

Faculty/Resident Assessment of Medical Students - Phase IV Clinical Electives

Subject Name:		Evaluator Name:	
Subject Rotation:		Evaluator Status:	

NOTE: Please read the competencies carefully and rate students based on their SPECIFIC ACHIEVEMENT OF COMPETENCIES ONLY. This form is designed to demonstrate a student's growth as they develop during the clinical years. Please provide comments describing this student's behaviors in the clinical setting.

1. Conflict of Interest - If you answer yes to this question contact the block director and do not continue.

Have you provided health care services (may include psychiatric/psychological counseling) to this student or their primary family members currently or in the past?

Yes No

2. Contact Hours - How much time did this student rotate with you?

- 1 day or less
- 1-2 days
- 3-5 days
- 1-2 weeks
- 3-4 weeks
- More than 4 weeks
- N/A

3. SUMMARY COMMENTS for use in the DEAN'S LETTER. Please provide at least 1-2 examples to support the student's performance based on your observations:

4. FORMATIVE COMMENTS recommending areas for student development.

5. Medical Knowledge for Practice

- Has gaps in medical knowledge necessary to fully understand common illnesses encountered during this rotation.
- progressing to the next level*
- Has understanding of etiology, clinical manifestations and pathophysiology of common illnesses encountered during this rotation; asks appropriate questions to further areas where knowledge is lacking or incomplete.
- progressing to the next level*
- Has outstanding fund of knowledge with regard to both common and uncommon illnesses encountered during this rotation.
- consistently exceeds prior level*
- Insufficient contact to judge

6. Patient Care - History Taking

- Demonstrates inconsistent, incomplete or inadequate data collection during history taking.
- progressing to the next level*
- Demonstrates consistent, complete, and adequate data collection during history taking.
- progressing to the next level*
- Performs a focused or comprehensive medical history, as indicated by presenting issue, in an organized, complete, and efficient manner.
- consistently exceeds prior level*
- Insufficient contact to judge

7. Patient Care – Physical Exam

- Misses important components of the physical exam or performs them incorrectly.
- progressing to the next level*
- Performs all important components of the physical examination correctly.
- progressing to the next level*
- Performs either a focused or comprehensive physical examination, as indicated by presenting issue, in an organized, complete, and sensitive manner.
- consistently exceeds prior level*
- Insufficient contact to judge

8. Patient Care – Differential Diagnosis

- Is unable to derive a rudimentary differential diagnosis and assessment on their own; is completely dependent on more senior members of the team for development of a management plan.
- progressing to the next level*
- Is able to derive a rudimentary differential diagnosis and assessment on their own; overall management plan requires significant assistance from more senior members of the team.
- progressing to the next level*
- Formulates an appropriate differential diagnosis, assessment, diagnostic and therapeutic plan; details of management plan require minor input from more senior members of the team.
- consistently exceeds prior level*
- Insufficient contact to judge

9. Interpersonal and Communication Skills - Patients and Families

- Avoids personal contact with patients and/or families, lacks appropriate sensitivity.
- progressing to the next level*
- Creates rapport with patients/families through active listening, use of open-ended questions, limited interrupting and use of words that demonstrate compassion and caring.
- progressing to the next level*
- Communicates even complicated or difficult information to patients and families and appropriately responds to their concerns/questions.
- consistently exceeds prior level*
- Insufficient contact to judge

10. Interpersonal and Communication Skills – Oral Presentations

- Oral presentations are generally disorganized or incomplete and may be inaccurate.
- progressing to the next level*
- Oral presentations are organized, accurate and complete with occasional extraneous material; more senior team members occasionally need to ask for clarifying information.
- progressing to the next level*
- Oral presentations are organized, accurate, complete, concise, include prioritization and analysis of medical issues; more senior team members can rely on them to contain any and all relevant material necessary to determine plan of care.
- consistently exceeds prior level*
- Insufficient contact to judge

11. Interpersonal and Communication Skills – Written Communications

- Written communications are generally disorganized or incomplete and may be inaccurate.
- progressing to the next level*
- Written communications are organized, accurate, and complete.
- progressing to the next level*
- Written communications are organized, accurate, complete, concise, and incorporate prioritization and analysis of medical issues; they accurately reflect the major issues important for patient care.
- consistently exceeds prior level*
- Insufficient contact to judge

12. Professionalism – Reliability

- Is sometimes unreliable in completing work or inefficient in carrying out required duties.
- progressing to the next level*
- Is punctual and reliable in day-to-day tasks; fulfills basic patient care responsibilities required of him/her; helps with team tasks when requested.
- progressing to the next level*
- Takes primary responsibility for patients and advocates for their needs; anticipates the needs of the team and actively attempts to meet these needs.
- consistently exceeds prior level*
- Insufficient contact to judge

13. Professionalism – Respectfulness

- Can be disrespectful or defensive to one or more members of the team including but not limited to nurses, pharmacists, social workers, medical students, housestaff, and other teams.
- progressing to the next level*
- Interacts respectfully with ALL members of the health care team, consultants and fellow physician providers.
- progressing to the next level*
- Actively integrates all members of the interprofessional team into the care of patients.
- consistently exceeds prior level*
- Insufficient contact to judge

14. Professionalism – Sensitivity

- Lacks sensitivity, insight, or empathy with certain patients; disregards patient preference.
- progressing to the next level*
- Is sensitive to patient differences (race, culture, gender, socioeconomic status) and preferences.
- progressing to the next level*
- Actively seeks to understand the patients' views; is able to incorporate patient differences and preferences into plan of care.
- consistently exceeds prior level*
- Insufficient contact to judge

15. Personal and Professional Development - Self-Assessment

- Minimizes or ignores self-assessment; ignores or is defensive when receiving feedback; unaware of gaps in learning.
- progressing to the next level*
- Understands own limitations and seeks help when needed; aware of what has been learned and what hasn't.
- progressing to the next level*
- Actively creates plans for addressing individual limitations and initiating self- improvement, seeks out experiences to fill gaps in learning.
- consistently exceeds prior level*
- Insufficient contact to judge

16. Personal and Professional Development - Self-Assessment

- Takes little responsibility for self-directed learning.
- progressing to the next level*
- Reads about patient problems and applies new knowledge to future patient care.
- progressing to the next level*
- Reviews the literature and educates the team/provider to benefit both the team/provider and the patient.
- consistently exceeds prior level*
- Insufficient contact to judge

17. I have concerns about this student's performance. Please contact me at the number below to discuss.

- Yes No N/A

18. Contact information to discuss concerns about this student's performance:

19. Performance was discussed with the student.

- Yes No N/A