Research Elective Evaluation Form

RESEARCH TITLE: ____________________________________________

COURSE NUMBER: ____________________________________________

STUDENT RATED: ____________________________________________

RESEARCH DATES: FROM ___________________ TO ___________________

RESEARCH SITE: ______________________________________________

Is this site primarily: [ ] INPATIENT [ ] OUTPATIENT [ ] RESEARCH

RATER (Name, Degree, Title): ____________________________________

[ ] ATTENDING [ ] CLINICIAN [ ] RESIDENT [ ] RESEARCH SCIENTIST

Please estimate the total number of hours of personal contact you have had with this student during the period of this clerkship: _______

RATING INSTRUCTIONS

Your rating should reflect the student's performance with respect to the standard of behavior expected at this juncture in the curriculum sequence. Evaluate each area of clinical performance and professional behavior using the rating categories provided. Describe the degree of proficiency which, in your best judgment, the student demonstrated on that particular criterion (as opposed to in-comparison-with-other-students). For each of the categories, please focus the criteria to expectations for this particular research elective.

The rating categories for various aspects of the elective are: Outstanding, Advanced, Proficient, Unsatisfactory, Incomplete, or N/A.

Outstanding. Student consistently performs at an exceptional level of knowledge, skills and attitudes. Students who receive this designation are those whose performance is consistently outstanding in meeting the goals of the clerkship and who are active, self-directed learners.

Advanced. This designation is reserved for students who are especially proficient but not consistently outstanding in knowledge, skill and performance.

Proficient. While outstanding at times, performance is generally satisfactory. These students function and learn effectively in a variety of settings and have met all clerkship requirements.

Unsatisfactory. This grade is reserved for individuals who have not met all departmental requirements for successful completion of the course and further, are judged by the faculty to be beyond remediation. This grade is most likely assigned to a student who has completed one or more remediation attempts unsuccessfully but it might also be assigned if clerkship faculty are convinced that further efforts to complete the clerkship are not in the best interests of the student or the public. If an unsatisfactory grade is assigned, provide an appraisal of the deficiencies, the basis for the grade, supporting evidence and recommendations for consideration by members of the Committee on Student Promotions.

Incomplete. Student has not completed all requirements or activities due to illness, leave of absence, etc. If this grade is assigned, specify what remains to be completed in the Comments section. Include the arrangements for completion, including dates, required activities, length of time required, location and responsible individual.

Not Applicable (N/A). Research Electives have variations in time length, skills earned, and expectations. This category allows for a more malleable evaluation for supervisors to tailor to students' unique experiences.
State the RESEARCH OBJECTIVES and APPROACH for this research rotation
(which may include proposal development, data gathering, analysis, or writing up of findings):

______________________________________________________________________________________

Based on the stated objectives and approach, evaluate the student’s performance on the
following criteria, with the understanding that not all criteria may be relevant.

KNOWLEDGE

1. Fund of knowledge
   (MEDICAL AND RESEARCH KNOWLEDGE)

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Unsatisfactory</th>
<th>Incomplete</th>
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   Demonstrates knowledge
   which qualifies him/her as the
   "local expert" on the research
   problem

   Shows adequate
   comprehension of basic
   medical principles and relates
   them to research problems

   Shows very inadequate
   knowledge of medical
   situations related to the
   research problems

2. Professional judgment
   (RESEARCH)

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Unsatisfactory</th>
<th>Incomplete</th>
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</table>

   Sound, logical thinker
   considers all factors to reach
   accurate decisions; sets
   priorities for research

   Judgment is usually sound but
   makes occasional errors

   Decisions and recommendations
   often wrong or ineffective

3. Assumption of research responsibility
   (RESEARCH)

<table>
<thead>
<tr>
<th>Outstanding</th>
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   Actively seeks opportunities
   to implement the research
   protocol on a timely basis

   Usually attends to basic
   research implementation
   problems

   Refuses to commit significant
   effort for timely implementation

4. Educational initiative
   (RESEARCH KNOWLEDGE)

<table>
<thead>
<tr>
<th>Outstanding</th>
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<th>Proficient</th>
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   Avidly searches for information
   from all available resources;
   literature explored in breadth
   and depth

   Regularly consults common
   sources of information; studies
   most of the standard relevant
   literature

   Passively acquires new
   information as offered; seeks little;
   reads seldom
5. **Willingness to ask for help**  
   (RESEARCH OBJECTIVE)  
<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Unsatisfactory</th>
<th>Incomplete</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not hesitate to seek help when it is needed</td>
<td>Will accept help and suggestions gracefully but will not actively seek out assistance</td>
<td>Will not ask for help no matter how much it is needed and will not accept it if offered</td>
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<td></td>
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</table>

6. **Motivation and perseverance**  
   (RESEARCH OBJECTIVE)  
<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Unsatisfactory</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works conscientiously to complete research goals; can be trusted to finish each job assigned</td>
<td>Motivation and persistence vary according to the degree of personal interest in problems</td>
<td>Unable to maintain interest in research goals; must be prodded to finish each routine task</td>
<td></td>
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</table>

**ATTITUDES**  

7. **Communication with mentor and research team members**  
   (INTERPERSONAL AND COMMUNICATION SKILLS)  
<table>
<thead>
<tr>
<th>Outstanding</th>
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<th>Unsatisfactory</th>
<th>N/A</th>
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<tr>
<td>Openly responds to team needs; adjusts communication to each team member's personality</td>
<td>Generally deals with team member needs; uniformly courteous but takes no personal interest in team members</td>
<td>Refuses to deal with team members' needs; confines self to facts, demands compliance</td>
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8. **Demonstrates sensitivity to subject’s social background, health & psychological status**  
   (PROFESSIONALISM)  
<table>
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<th>Outstanding</th>
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<th>Incomplete</th>
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<tbody>
<tr>
<td>Consistently considers subject's psychosocial needs while maintaining adherence to relevant protocols.</td>
<td>Regularly considers subject's psychosocial needs while maintaining adherence to relevant protocols.</td>
<td>Rarely to consider subject's psychosocial needs while maintaining adherence to relevant protocols.</td>
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9. **Response to Feedback**  
   (PROFESSIONALISM)  
<table>
<thead>
<tr>
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<tr>
<td>Accepts criticism easily; seeks out evaluative advice from colleagues</td>
<td>Accepts criticism but does not seek out colleagues’ opinions; can be convinced</td>
<td>Resists criticism; attempts to explain away shortcomings</td>
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<td></td>
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</table>
SKILLS

Indicate the RESEARCH COMPONENT that was accomplished during the elective:
(For example, study design, IRB submission, data gathering, analysis, writing abstract, writing article)

10. Initiate the research component

Outstanding ____  Advanced ____  Proficient ____  Unsatisfactory ____
Incomplete ____  N/A____

Initiated the research component promptly  Slow to initiate the research component  Began the project when contacted by the mentor

11. Written records

Outstanding____  Advanced____  Proficient____  Unsatisfactory____
Incomplete____  N/A____

Records are protected, accurate, complete and well-organized; met all deadlines  Records are usually understandable and generally complete; met most deadlines  Records are grossly incomplete, disorganized and confusing; did not meet deadlines

12. Oral presentations

Outstanding ____  Advanced ____  Proficient ____  Unsatisfactory ____
Incomplete ____  N/A____

Research presentations always clear, concise, vivid, and complete  Research presentations usually clear, accurate, and complete  Research presentations are not clear, concise, or complete

Faculty Overall Evaluation for Research Elective

_______ Outstanding  ____ Advanced  _______ Proficient
_______ Unsatisfactory*  _______ Incomplete*

*If Final Performance is Incomplete, describe the basis for this designation and the activities to be completed by the student prior to re-evaluation as well as the timeline.

If an Unsatisfactory grade has been assigned, provide your appraisal of the student’s performance, supporting evidence and recommendations.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
COMMENTS

MEDICAL STUDENT PERFORMANCE EVALUATION (MSPE) NOTES: We strongly encourage recording any observations that characterize the assets and liabilities of this student in relation to the research elective. These comments will be included in the MSPE if the completed assessment is received by mid-September of the year in which the student will graduate.

________________________________________________________________________

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________________________________________________________________________

ADVICE TO THE STUDENT: This Research Elective is first and foremost a learning experience for students. Provide constructive suggestions designed to assist the student to improve research performance and/or professional behavior.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Best assessment practices encourage that you review this evaluation with the student.

Have you done so? _____ Yes _____ No

Faculty Signature __________________________ Date____________________

Student Signature __________________________ Date____________________