

* indicates a mandatory response

Assessment of Student During Elective

	Not Observed	Consistently lacks preparation	Makes major omissions, and/ or rambles or reads written note	Maintains format, includes all basic information; frequently needs to refer to notes	Is fluent and focused; identified the major pertinent positives and negatives; makes minimal use of notes	Presents mostly from memory; identifies more sophisticated pertinent positives and negatives
*Oral Presentation:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Observed	Omits core data or includes inaccurate data	Needs organization, omits relevant data	Identifies on-going problems and documents assessment/ plan, but could be more precise or concise	Is precise, concise, and organized	Synthesizes and imparts complex reasoning with clarity and depth
*Progress Notes:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Observed	Is inaccurate or makes major omissions	Lacks a coherent/organized HPI an/or lacks supporting detail/labs, and/or has incomplete problem lists	Is accurate and complete but without full understanding of pertinent/positives/negatives	Documents key pertinent information; is focused, yet comprehensive	Synthesizes and imparts complex reasoning with clarity and depth
*Written H&P:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Observed	Is inaccurate or makes major omissions	Is incomplete or misses important findings	Identifies major findings through the use of a comprehensive technique	Identifies major findings through the use of a targeted technique	Elicits subtle findings
*PE/MSE Skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Observed	Is inaccurate or makes major omissionsue	Is incomplete or unfocused/ disorganized	Obtains basic history through comprehensive technique	Obtains more pertinent history through more focused technique	Is resourceful, efficient, and appreciates subtleties
*Interviewing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	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"/>

	Not observed	Dismisses or disregards feedback	Inconsistently or minimally improves with feedback	Generally improves with feedback	Seeks and consistently improves with feedback	Continually self-assesses, leading to further growth
*Response to Feedback	<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.

The following people were consulted when filling out this form:

The following will be displayed on forms where feedback is enabled...
(for the evaluator to answer...)