam skills.	Generally complete but often misses significant abnormal findings.	Complete; usually recognizes abnormal findings.	Thorough and accurate; focused relative to the history.	Not Observed
Presentation Skills (Formal presentation and during rounds/clinic)				
Disorganized/incomplete; by end, listeners uncertain of primary clinical problem.	Generally complete; may lack organization/fail to highlight abnormal findings.	Presentations organized, logical; highlights abnormal findings; requires some assistance.	Consistently organized, logical, complete; preparation does not require assistance.	Not Observed
Assessment, Formulation and Clinical Application Skills				
Usually unable to formulate an assessment of basic medical problems.	Usually handles major problem; may not integrate all aspects; suggests elemental understanding	Formulates assessment of major problem; may have trouble identifying/prioritizing multiple problems	Consistently able to formulate assessment of basic problems; also, can prioritize multiple problems	Not Observed
Ward/Clinic/Other Assigned Duties (orders, follow-up of tests)				
Not regularly involved in ward/clinic management.	Involved in ward/ clinic duties but usually passive; follows direction of others.	Active team member; takes significant responsibility for patient management.	Takes patient responsibility; comfortably evaluates/manages multiple patients.	Not Observed
Procedural Skills				
Struggles with procedural skills; no effort to improve.	Adequate skills for simple procedures; makes effort and is improving.	Competent basic procedural skills. Improving advanced skills.	Adept procedural skills both basic and advanced.	Not Observed
Record Keeping (Initial Work Up, Interval/Progress Notes)				

Incomplete or erroneous.	Includes basic information; rarely analyzes new data/ impact on patient management.	Accurate data included with ongoing assessments of basic problems.	Accurate, thorough, and succinct (intern level).	Not observed
Dependability				
Unreliable, often absent or late; commitment uncertain.	Fulfills basic responsibilities; little dedication or commitment to patient care.	Dependable team player and deliverer of patient care.	Dependable; highly committed to and enjoys clinical care.	Not observed
Response to feedback				
No insight into weaknesses; rejects feedback; no behavior change.	Defensive response but does lead to change.	Mature response to feedback; strives for improvement.	Mature response; regularly seeks feedback and ways to improve.	Not observed
Interactions with patients/families				
Insensitive to their needs, feelings, values.	Often uncomfortable with this type of interaction.	Interacts smoothly and effectively.	Interactions smooth/effective; extremely compassionate and respectful.	Not observed
Interactions with other members of health care team				
Avoids interactions; little respect for others' contributions	Occasional difficulty interacting with others.	Interacts well with other team members.	Interacts well; seeks contributions of other team members.	Not observed

Situational Variables

Your assessment of this student's interviewing skills are based on:	
Direct observation and presentations	Presentations alone
Your assessment of this student's physical exam (or mental status exam) skills are based on:	
Direct observation and presentations	Presentations alone
Was presentation performance significantly hampered by anxiety and/or awkwardness?	
Yes	No

Contact time

Contact Weeks with student			
1 Week	2 Weeks	3 Weeks	4 or More Weeks
Contact Hours with student			
1 - 10 hours per week	11 - 20 hours per week	21 - 30 hours per week	More than 30 hours per week

Grade recommendation

Overall grade: Based on your observation and experience should this student receive a passing grade?		
Yes	No	Uncertain
Honors		
The UAB SOM recommends an Honors grade be given only to students with superior or outstanding achievement in all evaluable competencies (clinical skills, fund of knowledge, systems-based practice, practice-based learning, interpersonal and communication skills, and professionalism). This level of achievement would be expected from the top 20% of the class. After reading the description above would you like to recommend a grade of Honors for this student's clinical performance? (provide a narrative if yes)		
Yes	No	NA / did not spend enough time

