

CLERKSHIP RESEARCH ELECTIVE ROTATION EVALUATION

Surname : _____

First name(s) : _____

Student ID : _____

ROTATION

Research project : _____

Start / /
 day month year

Absences
Number of days absent (excused and unexcused): Day(s)

End / /
 day month year

**A) ACHIEVEMENT OF CLERKSHIP COMPETENCIES
(based on level of training)**

	Not assessed*	Meets expectations*	Below expectations*	Insufficient*
Professionalism				
1- Punctuality and attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2- Professional responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3- Respectful attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4- Ability to apply ethical principles in clinical care and research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5- Self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expertise				
6- Masters key concepts and the scientific context of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7- Applies a rigorous and appropriate approach to the research question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8- Interprets results with discernment and critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9- Clearly presents objectives, methods, and results (oral and written)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10- Actively contributes to the advancement of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication				
11- Communication skills: patients, families, health care professionals, research team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12- Useful and relevant written documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration				
13- Collaboration with the research team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14- Constructive collaboration in interprofessional work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leader				
15- Organization of academic and clinical work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health advocate				
16- Integration of social and preventive medicine concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholar				
17- Motivation and autonomy to read, question, and learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS

Section 119 of the Code of Ethics of the Collège des médecins du Québec: A physician must report to the Collège any physician, medical student, resident, clinical supervisor, or any person authorized to practise medicine whom they believe to be unfit to practise, incompetent, dishonest, or to have acted in contravention of the provisions of the Professional Code, the Medical Act, or the regulations adopted under them. A physician must also seek to assist a colleague experiencing a health problem that may compromise the quality of their practice.

N.B. In cases involving ethical misconduct, alcohol misuse, drug use, or mental or physical health problems, you are required to submit a confidential report to the Secretary of the Collège des médecins du Québec, the Vice-Dean of Undergraduate Medical Education, the Program Director, and the Director of Professional Services of the teaching site.

Strengths – Areas for Improvement

Name of Rotation Supervisor (please print clearly)

Signature

Date

Student

I have read and reviewed this evaluation I have discussed this evaluation with the evaluator(s)

I have not discussed it with the evaluator(s) I agree I disagree

COMMENTS (CONTINUED)

Medical student's signature	Date
* Only if this side of the page is used for comments	
<p>OBSERVABLE BEHAVIORS IN A CLERKSHIP STUDENT MEETING EXPECTATIONS :</p> <p>Professionalism</p> <p>1. Punctuality and attendance The clerkship student is present and actively participates in research activities (meetings, data collection, supervision sessions, etc.). Meets agreed deadlines and submits work on time.</p> <p>2. Sense of responsibility Assumes responsibilities appropriate to level of training. Completes assigned work reliably, communicates proactively when challenges arise, and ensures appropriate follow-up with the research team. Demonstrates commitment to the quality and integrity of contributions.</p> <p>3. Respectful attitude Demonstrates respect toward team members, research participants, and external collaborators. Shows empathy, openness, and professionalism in written and verbal interactions.</p> <p>4. Ability to apply ethical principles in clinical care and research Understands and applies ethical principles relevant to research (informed consent, confidentiality, data integrity, avoidance of plagiarism). Identifies potential ethical issues and discusses them with the supervisor.</p> <p>5. Self-reflection Recognizes limitations and actively seeks feedback. Integrates feedback, adjusts approach accordingly, and demonstrates ongoing commitment to improving scientific and professional competencies.</p> <p>Expertise</p> <p>6. Demonstrates mastery of key concepts and the scientific context of the project Applies the theoretical and scientific knowledge necessary to understand the project. Draws on relevant literature and situates project objectives within the broader field.</p> <p>7. Applies a rigorous and appropriate approach to the question under study Uses a structured and rigorous methodology. Appropriately applies research protocols, understands principles of scientific validity, and adheres to established procedures.</p> <p>8. Interprets results with discernment and critical thinking Analyzes data thoughtfully, recognizes methodological limitations and the significance of findings, and demonstrates sound critical appraisal.</p> <p>9. Clearly presents objectives, methods, and results (oral and written) Produces clear, well-structured, and relevant reports or sections. Communicates project objectives, methods, and results effectively in discussions, presentations, or written summaries.</p> <p>10. Actively contributes to the advancement of the project Engages actively in collaborative research work, contributes ideas or solutions when appropriate, and shows initiative in supporting project progress.</p>	<p>Communication</p> <p>11. Communication skills: patients, families, health care professionals, research team Communicates effectively with the research team and collaborators. Conveys information clearly, demonstrates active listening, and adapts communication to the context (scientific or lay audience).</p> <p>12. Useful and relevant written documentation Produces clear, structured, and complete written documentation (protocols, meeting notes, summaries, manuscript sections, etc.). Documentation is unambiguous and facilitates understanding and project follow-up.</p> <p>Collaboration</p> <p>13. Collaboration with the research team Collaborates effectively, respects the roles and responsibilities of others, and contributes positively to group dynamics. Shares information and supports collective work.</p> <p>14. Constructive collaboration within the interprofessional team Recognizes the complementary expertise within the team (clinicians, statisticians, methodologists, etc.) and fosters a climate of respect and interdisciplinary collaboration.</p> <p>Leader</p> <p>15. Organization of academic and clinical responsibilities Plans work autonomously and efficiently according to project priorities. Meets deadlines, manages tasks rigorously, and adjusts organization in response to unforeseen issues or feedback.</p> <p>Health advocacy</p> <p>16. Integration of social and preventive medicine concepts Recognizes the social, ethical, and preventive dimensions of research. Considers the project's implications for patients, populations, and the health system, and discusses the social relevance of findings.</p> <p>Scholar</p> <p>17. Motivation and initiative to read, inquire, and learn Demonstrates intellectual curiosity and self-directed learning. Engages with relevant scientific literature, asks constructive questions, and updates knowledge to enrich contributions to the project.</p>

RATING SCALE DESCRIPTIONS

Not assessed : Used only exceptionally in situations where a criterion cannot be assessed during the rotation.



: Criteria that must be assessed

Meets expectations : The student must meet the requirements for the criterion indicated.

Below expectations : The student demonstrates deficiencies in the criterion indicated, resulting in performance below expectations for a clerkship student at this level.

Insufficient : The clerkship student demonstrates significant and persistent deficiencies in the criterion indicated.