

* indicates a mandatory response

Assessment of Student During Elective

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|---------------------|-----------------------|--------------------------------|--|--|---|--|
| | 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"/> |

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|------------------|-----------------------|---|---|---|------------------------------------|--|
| | 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"/> |

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| | 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"/> |

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|---------------|-----------------------|--|--|--|---|-------------------------|
| | 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"/> |

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|----------------|-----------------------|--|--|---|---|---|
| | 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"/> |

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| | 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"/> |

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|--------------|-----------------------|--|---|-------------------------|-----------------------|------------------------|
| | 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"/> |

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| | 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"/> |

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| | 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"/> |

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| | 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"/> |

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| | 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"/> |

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|-----------------------|-----------------------|----------------------------------|--|----------------------------------|---|--|
| | 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...)