

New York Medical College Clerkship Evaluation Tool

2021-2022 Real-Time Clerkship Evaluation (Pilot) Tools

CHECKLIST # 1: History Gathering and Interpersonal Communication

Please select Yes, No or N/A for each of the following items:

- ☐ Questions utilized were relevant to the chief concern and to developing accurate differentials
- ☐ Questions were prioritized and not excessive
- ☐ Interview was organized and questioning followed a logical progression
- ☐ Questions were purposefully used to clarify patient's issues
- ☐ Provided an accurate interpretation of history findings to the patient
- ☐ Provided a list of potential diagnoses to the patient
- ☐ Inquired about patient's level of understanding regarding diagnosis and its management/next steps
- ☐ Evaluated patient's readiness/ability to adhere to a healthcare/illness prevention plan
- ☐ Offered guidance and/or resources for achievement of an optimum level of health
- ☐ Incorporated responses appropriate to age, gender, culture, race, religion, disabilities and/or sexual orientation
- ☐ Style of questioning encouraged patient to freely share their perspective
- ☐ Utilized statements that promoted patient's input on preferences in healthcare
- ☐ Avoided medical jargon unless immediately defined to the patient
- ☐ Applied eye contact, facial expressions, and tone of voice that conveyed interest, attentiveness, and acceptance
- ☐ Style of communication and/or tone of voice conveyed sincerity, warmth, care and/or concern
- ☐ Inquired about patient's support network including, but not limited to, family, friends, caregivers, or co-workers
- ☐ Respected patients' privacy and confidentiality
- ☐ Displayed compassion and respect for human dignity
- ☐ Demonstrated situational awareness when discussing patients

What was the average length of contact that the evaluator had with the student prior to filling out this evaluation *(This pertains to each evaluator filling out the form during the clerkship)*

- ☐ Once: Only observed student during one patient experience / Only had one interaction with student
- ☐ Days: 1 half day or less / 2 half days / 3+ half days

- ☐ Shifts: 1 shift or less / 2 shifts / 3+ shifts
- ☐ Weeks: 1 week or less / 1-2 weeks / 2-3 weeks/ 3+ weeks

Feedback (Please select how/if the student received verbal feedback by you, the evaluator)

- ☐ Verbal Feedback occurred as the result of a direct observation
- ☐ Verbal Feedback occurred as the result of an indirect observation
- ☐ Verbal Feedback occurred as the result of student self-reflection (i.e., non-observed behavior vs self-reported)
- ☐ Verbal Feedback was not given to this student

Narrative Assessment (Required) - *Please provide example driven comments that support your grading choices (i.e., why you chose to give or not give a checkmark for certain items in this category).*

CHECKLIST # 2: Physical Examination

Please select Yes, No or N/A for each of the following items:

- ☐ Exam maneuvers performed were relevant to exploring and prioritizing a working differential
- ☐ Exam maneuvers were correctly performed
- ☐ Performed maneuvers in a logical and fluid sequence
- ☐ Explained exam maneuvers to patient
- ☐ Respected patient during examination and did not cause any unnecessary discomfort
- ☐ Provided an accurate interpretation of physical exam findings to the patient
- ☐ Identified and described normal and abnormal findings
- ☐ Respected patients' privacy and confidentiality
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Checklist #3: Medical Record Documentation

Please select Yes, No or N/A for each of the following items:

- ☐ Documentation was concise, chronological, and well written
- ☐ Key Hx and PE findings relevant to the top differentials were present and the use of “normal” was often avoided
- ☐ Documented an accurate, prioritized list of differential diagnoses
- ☐ Documented a plan supported through clinical reasoning that reflected patient’s preferences
- ☐ Distinguished common, insignificant abnormalities from clinically important findings

- ☐ Discerned urgent from nonurgent results and responds correctly
- ☐ Recommended key, reliable, cost effective screening and diagnostic tests
- ☐ Interpreted lab results correctly
- ☐ Documented use of primary and secondary sources necessary to fill in gaps
- ☐ Provided individual rationale based on patient's preferences, demographics, and risk factors
- ☐ Recognized and corrected errors related to required elements of documentation
- ☐ Met needed turnaround time for standard documentation

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Checklist #4: Oral Presentation

Please select Yes, No or N/A for each of the following items:

- ☐ Information reported was accurate, complete, and well organized around the chief concern
- ☐ Incorporated patient preferences and/or privacy needs
- ☐ Integrated pertinent case information (including positives and negatives) to create appropriate differential
- ☐ Provided individual rationale based on patient's preferences, demographics, and risk factors
- ☐ Provided sound reasoning to support the differential
- ☐ Distinguished common, insignificant abnormalities from clinically important findings
- ☐ Discerned urgent from nonurgent results and responded correctly
- ☐ Recommended key, reliable, cost effective screening and diagnostic tests

- ☐ Sought help for interpretation of tests beyond scope of knowledge
- ☐ Created appropriate plan based on differential
- ☐ Adjusted presentation based on situation or when prompted
- ☐ Displayed compassion and respect for human dignity
- ☐ Demonstrated situational awareness when discussing patients

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Checklist # 5: Student Engagement

Please select Yes, No or N/A for the following items:

- ☐ Functioned as an integrated member of the medical team
- ☐ Provided leadership skills that enhanced team functionality
- ☐ Prioritized team's/patient's needs over personal needs/preferences
- ☐ Engaged with the patient and other team members to coordinate care
- ☐ Communicated bidirectionally and kept team members informed and up to date
- ☐ Actively engaged in efforts to solicit feedback
- ☐ Responded to feedback in a respectful way
- ☐ Identified personal responsibility for successes and errors
- ☐ Accepted suggestions to revise actions and/or behavior for continuous self-improvement
- ☐ Verbally identified limitations and gaps in personal knowledge
- ☐ Took initiative in formulating goals, identifying resources, and evaluating outcomes
- ☐ Identified and used available databases, search engines, and refined search strategies to acquire relevant information
- ☐ Sought guidance in understanding subtleties of evidence
- ☐ Attempted to apply published evidence to common medical conditions
- ☐ Connected outcomes to process by which questions were identified and answered

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