

Please Return to Medical Student Coordinator

**STUDENT:**

**YEAR:**

**PRECEPTOR:**

**DATE:**

**AREAS OF PERFORMANCE**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. <i>Knowledge:</i> Demonstrates knowledge of established and evolving biomedical, clinical and cognate sciences. Reads to learn.	<input type="checkbox"/>				
2. <i>Applying knowledge to practice:</i> Demonstrates ability to analyze data and formulate appropriate problem list.	<input type="checkbox"/>				
3. <i>Communication:</i> Skill in oral case presentation	<input type="checkbox"/>				
4. <i>Communication:</i> Provides effective interpersonal relationships and teaming with patients, their families and professional associates.	<input type="checkbox"/>				
5. <i>Skill:</i> Quality of patient histories, physical examinations, and records.	<input type="checkbox"/>				
6. <i>Skill:</i> Performance of technical procedures.	<input type="checkbox"/>				
7. <i>Professionalism:</i> Adheres to ethical principles and demonstrates sensitivity to diverse populations	<input type="checkbox"/>				
8. <i>Professionalism:</i> Demonstrates commitment to, responsibility for, and involvement in learning patient care, including attendance, promptness and availability.	<input type="checkbox"/>				

**Explanation of Ratings**

- 1-OUTSTANDING: indicates exceptional performance considering the student's level of training.
- 2-ABOVE AVERAGE: exceeds expected level of performance based on student's level of training.
- 3-ACCEPTABLE: meets expected level of performance for the student's level of training. (The great majority of students will be in this category.)
- 4-NEEDS IMPROVEMENT: has not yet demonstrated the expected level of performance, but has shown potential to do so.
- 5-UNACCEPTABLE: has not yet demonstrated the expected level of performance or the potential to do so in spite of counseling on this deficiency.

**9. Overall Grade for Rotation based on your interaction with the student:**

**A**       **A-**       **B+**       **B**       **B-**       **C**       **FAIL**

**10. Comments/Feedback/Overall Assessment: (PLEASE add comments to aide in the evaluation of this student)**

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<b>A</b>	Student consistently interpreter, manager > 50% of the time, understands how different diagnoses interact, broad grasp of diseases and their natural history, use of medication and other treatment modalities demonstrate understanding of risks and benefits, consistently deciding on necessary lab and radiology testing at the level of MSIV or intern, reads proactively about patients and applies to patient care, listens to feedback and actively uses it regularly, clear communication with peers, able to educate and explain treatments to patients, early partnering behavior, oral presentations succinct (<5 min) with clear delineations in parts, rarely misses pertinent positives and negatives on exam, notes thorough and clearly communicated and timely, no reminders needed for work that is required, committed to patients and support staff, respectful, punctual, self aware
<b>A-</b>	Students consistently interpreter and manager > 25%, broad understanding of basic problems and natural history and starting to understand how different diagnoses interact, starting to balance risks and benefits in decision making regarding ancillary testing and medication and treatment; reads proactively, starting to educate patients about problems and treatments, effectively communicates with patients and staff; oral presentations clear majority of time without circumferential thought, pertinent positives and negatives attained consistently; notes thorough, succinct and timely; accountable and dependable, part of the health care team; starting to use feedback and self- assessment
<b>B+</b>	Consistent interpreter and starting to manage; understands natural history of basic problems; can give differential diagnosis at least 3 options, reads when coaxed and starting to apply to patient care; communicates well with patients attaining information; oral presentations have all information but may take longer; gets most pertinent positives and negatives; notes timely; accountable and dependable to peers and patients and team; wants feedback
<b>B</b>	Consistent interpreter and starting to manage; understands basic problems and able to create differential and problem lists; reads with coaxing; communicates clear expectations and attains information from other sources; good oral presentation but not consistent (>50%); notes usually done but may need reminding; at times may misplace information in note; accountable and dependable to peers and patients; punctual, respectful
<b>B-</b>	Consistent reporter and interprets > 50% (may need coaxing other times), rarely manages; difficulty with more than 1 assessment; good knowledge base but notable holes in knowledge, difficulty applying one problem to another; can come up with some ancillary tests but not able to balance risk/benefits routinely; oral presentations have all info but may be long or circumferential; accountable and dependable, respectful
<b>C</b>	Consistent reporter, interpreter <50% (needs coaxing); never manages; difficulty with more than one problem; insufficient knowledge base on basic problems; may come up with ancillary tests but not clear if understand; does not understand pertinent positives and negatives; does not read without being told and cannot reliably apply; needs reminding about getting tasks done; written notes incomplete; any professionalism issues (disrespectful, late repeatedly, negative attitude seen by others)
<b>Fail</b>	Unable to attain basic history, unable to perform exam unless rote full physical; does not read; does not have basic knowledge of common problems; cannot come up with problem list- only reporter; late, disrespectful, patient complaints, does not write notes as directed