

Benchmark Criteria for Assessment of Student Performance in a Clerkship

A typical student is expected to function at the level of meets expectations.

Patient Care

1) Conducts accurate history and physical exams, covering all essential aspects

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>For most or all patients, provides very well organized and comprehensive report of history and physical exam with convincing use of findings to support proposed diagnosis.</p> <p>Prioritized the probable and potential diagnoses</p>		<p>Gathers basic data for history and physical exam.</p> <p>Considers some positive and negative findings to support proposed diagnosis.</p> <p>During presentations, student re-organizes findings from history and physical to provide a cohesive picture of the patient and the proposed diagnosis</p> <p>Can support their observations or conclusion when queried further</p>		<p>Fails to include important findings from history and physical exam.</p> <p>Lists findings from history and physical without organizing into a story or cohesive picture.</p> <p>Cannot support conclusions with findings, when queried.</p>

2) Suggests and/or performs appropriate diagnostic tests

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>In addition to explaining rationale for all current tests and findings, student initiates conversation about additional tests that would be appropriate. Is able to explain the relative value of a test compared to alternatives</p>		<p>Provides appropriate explanation/ rationale for ordered tests.</p> <p>Provides basic interpretation of the findings from tests for the patients assigned to the student.</p>		<p>Unable to explain the basic principles behind standard tests that were performed on assigned patients.</p> <p>Unable to explain or misinterprets findings from standard tests.</p>

3) Appropriately manages patient care

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Provides comprehensive and advanced plan for follow-up tests, treatment and continued care of the patient</p>		<p>Articulates basic considerations of treatment or management plan after initial work up. (Treatment plan includes examples such as next steps for monitoring patient, therapeutics to start now, and follow-up or care.)</p> <p>(e.g. if asthmatic patient, can discuss what parameter to continue to check, possible pharmacological and non-pharmacological treatments, and what may be needed for to prepare for leaving hospital if relevant)</p>		<p>Unable to develop or recommend appropriate or safe treatment or management plan.</p>

4) Works effectively with health care professionals

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Works as a highly functioning team member, providing and receiving information about his/her patients' care with all health care professionals (nurses, house staff, attendings, ancillary health care providers)</p> <p>Demonstrates advanced level of communication with referrals/consults. (e.g, presents clinical problem and knows what questions to ask for consult, etc)</p>		<p>Provides basic information to nurses, house staff, attendings, ancillary team care providers for patient care in the new days. (e.g. Inform nurses of potential side affects with new medication)</p> <p>Gathers pertinent and appropriate information from other health care professionals (including nurses, residents, pharmacists, e.g. Did the patient sleep during the night, or did patient maintain good O2 saturation rate during the day?</p> <p>Demonstrates appropriate level of communication with referrals/consults. (e.g. concisely presents patient)</p>		<p>Does not obtain important information from nursing, house staff, attendings</p> <p>Does not inform nursing, house staff, attendings of important information related to assigned patients.</p>

Professionalism

1) Demonstrates punctuality, accountability, honesty

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Assists team or others to prepare in advance</p> <p>Assists team or others in starting on time, completing task on time, and being accountable for the work completed.</p>		<p>Student arrives on time for all activities.</p> <p>Student has prepared in advance for appropriate activities.</p> <p>Student obtains appropriate approval for necessary absence or late arrival.</p> <p>Student informs appropriate supervisors and colleagues when absent or late.</p> <p>Student arranges for work to be completed regardless of absence or tardiness.</p>		<p>Student is late on several occasions without approval or informing supervisors.</p> <p>Student does not arrange to complete tasks when absent.</p> <p>Student is not prepared for meeting or task.</p>

2) Actively seeks responsibility beyond the scope of expectations

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Student consistently asks others how s/he can be helpful.</p> <p>Student consistently offers to spend extra time or extra work than the amount that was asked or expected.</p>		<p>Student sometimes asks others how s/he can be helpful when not prompted.</p> <p>Student sometimes offers to spend extra time or extra work than the amount that the amount that was asked or expected.</p>		<p>Student is not meeting and must be reminded of the minimal expectations.</p> <p>Student refuses to commit extra time or work even when asked by a patient, colleague or supervisor.</p>

3) Demonstrates sensitivity and responsiveness to diversity, including culture, ethnicity and income.

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Demonstrates advocacy for his/her patients by implementing strategies to overcome cultural, ethnic or economic barriers to his/her patient's care, such as providing information or resources for transportation, obtaining interpreter, and/or revising treatment for religious, cultural beliefs.</p> <p>Consistently addresses these issues as part of the social history of all patients.</p>		<p>Demonstrates awareness of economic status and cultural and/or ethnic factors that may affect a patient's timeliness willingness to accept a treatment, compliance with a treatment program, etc.</p> <p>Recognizes a patient's stated beliefs when explaining care or suggesting treatment.</p> <p>Routinely documents the ethnicity of patients in written and oral presentations.</p>		<p>Demonstrates irritation or rudeness to a patient who has expressed beliefs contrary to medical model.</p> <p>Fails to consider effects of patient's personal life factors that affect timeliness, compliance, etc.</p> <p>Suggests a treatment approach that conflicts with a patients' stated beliefs.</p>

4) Demonstrates respect for:

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Student goes out of their way to explicitly demonstrate respect to others (e.g. tells staff how s/he appreciates their assistance; compliments others on the task they accomplish).</p>		<p>Acknowledges the effort and values of other's contributions.</p> <p>Pays attention while others are talking and allows others to speak without interruption.</p> <p>Speaks respectfully to others.</p> <p>Displays appropriate body language.</p>		<p>Does not acknowledge the effort and values of others contributions, by exhibiting a demanding attitude or impatience with others</p> <p>Frequently interrupts and acts as if s/he does not have time to wait for answer.</p> <p>Speaks rudely or inappropriately to others.</p>

Interpersonal & Communication Skills

1) Creates and sustains a therapeutically and ethically sound relationship with patients and families

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
Verifies understanding of patient's message by summarizing or restating it to the patient.		<p>Uses terminology that can be understood by patients and families.</p> <p>Provides patient/family with clear instructions and clear explanations for tests and procedures ordered.</p>		<p>Uses medical jargon inappropriately (e.g. patient and family do not understand).</p> <p>Fails to answer question posed by patient and families.</p>

2) Clearly documents & presents patient data and clinical information

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
Written and verbal reports of findings, research, and patient presentations are accurate and complete to the extent that they do not need any editing, revisions.		<p>Provides sufficient and organized presentation of patient findings at rounds, team meeting, etc.</p> <p>Organizes written notes that clearly convey progress of patient and development of problem. (For example, note follows SOAP/ problem-oriented format).</p>		<p>Presentations of patient findings are incomplete and/or disorganized during rounds, team meetings.</p> <p>Written documentation is incomplete or disorganized.</p>

3) Demonstrates effective listening skills

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
		<p>Encourages and addresses questions from patient/family.</p> <p>Asks open-ended questions of patients and families.</p> <p>Listens to other patient presentations by colleagues and residents, attendings and asks questions when appropriate.</p> <p>Uses appropriate non-verbal communication skills, such as looks person in the eyes, pays attention.</p>		<p>Fails to ask patient and family if they have questions.</p> <p>Becomes distracted or impatient when patient or family asks questions.</p> <p>Dismisses patient or families when they raise concerns.</p> <p>Does not pay attention when other colleagues, health care professionals are speaking (e.g. occupied with iPhone, computer or other conversation).</p>

Practice-based Learning Improvement

1) Exhibits skills of self-directed learning

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Consistently initiates research on his/her own and conducts extensive research.</p> <p>Relates research back to his/her patient care and generates more research at the next level.</p>		<p>Defines clinical questions that he/she wants to answer, identifies areas of gaps in knowledge</p> <p>Demonstrates that he/she has researched information from an issue that arose in previous day or days without needing to be directly instructed</p>		<p>Does not research information unless directly instructed to do so.</p>

2) Uses evidence-based approaches to patient care

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Integrates multiple sources, including primary literature, to formulate a sophisticated plan for patient management.</p>		<p>Accesses appropriate sources.</p> <p>Accesses institutional and national guidelines.</p> <p>Appraises and applies scientific evidence from resources to his/her approach to patients.</p>		<p>Does not use sources that are detailed enough for the complexity of the problem.</p> <p>Does not research in more depth as case unfolds.</p> <p>Recounts verbatim data, information from readings without being able to synthesize, critically evaluate, or apply to patient care.</p>

3) Appropriately self- assesses and incorporates feedback to improve performance

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Demonstrates considerable effort and extraordinary sincerity to improve in response to subtle suggestions.</p> <p>Integrates feedback from multiple sources (e.g. links verbal suggestion from attending with researched topic with comment from patient to change response).</p>		<p>Verbalizes areas for personal improvement.</p> <p>Shows some areas of progressive improvement throughout rotation .</p>		<p>Does not verbalize areas for personal improvement, and fails to recognize mistakes or inadequate performance.</p> <p>Repeats mistakes that were brought to his/her attention.</p>

Systems-based Practice

1) Advocates for quality patient care and access

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Acts to ensure access to care. Works with others to remove/diminish an obstacle to access.</p> <p>Works with other health care professionals or patient to improve quality of care.</p>		<p>Inquires about or mentions obstacles to access to care. Recognizes when access to care is difficult and needs to be addressed</p> <p>Provides instructions or plan for follow up care that address additional efforts to provide high standard of care.</p>		<p>Fails to recognize an obvious instance of poor access to care.</p> <p>Fails to mention a need for improved quality patient care when an instance of insufficient care occurs with his/her patient.</p>

2) Knows and works appropriately within delivery systems, health costs

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Talks to and helps to establish follow-up care with health care professional other than MD and/or with consultant..</p> <p>Able to discuss with patient alternative approaches based on costs.</p>		<p>Demonstrates that s/he knows the distinct role of various non-MD health care professionals, as well as role of consultants.</p> <p>Mentions cost of different approaches and includes alternative follow-up plan to consider cost when appropriate.</p>		<p>Fails to mention or ask about consultant(s) for follow-u with health care professionals other than MD.</p> <p>Provides follow-up plans that are unrealistic with regard to cost or availability for the specific clinical situation.</p>

3) Knows the role of MD in community health & prevention and applies to patient care

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Demonstrates knowledge of or involvement in specific public health initiatives or community health and prevention programs.</p> <p>Applies his/her experience in public health and community prevention programs to the follow-up plans with his/her own patient(s).</p>		<p>Mentions role of MD to gather personal data about practice to contribute to larger understanding of medical practice as a field, when appropriate.</p> <p>Mentions role of MD for issues in public health and community prevention of diseases when appropriate.</p>		<p>Fails to recognize when a community health prevention issue is relevant to his/her patient.</p> <p>Fails to recognize or mention role of MD in community health and prevention. (e.,g Does not understand the role of MD in diagnosing and treating HIV positive patients as it contributes to population health improvement)</p>

4) Applies knowledge of disease prevalence/incidence to the clinical care of patients.

Far above expectations:	Above expectations:	Meets expectations:	Below expectations:	Far below expectations:
<p>Includes reference to prevalence/incidence in explanations to individual patients about their diagnosis and/or follow-up plan, as appropriate</p>		<p>In patient presentations and discussions, prioritizes differential diagnosis in relation to prevalence and incidence of diseases.</p>		<p>Fails to mention or recognize importance of prevalence/incidence of diseases in discussing individual patient care.</p>