

LIC Clerkship Student Summative/Final Performance Assessment Form (Co2028)

Evaluator: _____

Evaluation of: _____

Date: _____

No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

We encourage you to discuss your feedback with the student. Has this been discussed with the student?*

This is a consensus/composite evaluation?*

<input type="checkbox"/>	<input type="checkbox"/>
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If yes, please list the names of preceptors who provided feedback

No	Yes
<input type="checkbox"/>	<input type="checkbox"/>

Have you provided psychiatric, psychological or other medical health services to this medical student or do you have any other conflicts of interest in regard to assessing this student?*

Date worked with student: * _____

Days worked with student*

- 1-3
- 4-6
- 7+

Patient Care

History taking

Assess ability to take an effective history from multiple data sources as necessary.*

Insufficient experience to comment/ not observed	Does not meet expectations	Meets expectations	Exceeds Expectations
<input type="checkbox"/>	<input type="checkbox"/> Unable to obtain basic history. FREQUENTLY misses pertinent elements and requires assistance from preceptor.	<input type="checkbox"/> OCCASIONALLY needs guidance from preceptor to obtain appropriate history. History includes appropriate, pertinent elements.	<input type="checkbox"/> History taking is thorough, efficient, focused, and appropriate for patient concerns. RARELY requires guidance from preceptor.

Physical Exam

Assess ability to perform an appropriate physical examination (mental status exam for Psychiatry).*

<input type="checkbox"/>	<input type="checkbox"/> Often demonstrates incorrect technique, misses abnormal findings, or omits significant parts of the physical exam.	<input type="checkbox"/> Usually demonstrates correct technique with an organized approach and recognizes abnormal findings.	<input type="checkbox"/> Comprehensive and accurate with appropriate technique. Focused and organized relative to the history and differential.
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Patient Management

Assess ability to formulate therapeutic management plans for commonly encountered clinical conditions.*

<input type="checkbox"/>	<input type="checkbox"/> Consistently requires direction to formulate basic management plans for	<input type="checkbox"/> Formulates basic management plans for common conditions with	<input type="checkbox"/> Formulates basic management plans for common conditions with
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common conditions.

appropriate clinical reasoning with some guidance.

appropriate clinical reasoning with little to no guidance.

Additional Comments (PC) (these WILL go on MSPE/Dean's letter) *

Knowledge for Practice

Assessment and Diagnosis

Assess ability to formulate an assessment to generate and prioritize a differential diagnosis*

Insufficient experience to comment/ not observed	Does not meet expectations	Meets expectations	Exceeds Expectations
<input type="checkbox"/>	<input type="checkbox"/> Requires significant assistance to formulate assessments of basic medical problems. Differential diagnosis is limited and not prioritized.	<input type="checkbox"/> Able to formulate a basic assessment and prioritize differential diagnosis independently. Sometimes requires assistance for more complex assessments and detailed differential diagnosis.	<input type="checkbox"/> Consistently able to formulate assessments of problems independently. Able to routinely generate and prioritize a complete and detailed differential diagnosis.

Interpretation

Assess ability to recommend and interpret common diagnostic and screening tests.*

<input type="checkbox"/>	<input type="checkbox"/> Rarely able to recommend and interpret common diagnostic	<input type="checkbox"/> Mostly able to recommend and interpret common diagnostic	<input type="checkbox"/> Consistently able to recommend and interpret common diagnostic
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	and screening tests.	and screening tests for their level of training. Sometimes requires assistance with more complex conditions.	and screening tests.
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Management

Assess ability to apply foundational knowledge for clinical problem solving and decision making to common medical conditions.*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unable to demonstrate foundational knowledge for clinical problem solving and decision making for common medical conditions.	Usually able to demonstrate foundational knowledge for clinical problem solving and decision making for common medical conditions.	Consistently demonstrates foundational knowledge for clinical problem solving and decision making for common medical conditions.

Additional Comments (KP) (these WILL go on MSPE/Dean's letter) *

Interprofessional Communication Skills

Documentation

Assess ability to complete required documentation.*

	Insufficient experience to comment/ not observed	Does not meet expectations	Meets expectations	Exceeds Expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Incomplete / erroneous documentation. Not completing documentation	Documentation is sufficiently thorough. Notes convey accurate	Complete and concise notes, including accurate assessments

	in a timely fashion.	clinical course and plan. Usually completes documentation in a timely fashion without requiring reminders.	of complicated medical problems. Documentation completed in a timely manner without reminders.
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Presentation Skills

Assess ability to present an organized and accurate oral case presentation.*

<input type="checkbox"/>	<input type="checkbox"/> Presentations incomplete and/or disorganized. Fail to highlight pertinent findings. Usually requires assistance preparing or delivering presentations.	<input type="checkbox"/> Organized, logical presentations. Highlights pertinent findings. Communicates essential material in a coherent manner. May require minimal assistance to prepare or deliver the presentation.	<input type="checkbox"/> Complete and concise presentations. Does not require any assistance in preparing or delivering presentations.
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Interactions with Patients & Families

Assess interpersonal and communication skills with patients and families.*

<input type="checkbox"/>	<input type="checkbox"/> Insensitive / neglectful to patient or family needs. Sometimes uncomfortable interactions. Unable to collaborate with patients and family members.	<input type="checkbox"/> Collaborates effectively with patients and their families. Shows respect and compassion.	<input type="checkbox"/> Interacts in an exceptional manner with patients and families. Collaboration with patient and families demonstrates an understanding of social and cultural differences and is always respectful and compassionate.
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Additional Comments (ICS) (these WILL go on MSPE/Dean's letter) *

Professionalism

Dependability & Work Ethic

Assess reliability, dependability, and work ethic.*

Insufficient experience to comment/ not observed	Does not meet expectations	Meets expectations	Exceeds Expectations
<input type="checkbox"/>	<input type="checkbox"/> Unreliable or only fulfills basic responsibilities. Occasionally or frequently late. Work ethic may be questionable.	<input type="checkbox"/> Usually timely, dependable, and responsible team member. Accountable to team and notifies them ahead of time of expected absences or tardiness.	<input type="checkbox"/> Consistently responsible, dependable, and accountable team member. Highly dedicated with exceptional work ethic.

Response to Feedback

Assess responsiveness to feedback.*

<input type="checkbox"/>	<input type="checkbox"/> Little or no insight into weaknesses. Denies problems or becomes defensive with feedback.	<input type="checkbox"/> Self-identifies deficiencies or gaps in knowledge or care. Usually accepts feedback and asks for help to create an action plan.	<input type="checkbox"/> Self-identifies deficiencies and provides insight into performance improvement. Regularly seeks and incorporates feedback.
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Interactions with the Healthcare Team

Assess interprofessional collaboration skills involving members of the healthcare team.*

<input type="checkbox"/>	<input type="checkbox"/> May have difficulty interacting with others. Shows little or no respect to other members of the healthcare team.	<input type="checkbox"/> Interacts well with other members of the healthcare team. Respectful of the roles and contributions of different members of the healthcare team.	<input type="checkbox"/> Interacts in an exceptional manner with the healthcare team for level of training. Collaborative and seeks contributions of others for optimal care of patients.
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Patient Confidentiality and Autonomy

Assess appropriate confidentiality and autonomy.*

<input type="checkbox"/>	<input type="checkbox"/> Inconsistent in maintaining patient confidentiality and autonomy when discussing patient cases and in patient care.	<input type="checkbox"/> Maintains patient confidentiality in documentation, communication, and interaction. Maintains patient autonomy most of the time.	<input type="checkbox"/> Maintains patient confidentiality and autonomy in all situations to have a healthy relationship with patients and families.
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Additional Comments (Prof) (these WILL go on the MSPE/Dean's letter) *

Please comment on student's overall performance. Indicate any specific areas of strength or weakness in the student's knowledge or performance. Note: These comments WILL NOT appear on the student's Dean's Letter/MSPE. *
