# University of Illinois College of Medicine
## INTERNAL MEDICINE CLERKSHIP STUDENT EVALUATION FORM

**Student's Name___________________________________________   Evaluation Date____________ Rotation Time Period________**

**Name_________________________________________   Attending ☐ Resident ☐ Intern ☐ Fellow ☐ ☐ Inpatient ☐ Outpatient ☐ Subspecialty ☐**

Clinical training site______________________   Observed from __________ to _________   Hours per week observed _____

In evaluating the student's performance, consider the level of knowledge, skills and attitudes expected from the clearly satisfactory student at this stage of training. **For any component that needs attention or is rated as 3 or less, provide comments and recommendations.** Be as specific as possible to provide meaningful feedback; include reports of critical incidents and/or outstanding performance. Expectations for a proficient and outstanding student are outlined for each competency domain.

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<thead>
<tr>
<th>Un satisfactory</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Advanced</th>
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### 1. **Medical Knowledge**

**The proficient student:**

- Demonstrates knowledge and understanding of general/common internal medicine
- Demonstrates knowledge of the clinical manifestations of his/her patients’ problems by applying basic science and pathophysiologic principles.
- Demonstrates ability to obtain, interpret, and analyze critical information including lab results, EKG’s, and CXR’s

**Specific comments recognizing excellent performance or areas for improvement:**

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**The outstanding student is proficient and consistently:**

- Demonstrates in-depth knowledge of core internal medicine problems; knowledge of established and evolving biomedical, clinical, and epi-social-behavioral sciences and applies this knowledge to patient care
- Understands pathophysiology, spectrum of disease severity, differentials of diagnoses, major diagnostic studies, most treatment options, and major complications of disease.
- Demonstrates understanding of the indications, contraindications risks and benefits of the common procedures
- Knows and can apply legal and ethical concepts relating to health care
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### 2. PATIENT CARE

**The proficient student:**
- Obtains accurate and appropriately detailed histories & physical exams
- Demonstrates skill at presenting cases (written and oral) in a logical, concise and clear manner
- Formulates appropriate problem lists, differential diagnoses, & treatment plans
- Develops appropriate diagnostic plans based on gathered clinical information
- Offers plans for therapeutic intervention based on clinical data
- Demonstrates follow through on patients’ progress during their inpatient/ambulatory care
- Prioritizes duties appropriately
- Demonstrates ability to work hard, to accept responsibility, & participates actively in patient care

### 3. INTERPERSONAL AND COMMUNICATION SKILLS:

**The proficient student:**
- Communicates effectively and efficiently with patients, families, & other members of the healthcare team
- Demonstrates an ability to educate patients regarding their healthcare problems
- Demonstrates caring and respectful behaviors with patients and their families.
- Appropriately confident & self-assured
- Transmits important patient data accurately & in a timely fashion to the healthcare team

**The outstanding student is proficient and consistently:**
- Performs superb, accurate, comprehensive medical interviews & physical exams
- Formulates comprehensive problem lists, differential diagnoses, and therapeutic treatment plans independently
- Develops management(diagnostic and therapeutic) plans based on the synthesis of clinical data, available scientific evidence, in consideration of cultural and socioeconomic factors as well as patient preferences
- Recognizes serious problems and potential complications related to diagnostic and therapeutic interventions

**Specific comments recognizing excellent performance or areas for improvement:**

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### 4. PROFESSIONALISM
**The proficient student:**
- Is dependable, punctual, & reliable
- Demonstrates respect, compassion, integrity, & honesty at all times
- Willingly acknowledges errors & shortcomings
- Is open to feedback and makes corrective changes based on feedback
- Treats patients, families, and healthcare team colleagues with respect & dignity
- Compassionately & respectfully responds to issues of socioeconomic status, age, gender, sexual orientation, ethnicity, or disability, and maintains patient confidentiality

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**The outstanding student is proficient and consistently:**
- Teaches & role-models responsible behavior
- Takes initiative to identify and address needs of patient and team
- Monitors self for errors and identifies areas of improvement

### 5. PRACTICE BASED LEARNING & IMPROVEMENT
**The proficient student:**
- Accesses the current medical literature via the library and other online resources
- Demonstrates independent learning

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**The outstanding student is proficient and consistently:**
- Constantly evaluates personal effectiveness in patient care & sets learning goals
- Demonstrates an understanding & application of principles of evidence-based medicine
- Consistently shares new knowledge based on evidence based literature with peers and medical team
- Effectively uses outside resources to improve patient care

### 6. SYSTEMS-BASED PRACTICE
**The proficient student:**
- Recognizes the importance of a multi-disciplinary approach to patient care
- Works well with all members of the healthcare team

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**The outstanding student is proficient and consistently:**
- Minimizes overuse of health care resources
- Works collaboratively to optimize the quality of care rendered and increase patient safety
- Recognizes the role of local guidelines & protocols in patient care
Summary
Please provide summary comments that characterize the student’s performance. This information will be included in the Medical Student Performance Evaluation (MSPE), formerly known as the Dean’s letter.

Suggested Areas for Improvement
Please provide constructive criticism and/or suggestions for student’s benefit only. (NOT for inclusion in the MSPE)

Student Signature: __________________________________________ Date_________________________

Evaluator’s Signature: _________________________________________ Date_________________________