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.*

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**Honesty/Integrity**
*Demonstrates honesty and integrity in all interactions with patients, families, colleagues, and other professional contacts*

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**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.*

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**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.*

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**Response to Feedback**
*Demonstrates openness and insight to performance feedback and incorporates recommendations into future performance.*

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**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

Based on my observations of this student I would recommend clinical skills coaching: _____________