

University of Minnesota Medical School
Evaluation of Student by Instructor
 Years 3 & 4

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| Student Name: _____ ID Number: _____ Clerkship: _____ Site: _____ Period: _____ Evaluator: _____ | <p style="text-align: center;">Directions</p> <ul style="list-style-type: none"> For each aspect of clinical work, check the box which best describes the student's performance. Please use comments to describe strengths and weaknesses. Your evaluation of this student's clinical skills will contribute to the final grade <i>which will be determined by the Course Director</i> |
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| MEDICAL KNOWLEDGE: | N/A | Below Expectations | Meets Expectations | Above Expectations | Far Exceeds Expectations |
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| DATA GATHERING & HISTORY TAKING | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> Insufficient or inaccurate information Makes too many assumptions or relies on history of others Problems generally not well prioritized History often not tailored appropriately to focus on patients' problems | <ul style="list-style-type: none"> Complete on uncomplicated patients with past and current treatments for most problems Histories on complicated patients may be disorganized or redundant Identifies and prioritizes most routine problems Usually tailored to be focused on patients' problems | <ul style="list-style-type: none"> Complete, missing less critical information Trouble with most medically complicated or difficult patients Identifies problems and usually prioritizes Consistently tailored to be focused on patients' problems | <ul style="list-style-type: none"> Consistently complete and well-organized even on complicated patients Misses only detailed historical information (e.g. side effects to uncommon drugs, rare disease complications) Obtains pertinent information from medical record Identified and prioritizes problems even on complex patients Consistently tailored to be focused on patients' problems |

| MEDICAL KNOWLEDGE: | N/A | Below Expectations | Meets Expectations | Above Expectations | Far Exceeds Expectations |
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| APPLICATION OF KNOWLEDGE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> Fund of knowledge below expected Doesn't recognize some common disease patterns Unable to apply knowledge to a clinical situation | <ul style="list-style-type: none"> Fund of knowledge adequate Usually identifies all common patterns of signs and symptoms Usually applies knowledge correctly | <ul style="list-style-type: none"> Fund of knowledge more than adequate Consistently identifies all common patterns of signs and symptoms Consistently applies knowledge to clinical situations correctly | <ul style="list-style-type: none"> Extensive fund of knowledge Consistently identifies all common patterns of signs and symptoms Constructively contributes to diagnostic and treatment plans |

| CLINICAL SKILLS AND PATIENT CARE: | N/A | Below Expectations | Meets Expectations | Above Expectations | Far Exceeds Expectations |
|-----------------------------------|--------------------------|---|--|--|---|
| DATA GATHERING & PHYSICAL EXAM | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> Not consistent in proper technique in core aspects of PE Can't identify important aspects of PE to address patient's illness Overlooks obvious abnormal findings Adopts bad habits (listening through clothes, avoids rectal exam, etc.) | <ul style="list-style-type: none"> Consistent proper technique Confident in normal exam, not in abnormal Trouble focusing on pertinent parts of exam Occasionally misses or misinterprets findings | <ul style="list-style-type: none"> Consistently uses proper technique and identifies major abnormalities and pertinent normal findings Identifies subtle or unusual findings Consistently tries to link exam to history Goes beyond simple description | <ul style="list-style-type: none"> Consistently uses proper technique in performing comprehensive and appropriately focused exams Identifies subtle or more difficult findings Often first to identify changes in exam Findings related to problems, interpretation and synthesis of findings |

| CLINICAL SKILLS AND PATIENT CARE: | N/A | Below Expectations | Meets Expectations | Above Expectations | Far Exceeds Expectations |
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| ASSESSMENT OF PROBLEMS - DIAGNOSIS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> Difficulty developing core differential dx for common disease presentations Doesn't identify major patient problems Rationale for differential dx and plans for confirmation not reasonable | <ul style="list-style-type: none"> Able to generate core differential dx for common medical presentations Accurately identifies patients' problems Rationale and plan for confirmation of dx usually complete | <ul style="list-style-type: none"> Integrates hx, PE and labs to generate differential dx for most presentation, may have problems on complicated patients Accurately identifies patients' problems Rationale and plan complete | <ul style="list-style-type: none"> Consistently complete, organized and thoughtful differentials in order of likelihood Integrates PE and labs to generate differential dx on complicated pts Accurately identifies patients' problems Rationale and plan complete |

| INTERPERSONAL AND COMMUNICATION SKILLS: | N/A | Below Expectations | Meets Expectations | Above Expectations | Far Exceeds Expectations |
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| PRESENTING WRITTEN & ORAL DATA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> SOAP notes sometimes illegible, incomplete, or inaccurate Presentations disorganized Difficulty discerning the amount of detail needed in different types of presentations | <ul style="list-style-type: none"> SOAP notes legible, accurate and miss only minor details. Presentations organized but hesitant and unsure of how much to present Rarely misses important information. May be "too complete." | <ul style="list-style-type: none"> SOAP notes can stand on their own without need for addendums Presentations include rationales and are organized, may miss minor points Able to balance appropriate detail with conciseness on straightforward patients. | <ul style="list-style-type: none"> SOAP notes complete, focused and organized Presentations include rationales, are smooth and well-organized Able to discern important details while being concise even on complicated patients Information consistently complete, organized and include rationales even with complex problems |

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| INTERPERSONAL AND COMMUNICATION SKILLS: RELATIONSHIPS WITH PATIENTS AND FAMILIES | N/A <input type="checkbox"/> | Below Expectations <input type="checkbox"/> | Meets Expectations <input type="checkbox"/> | Above Expectations <input type="checkbox"/> | Far Exceeds Expectations <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> • Trouble establishing trust and rapport with patients • Unaware of relevant cultural or psychosocial patient issues • Not reassuring, empathetic, caring, supportive, respectful; may be arrogant • Not facilitative or educational | <ul style="list-style-type: none"> • Establishes rapport but may use medical jargon • Aware of major cultural or psychosocial issues but may miss details that can affect the patient's care (e.g., inquiring about home resources) • Usually reassuring, empathetic, caring, supportive respectful • Generally facilitative and educational | <ul style="list-style-type: none"> • Only has rapport trouble with most difficult patients or families • Delves beyond the superficial cultural and psychosocial issues to gain a better understanding of how they affect patients' health • Consistently reassuring, empathetic, caring, supportive respectful • Consistently facilitative and educational | <ul style="list-style-type: none"> • Highly effective in establishing good rapport even with difficult patients • Goes above and beyond to convey empathy, engender confidence and make sure patients' concerns are addressed • Consistently identifies patients' cultural and psychosocial needs. Tires to understand how they will affect the plan of care and makes the necessary provisions • Reassuring, empathetic, caring supportive, respectful, even with patients and families considered difficult • Facilitative and educational • Delivers bad news with sensitivity and empathy |

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| SCIENTIFIC AND CLINICAL INQUIRY: MANAGEMENT OF PROBLEMS – TREATMENT PLAN | N/A <input type="checkbox"/> | Below Expectations <input type="checkbox"/> | Meets Expectations <input type="checkbox"/> | Above Expectations <input type="checkbox"/> | Far Exceeds Expectations <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> • Rx plans inappropriate, poorly organized, incomplete, not prioritized • Doesn't recognize need for urgent treatment • Irregularly monitors pt and clinical data, missing major changes • Doesn't record changes • Unable to synthesize data into assessment and plan • Unable to exercise clinical judgment in care of patient | <ul style="list-style-type: none"> • Formulates appropriate plans for most problems • Formulates appropriate priorities • Recognizes need for urgent treatment and initiates appropriate action • Monitors pt progress and reassesses need for information or management changes • Follows through appropriately • Usually able to synthesize information into assessment and plan | <ul style="list-style-type: none"> • Formulates appropriate, well prioritized plans for common problems • Recognizes need for urgent treatment and initiates appropriate action • Monitors pt progress and adjusts care in response to outcomes • Synthesizes information into assessment and plan | <ul style="list-style-type: none"> • Formulates appropriate, well prioritized longitudinal plans, including complex patients • Recognizes need for urgent treatment and initiates appropriate action • Continuously monitors pt. progress and reassess need for management changes • Consistently follows-up on tests and makes adjustments in management • Prioritizes clinical problems very appropriately, even with complex pts. • Able to discuss reasons for medical judgments • Able to consistently integrate hx, PE and lab results into rx and plan |

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| PROFESSIONALISM: INDEPENDENT LEARNING | N/A <input type="checkbox"/> | Below Expectations <input type="checkbox"/> | Meets Expectations <input type="checkbox"/> | Above Expectations <input type="checkbox"/> | Far Exceeds Expectations <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> • Reading inconsistent or superficial • Lacks initiative for learning • Demonstrates difficulty in self-assessment • Often doesn't learn from feedback or experience | <ul style="list-style-type: none"> • Reads about patients' problems and tries to apply what is learned • Often takes initiative in learning • Generally accurate assessment and learns from experience and feedback | <ul style="list-style-type: none"> • Consistently reads and applies it to patient care, but only occasionally shares information with others • Participates in conferences and sometimes attends conferences that are not required. • Sometimes seeks information from consultants | <ul style="list-style-type: none"> • Reads extensively and from most current sources and shares information with others in an organized fashion. • Consistently takes initiative in learning • Accurate self-assessment and learns from experience and feedback • Participates in conferences and attends conferences that are not required. • Actively seeks information from consultants |

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| PROFESSIONALISM: INTEGRITY, DEPENDABILITY, ALTRUISM, COMPASSION, COMMITMENT, CONFIDENTIALITY, SENSITIVITY TO/RESPECT FOR PATIENTS | N/A <input type="checkbox"/> | Below Expectations <input type="checkbox"/> | Meets Expectations <input type="checkbox"/> | Above Expectations <input type="checkbox"/> | Far Exceeds Expectations <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> • Puts self-interest above patient's • Shows disinterest and lack of commitment to patient care • Lacks accountability • May not demonstrate honesty, integrity, respect, compassion • Inappropriate demeanor or appearance • Lacks initiative for learning • Insufficient respect of roles of specialties and members of team | <ul style="list-style-type: none"> • Puts patient interests above self • Recognizes limitations and asks for help • Accepts feedback well • Demonstrates honesty and integrity, respect and compassion • Appropriate demeanor or appearance • Usually takes initiative for learning • Respects roles of specialties and team members but may need help applying it to patient care | <ul style="list-style-type: none"> • Dedicated to patient care beyond expected duties • Good self-assessment and actively seeks feedback • Readily admits mistakes and tires to correct them • Treats everyone with respect and courtesy • Enthusiastic and committed to patient care and medicine • Consistently demonstrates honesty, integrity, respect, and compassion • Respects roles of team and applies to enhance patient care | <ul style="list-style-type: none"> • Goes above and beyond in care for patients • Enthusiastic even in complex or difficult situations • Insightful in identifying strengths and weaknesses and seeks feedback • Demonstrates honesty, integrity, respect and compassion • Demeanor and appearance is a role model for other team members • Shares information with the team in organized fashion • Actively and respectfully involved all member of health care team to enhance patient care. |

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| PROFESSIONALISM: TEAMWORK | N/A <input type="checkbox"/> | Below Expectations <input type="checkbox"/> | Meets Expectations <input type="checkbox"/> | Above Expectations <input type="checkbox"/> | Far Exceeds Expectations <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> • Insufficiently aware of roles of members of the team • Trouble functioning effectively with team • Trouble establishing trust and rapport with team members | <ul style="list-style-type: none"> • Understands basic roles of members of team but may need help applying to patient care • Reliable team member but may need prompting • Communicates all medically necessary information to nursing or other members of the team | <ul style="list-style-type: none"> • Appreciates different roles of team members and applies to enhance patient care • Valuable member of team with good initiative and enhances effectiveness • Facilitates community among team members to optimize patient care | <ul style="list-style-type: none"> • Actively involves all members of health care team to enhance patient care • Highly effective team member who shows consistent enthusiasm and initiative • Communication among team members is enhanced by student's involvement |

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| CONTINUOUS IMPROVEMENT OF CARE THROUGH REFLECTIVE PRACTICE: SELF-DIRECTED LEARNER | N/A <input type="checkbox"/> | Below Expectations <input type="checkbox"/> | Meets Expectations <input type="checkbox"/> | Above Expectations <input type="checkbox"/> | Far Exceeds Expectations <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> Reading inconsistent or superficial Trouble with accurate self-assessment Trouble critically appraising new information or applying EBM skills | <ul style="list-style-type: none"> Reads about patients' problems and tries to apply what is learned Performs accurate self-assessment Makes reasonable efforts to critically appraise new information and apply EBM to patient care | <ul style="list-style-type: none"> Consistently reads and applies it to patient care Reads sources more varied and in depth, uses information technology Exhibits curiosity, good self-assessment Critically appraises new information and shares it Routinely applies EBM to patient care | <ul style="list-style-type: none"> Reads extensively and often from most current sources Offers research questions and shares information Critical appraisal and EBM skills well above average |

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| SYSTEMS OF HEALTH CARE: PATIENT ADVOCACY | N/A <input type="checkbox"/> | Below Expectations <input type="checkbox"/> | Meets Expectations <input type="checkbox"/> | Above Expectations <input type="checkbox"/> | Far Exceeds Expectations <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> Not interested or involved Doesn't adequately follow-up on patient needs and concerns | <ul style="list-style-type: none"> Usually involved in identifying needs and resources for patients Attempts to follow-up | <ul style="list-style-type: none"> Identifies patient needs and resources to help Usually follows-up to make sure resources are adequate Sometimes advocates for systems change that will benefit patients | <ul style="list-style-type: none"> Consistently identifies resources and follow-up Consistently advocates for changes in systems that will benefit patients |

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| SYSTEMS OF HEALTH CARE: COST OF CARE | N/A <input type="checkbox"/> | Below Expectations <input type="checkbox"/> | Meets Expectations <input type="checkbox"/> | Above Expectations <input type="checkbox"/> | Far Exceeds Expectations <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> Insufficiently aware of cost of care Has little interest in or knowledge of health care costs and resource allocation Orders many tests without consideration of cost. | <ul style="list-style-type: none"> Understands basic requirements and limitations of major insurers and how these affect patient care Demonstrates awareness of cost and resource allocations Orders most lab tests in a thoughtful manner | <ul style="list-style-type: none"> Understands and applies knowledge of insurance basics, general costs of care, and community resources. Demonstrates awareness of cost and resource allocation Consistently orders lab tests in a thoughtful manner | <ul style="list-style-type: none"> Uses knowledge of insurance, medication/test costs, and resources to try to optimize patient care Demonstrates awareness of costs and resource allocation Consistently shows discernment in ordering tests, even with patients with multiple problems |

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| SYSTEMS OF HEALTH CARE: DISCHARGE PLANNING | N/A <input type="checkbox"/> | Below Expectations <input type="checkbox"/> | Meets Expectations <input type="checkbox"/> | Above Expectations <input type="checkbox"/> | Far Exceeds Expectations <input type="checkbox"/> |
| | | <ul style="list-style-type: none"> Does not anticipate or become involved with the healthcare team discharge and follow-up of patients. | <ul style="list-style-type: none"> Assists healthcare team with discharge and follow-up of most patients. Has an awareness of needed community resources | <ul style="list-style-type: none"> Consistently assists in healthcare team in planning for discharge and follow-up of patients Enhances the efficiency of the discharge process overall Utilizes appropriate community resources for the patient | <ul style="list-style-type: none"> Actively anticipates the discharge and follow-up of patients Consistently involves appropriate healthcare team members in planning for effective, safe, patient-centered discharge of patients Utilizes appropriate community resources for the patient |

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| OVERALL CLINICAL COMPETENCE | Below Expectations <input type="checkbox"/> | Meets Expectations (approx. 30% of the student) <input type="checkbox"/> | Above Expectations (approx. 40% of the students) <input type="checkbox"/> | Far Exceeds Expectations (approx. 30% of the students) <input type="checkbox"/> |
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Summary Comments for Dean's Letter

Give your impressions of the student's overall clinical performance. Indicate any significant professional or personal strengths and weaknesses.

Constructive Feedback

Constructive Feedback (for use of student and advisor in planning future study; not for use in Dean's Letter).