

## Evaluation of Clinical Performance and Professional Attributes (MD)

Student \_\_\_\_\_

Clerkship/Rotation: \_\_\_\_\_ Elective:  Required:

Location \_\_\_\_\_ Dates \_\_\_\_\_

Evaluators \_\_\_\_\_

**For each item, please CHOOSE THE DESCRIPTION that best describes the level of performance that the student demonstrated for each objective. CHOOSE NOT OBSERVED for items you did not observe and are unable to assess.**

Unacceptable*	Does not meet competency standards*	Meets competency standards	Exceeds competency standards	Outstanding	Not observed
Student cannot pass this item.	Student can pass this item with remediation.	Student is at expected level of training for this item.	Student is performing this item at an excellent level above expectations for level of training.	Student is performing this item at an exceptional level far above expectations for level of training.	

### COMPETENCY: PHYSICIAN AS HEALER

#### INTERVIEWING SKILLS: Elicits an accurate and appropriate history.

Fails to elicit pertinent & major components of history. Is disorganized and/or poorly focused. Disregards patient's needs and comfort. <input type="radio"/>	Gathers relevant information that is lacking in detail or somewhat disordered. Inattentive to patient's needs and comfort. <input type="radio"/>	Accurately gathers clinical information from patients. Is organized. Is sensitive to patient's needs and comfort. <input type="radio"/>	Skillfully elicits an organized and complete history in a sensitive manner. <input type="radio"/>	Exceptionally accurate & thorough history taking. Routinely organized & logical. Superb interactions with patient during interview. <input type="radio"/>	Not observed <input type="radio"/>
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#### PHYSICAL EXAMINATION SKILLS: Performs an accurate and appropriate physical exam.

Fails to do parts of the PE pertinent to the case. Demonstrates poor technique. Disregards patient comfort. <input type="radio"/>	Physical exam is performed in a somewhat cursory manner and is lacking in relevant detail. Inattentive to patient's comfort. <input type="radio"/>	Performs an appropriate, systematic & accurate physical examination. Is respectful and sensitive to patient comfort. <input type="radio"/>	Skillfully performs a systematic & complete physical exam including all relevant aspects regarding the patient encounter. Is respectful and sensitive to patient comfort <input type="radio"/>	Exceptionally skillful and thorough PE. Able to elicit subtle physical findings. Consistently able to tailor PE to specific case. Is respectful and sensitive to patient comfort <input type="radio"/>	Not observed <input type="radio"/>
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#### MANUAL AND PROCEDURAL SKILLS: Adeptly and safely performs defined procedures.

Disregards safety and patient comfort & understanding OR did not attempt defined procedures. <input type="radio"/>	Only able to perform procedures with considerable guidance. Marginally addresses indications, risks & alternative. Minimal or inadequate attempts to ensure patient comfort. <input type="radio"/>	Safely and adequately performs defined procedures with direction. Adequately addresses indications, risks & alternatives. Attends to patient comfort. <input type="radio"/>	Safely and adeptly performs all defined procedures with minimal direction. Completely & clearly explains all indications, risks & alternatives. Ensures patient comfort. <input type="radio"/>	Safely and adeptly performs all defined procedures. Confirms patient understanding of indications, risks & alternatives. Optimizes patient comfort. <input type="radio"/>	Not observed <input type="radio"/>
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#### CLINICAL JUDGMENT: Reasons effectively to form comprehensive differential diagnoses.

Unable to prioritize patient information and generates inaccurate, inadequate differential diagnoses. <input type="radio"/>	Has difficulty prioritizing patient data and generates inadequate differential diagnoses. <input type="radio"/>	Prioritizes patient information and generates adequate, basic differential diagnoses. <input type="radio"/>	Prioritizes all patient information and generates accurate, complete differential diagnoses <input type="radio"/>	Prioritizes all relevant patient information and synthesizes accurate, comprehensive, well-reasoned differential diagnoses. <input type="radio"/>	Not observed <input type="radio"/>
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**PATIENT MANAGEMENT: Formulates patient centered management plans.**

Formulates inappropriate management plans; Disregards patient values & preferences.	Inconsistently formulates basic management plans; Inconsistently incorporates patient values and preferences.	Consistently formulates basic management plans which incorporate patient values and preferences.	Formulates complete management plans which incorporate patient values and preferences.	Formulates comprehensive management plans which integrate patient values and preferences.	Not observed
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**RELATIONSHIP WITH PATIENTS & FAMILIES: Builds rapport with and supports patients and families.**

Shows insensitivity to patients' needs and concerns. Is disrespectful towards patients and families.	Is cordial to patients and families. Shows basic respect for patients. Makes connections with some patients and families.	Develops rapport and partners with patients and families. Is respectful and caring towards patients and attentive to their needs.	Develops strong relationships with patients and families. Is very caring and compassionate. Anticipates patients' needs.	Builds productive, trusting relationships with patients and families. Is exceptionally caring, supportive & empathetic towards patients.	Not observed
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**COMPETENCY: PHYSICIAN AS SCIENTIST**

**KNOWLEDGE: Demonstrates the breadth and depth of information specific to patient care.**

Exhibits major deficits in fund of basic science and/or clinical knowledge.	Exhibits the ability to apply basic clinical knowledge to patient care with direction.	Exhibits appropriate fund of basic science and clinical knowledge needed to provide patient care.	Exhibits a strong fund of basic science and clinical knowledge. Brings relevant literature to the attention of the team.	Exhibits broad understanding of basic science and clinical knowledge. Integrates and applies knowledge from multiple sources to patient.	Not observed
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**COMPETENCY: PHYSICIAN AS COLLEAGUE**

**ORAL PRESENTATION SKILLS: Effectively presents all pertinent patient-oriented information.**

Disorganized, difficult to follow; inaccurate or missing key information; assessment & plans inadequately expressed or missing.	Elementary organization. Conveys inadequate or marginal picture. Assessment and plans often poorly expressed and rarely justified.	Adequately organized. Conveys accurate picture. Assessment and plans adequately delineated.	Well organized and easy to follow. Conveys complete and accurate picture. Assessments and plans justified.	Succinctly & effectively presents all relevant information. Highly accurate and organized. Conveys comprehensive picture. Assessments and plans clear and convincingly justified.	Not observed
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**WRITTEN NOTES/WRITE-UPS: Effectively documents patient oriented-information.**

Disorganized, difficult to follow, inaccurate or missing key information. Assessment & plans inadequately documented.	Elementary organization. Conveys inadequate or marginal picture. Assessment and plans often poorly expressed and rarely justified.	Adequately organized. Conveys accurate picture. Assessment and plans adequately delineated.	Well organized and easy to follow. Conveys complete and accurate picture. Assessments and plans justified.	Succinctly, effectively documents all relevant information. Highly accurate and organized. Conveys comprehensive picture. Assessment and plans clear & convincingly justified.	Not observed
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**RELATIONSHIP WITH CLINICAL STAFF / TEAMWORK SKILLS: Establishes productive, respectful working relationships with all health team members.**

Does not integrate into the team. Is disrespectful to any member of the health care team. Does not contribute to the team effort.	Gets along civilly with team members. Makes minimal effort to contribute to the team and does not fully integrate.	Is respectful towards and works well with all members of the health care team. Participates in and contributes to the team effort.	Integrates well into the health care team as an important team member. Reliably contributes to the work of the team.	Integrates smoothly and productively with the entire clinical team. Takes exceptional initiative to contribute to the work and education of the team.	Not observed
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**COMPETENCY: PHYSICIAN AS EDUCATOR**

**COMMUNICATION WITH PATIENTS & FAMILIES: Communicates effectively with patients and families.**

Fails to communicate clearly with patient. Heavy use of medical jargon. Fails to utilize language interpreter when indicated.	Uses clear language some of the time. Moderate use of medical jargon. Inconsistently obtains language interpreter when needed. Sometimes conveys patient action steps. Sometimes checks for understanding.	Uses plain language with occasional use of medical jargon. Conveys basic patient action steps. Checks that patient comprehends. Consistently utilizes a language interpreter when indicated.	Minimal use of medical jargon. Conveys all necessary action steps. Checks for full patient comprehension. Utilizes language interpreter when indicated.	Avoids all medical jargon and uses plain language. Emphasizes patient action steps. Establishes full patient comprehension. Notes verbal & non-verbal cues via careful listening. Effectively uses a language interpreter.	Not observed
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**COMPETENCY: PHYSICIAN AS ROLE MODEL**

**PROFESSIONAL ATTRIBUTES: Exhibits personal integrity.**

Fails to demonstrate honesty, respect, and responsibility. Fails to be accountable for actions. Fails to acknowledge errors. Disregards privacy and confidentiality.	Demonstrates disrespect in certain circumstances. Inconsistent accountability for actions and some responsibility for errors. Lapses in maintaining privacy and confidentiality.	Consistently demonstrates honesty, respect, trustworthiness and responsibility. Consistently accepts accountability for actions. Maintains privacy and confidentiality.	Demonstrates trustworthiness and honesty in all interactions. Takes personal responsibility for improving self and learning from errors. Maintains strict privacy and confidentiality.	Demonstrates leadership and serves as a role model for honesty, integrity and responsibility. Inspires respect and trust from patients and colleagues.	Not observed
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**RELIABILITY / ATTENDANCE: Exhibits commitment, dependability, & responsibility.**

Unexcused absence or habitual lateness to scheduled activities. Fails to complete assignments. Misses deadlines. Lack of preparation for educational activities.	Lateness to required activities. Inconsistent follow-up on tasks. Preparation for educational sessions incomplete or superficial.	Consistently punctual and meets deadlines. Completes and follows through on tasks. Adequate preparation for educational and clinical activities.	Always punctual. Meets deadlines with thorough work. Complete preparation for all activities.	Always punctual. Comprehensive preparation and excellent, timely completion of tasks. Shows initiative and seeks additional responsibility.	Not observed
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**COMPETENCY: PHYSICIAN AS LIFE-LONG LEARNER**

**SELF-DIRECTED LEARNING: Identifies and addresses own educational needs.**

Fails to recognize limits of knowledge. Does not engage in reading	Recognizes limits of knowledge but requires external guidance to seek appropriate resources for continued learning.	Recognizes limits of knowledge. Reads about patient cases frequently and uses appropriate resources.	Recognizes limits of knowledge. Reads daily from multiple appropriate sources. Shows enthusiasm for learning.	Sets learning goals. Reads extensively and critically. Actively asks questions & seeks new knowledge. Communicates findings to colleagues & patients.	Not observed
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**FEEDBACK: Demonstrates willingness to elicit and responds constructively to feedback**

Fails to ask for or resists feedback. Fails to modify behavior based on feedback.	Poorly receptive to feedback but is able to modify behavior when directly addressed.	Receptive to general feedback. Shows improvement based on feedback given.	Asks for general feedback. Shows consistent improvement based on feedback given.	Asks for specific feedback. Effectively incorporates feedback. Shows consistent improvement.	Not observed
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**COMPETENCY: PHYSICIAN AS ADVOCATE**

**ADVOCACY: Demonstrates ability to advocate for patient needs.**

Disregards structural barriers to health (e.g., patient safety, institutionalized racism, poverty).	With guidance, identifies structural barriers to health (e.g., patient safety, institutionalized racism, poverty).	Independently identifies structural barriers to health (e.g., patient safety, institutionalized racism, poverty)	Advocates for patients at one level (individual, health system, population).	Advocates for patients at more than one level (individual, health system, population).	Not observed
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**HEALTH PROMOTION / DISEASE PREVENTION: Formulates the recommended clinical preventive services in a patient centered manner.**

Does not formulate health maintenance plans for patients. Does not consider prevention.	Inconsistently considers health maintenance plan individualized to patient. Does not promote prevention.	Identifies evidence-based health maintenance plans individualized to patient. Promotes prevention during many patient encounters when appropriate.	Individualizes health maintenance plans. Promotes prevention during most patient encounters when appropriate.	Appraises and formulates appropriate evidence-based health maintenance plans. Promotes prevention during all appropriate patient encounters.	Not observed
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**CONSTRUCTIVE COMMENTS:**

*(formative feedback for use of the student and/or advisors; may be included in the MSPE if serious and/or pattern noted)*

*\*Any items that are rated as "Unacceptable" or "Does not meet competency standards" must have an explanation in this area.*

**SUMMARY COMMENTS:**

*(comments suggested for MSPE): Be sure to capture performance on any written examination(s), and compliance and performance for all required and evaluated efforts. The more detail the better.*

Days Absent: \_\_\_\_\_

**OVERALL ASSESSMENT : Please choose one**

<b>INCOMPLETE</b>	<b>FAIL</b>	<b>LOW PASS</b>	<b>PASS</b>	<b>HIGH PASS</b>	<b>HONORS</b>
Student has not met all the requirements of the rotation.	Student cannot pass this rotation.	Student can pass this rotation but requires remediation.	Student is at expected level of training for this rotation.	Student is performing at an excellent level above expectations for level of training.	Student is performing at an exceptional level far above expectations for level of training.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluator signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final evaluations must be submitted to the Registrar’s Office no later than 4 weeks after the end of the rotation.

**RETURN FORM TO:**

**OFFICE OF THE REGISTRAR  
ALBERT EINSTEIN COLLEGE OF MEDICINE 1300  
MORRIS PARK AVENUE, BELFER 210  
BRONX, NY 10461  
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