



# Assessment of Student - External Elective

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**DONALD AND BARBARA**  
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**AT HOFSTRA/NORTHWELL®**

Instructions: Please type or print in ink. Upon completion, please return this form to the Office of Student Records via Email or Fax. Please note, all fields are required and the student will be able to view your responses once we receive your assessment from your institution.

Student Name: \_\_\_\_\_

Rotation Dates: \_\_\_\_\_

Rotation Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

\* indicates a mandatory response

	Not Observed	Exhibits major deficiencies in knowledge base	Exhibits marginal understanding of basic concepts	Demonstrates understanding of basic pathophysiology	Demonstrates thorough understanding of diagnostics	In addition to understanding diagnostics, demonstrates broad-based understanding of therapeutics
*General Knowledge:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not observed	Has unexplained absences and is unreliable	Is often unprepared or is lackadaisical	Fulfills responsibility	Seeks responsibility	Assumes responsibility
*Reliability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not observed	Unwilling to direct his or herself, lacks introspection	Requires frequent prompting	Reads what is expected or assigned	Sets own goals; reads, prepares in advance	Demonstrates outstanding initiative, consistently educates others
*Self-directed Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not observed	Lacks knowledge to understand patient problems	Demonstrates superficial or inconsistent understanding of patient problems	Can generate a reasonable differential diagnosis	Can generate an appropriately complete differential diagnosis	Can generate an appropriately complex differential diagnosis and use scientific principles to defend the most likely diagnosis
*Clinical Reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Observed	Lacks tact	Is occasionally insensitive, and/or inattentive to patient's needs	Demonstrates sympathy, develops rapport	Demonstrates empathy, gains confidence & trust of patients naturally	Is the person to whom the patient turns when the whole team present
*Patient Interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Observed	Is antagonistic or disruptive	Lacks consideration for others	Is a cooperative, productive member of own team	Demonstrates good rapport with other hospital staff and those outside of team	Promotes a tone of mutual respect & dignity with all co-workers
*Interprofessional Working Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* In light of your answers above, please describe this student's strengths with examples.

\* In light of your answers above, please describe your suggested areas of improvement for this student.

	Fail	Pass
* Please indicate what grade you would recommend for the student based on your interactions and observations.	<input type="radio"/>	<input type="radio"/>

The following people were consulted when filling out this form: