STUDENT PERFORMANCE EVALUATION – PHASE 2

SUMMARY COMMENTS (used verbatim in Dean's Letter):


AREAS FOR IMPROVEMENT:


COMPETENCIES

Select the option that most closely approximates your final assessment of the student in a third year clerkship

Patient Care

History Taking
- Incomplete, inaccurate and/or disorganized
- Gathers a limited and accurate history
- Gathers a complete and accurate history
- Targeted and appropriate history, including pertinent positives and negatives, and is exceptionally well-organized
- Not Assessed

Physical/Mental Exam
- Incomplete or inaccurate
- Performs limited and accurate exams
- Performs complete and accurate exams, focused when appropriate
- Performs complete and accurate exams, including subtle findings and advanced techniques
- Not Assessed
- Medical Knowledge

Clinical Reasoning and Development of Differential Diagnosis
- Unable to reach a logical assessment or develop a differential diagnosis
- Recognizes key data and generates a basic differential diagnosis
- Recognizes key data, generates and prioritizes a differential diagnosis
- Synthesizes key data, generates and prioritizes in order of likelihood, and justifies differential diagnosis
- Not Assessed
Management Plan
- Unable to develop a logical plan of care
- Formulates a plan of care that requires modifications and/or more detail
- Formulates an appropriate plan of care, with minimal revisions
- Formulates an accurate and comprehensive plan of care, applying evidence-based medicine when appropriate
- Not Assessed

Interpersonal and Communication Skills

Oral Presentation
- Poorly organized, missing key information, and/or lacking attention to detail
- Requires prompting and clarification but usually accurate
- Contains most relevant information and is easy to follow
- Clear and exceptionally well-organized with pertinent information presented concisely
- Not Assessed

Written Documentation
- Poorly organized and has major omissions
- Important information included; content brief or overly inclusive
- Complete and well-organized
- Concise with exceptional clarity and organization
- Not Assessed

Communication: Patients/Families
- Unable to develop rapport with patients and families, or gives incorrect information, or is not attuned to patient needs
- Communicates in an effective and caring manner with patients and families from all backgrounds
- Communicates in an effective and caring manner using language and non-verbal behaviors, considering health literacy and patient values
- Communicates in an effective and caring manner, providing exceptional education and fosters shared decision making
- Not Assessed

Communication: Healthcare Team
- Communication with healthcare team members is ineffective
- Requires guidance to communicate appropriately with healthcare team
- Has positive and effective communications with healthcare team and staff; respectful, mature, and collaborative
- Exceptional communication, takes initiative to inform and/or educate the healthcare team
- Not Assessed

Professionalism

Professionalism - Accountability
- Repetitive tardiness, unapproved absence, or does not follow through on responsibilities
- Occasional tardiness or incomplete follow through on assigned responsibilities
- Punctual and reliable to complete all required clinical responsibilities
- Punctual and reliable, willingly assumes responsibility and takes initiative independently
- Not Assessed
Professional Demeanor
Demonstrates professional behavior and image.
Yes  No  Not Assessed

Honesty/Integrity
Demonstrates honesty and integrity in all interactions with patients, families, colleagues, and other professional contacts
Yes  No  Not Assessed

Cultural Competency/Holistic Evaluation
Interacts with patients and families demonstrating an understanding and appreciation of diversity and cultural differences (e.g., age, ethnicity, gender, religion, sexual orientation, education, SES) as it informs patient decision making.
Yes  No  Not Assessed

Practice-Based Learning and Improvement

Self-Directed Learning
Shows commitment to personal growth by identifying gaps between ideal and actual performance and establishing goals for improvement.
Yes  No  Not Assessed

Response to Feedback
Demonstrates openness and insight to performance feedback and incorporates recommendations into future performance.
Yes  No  Not Assessed

SCORES

Overall Clinical Score:  

Departmental Written Exam/Project Score:  

Passing Score (Departmental Written Exam/Project):  

Oral Exam:
- Not applicable
- Lacks basic knowledge and understanding of management
- Demonstrates basic knowledge and understanding of management
- Demonstrates appropriate level of knowledge and understanding of management
- Demonstrates comprehensive knowledge and understanding of management

COURSE GRADE
- H  Honors
- HS  Highly Satisfactory
- S  Satisfactory
- MU  Marginally Unsatisfactory
- U  Unsatisfactory
- W  Withdraw
- I  Incomplete
- NE  No Evaluation Due