

Thank you for working with this student. Please use this form to document your assessment of this student's performance. Your feedback will be shared with the student. While your feedback is not anonymous, we hope that you provide an honest assessment to help us identify student strengths and areas for improvement.

**Student's Name:**

**Evaluator:**

**Site:**

**Rotation Name:**

**Rotation Dates:**

**This assessment is based on (mark all that apply):**

Review of written notes

Observation of student performing history/physical

Discussion of assessment and plan with the student

Observation of student with patient and/or family member

Observation of student performing procedures

Observation of student's case presentations

Observation of participation in rounding

Observation of student during didactics

Informal feedback from others about student's performance

Formal committee based evaluation

Please indicate who was on the committee:

Other (describe below)

Did you provide feedback or discuss this evaluation in person with this student?

Yes

No

**Gather a history and perform a physical/mental status exam.**

	Working to gather accurate history Working to perform accurate exam techniques Needs findings verified
	Gathers accurate history and exam to provide clear picture of the patient's condition
	Gathers history and exam findings pertinent to chief complaint and patient care Identifies pertinent positive and negative findings Links history and exam findings to management plan for common conditions without cues/prompting
	AND Role models and teaches the effective use of history and physical examination skills for complex conditions
	Not observed

**Use multiple information sources to optimize care delivery**

	Working on incorporating multiple sources of information (e.g. EMR, medical record) to locate patient information
	Gathers patient data from information system and alternative sources (PCP, family, pharmacy, facility staff)
	Synthesizes patient data from information system and alternative sources to fill gaps in patient history without prompts and cues Uses information to develop management plan
	AND Enters orders that reflect bidirectional communication with patients, families, and team Considers the costs of orders and the patient's ability and willingness to proceed with the plan
	Not observed

**Provide an oral presentation of an encounter**

	Working on complete and accurate reporting and organization
	Accurately presents patient after clinical encounter
	Organizes presentation to emphasize and select facts in a manner that reflects an understanding of the differential diagnosis and patient's acuity of illness
	AND Tailors presentation to situation/type of rounds Tailors presentation to the needs of the receiver of the information (e.g. consultants, nursing staff, patient)
	Not observed

**Recognize when patients require urgent or emergent management**

	Does not recognize when patients require urgent or emergent care Does not seek additional guidance when needed
	Recognizes when patients require urgent or emergent care Seeks additional guidance and/or consultation as appropriate
	Appropriately modifies care plans based on patients' clinical course, additional data, and patients' preferences
	Develops customized prioritized care plans for complex patients, incorporating diagnostic uncertainty and cost-effectiveness principles
	Not observed

**Prioritize a differential diagnosis following a clinical encounter**

	Identifies relevant leading diagnosis Working on developing a differential diagnosis for common conditions
	Formulates differential diagnosis relevant to chief concern/reason for visit for common conditions
	Prioritizes differential diagnosis for common presentations based on most likely Explains clinical reasoning that led to the working diagnosis Uses differential diagnosis to inform management plan without cues/prompts
	AND Formulates plausible differential diagnosis for uncommon presentations Complex situations
	Not observed

**Recommend and interpret common tests**

	Recommends excessive testing Recommends tests not relevant to the differential Repeats results of common tests, but does not interpret them
	Recommends testing relevant to differential Accurately interprets results of basic diagnostic studies
	Recognizes when a test is needed or not needed Distinguishes common, insignificant abnormalities from clinically important findings
	AND Recognizes limitations of tests Explains how results inform differential and management plan without cues or prompts
	Not observed

***Collaborate as a member of Interprofessional team***

	Completes assigned tasks, but requires prompts Indirectly reports information from team members (nursing, social work, case management, consultants) from chart review
	Completes assigned tasks without prompts Directly communicates and interacts with Interprofessional team members
	Offers to perform tasks appropriate to level of training Follows through on unassigned tasks Contributions make patient care and teamwork more efficient
	AND Effectively leads during routine and challenging situations
	Not observed

***Form clinical questions and retrieve evidence to advance patient care***

	Does not reconsider approach to a problem or seek new information OR Does not employ appropriate search strategies to find clinically relevant information
	Search strategies result in directly relevant information Poses clinically relevant questions, but requires assistance with application and critical appraisal
	Translates information needs into well-informed focused clinical questions Judges evidence quality from clinical studies
	AND Answers focused clinical question using clinical outcomes from studies Correctly judges applicability of evidence to patient Uses evidence gathered to inform management plan without cues/prompts
	Not observed

***Uses interpersonal and communication skills to team with patients and their families***

	Insensitive or inattentive to patients or families Misses social cues; does not incorporate emotional state of other people Has difficulty establishing rapport with patients
	Establishes rapport with patients, while maintaining professional boundaries
	Uses knowledge about patients to inform interaction and management plan Patients often refer to student directly for information about their care
	AND Role models effective communication with patients and their families during routine and challenging situations
	Not observed

**Demonstrate commitment to continuous growth/learning**

	Limited insight into learning needs Needs guidance to develop goals
	Independently identifies goals for learning Requires ongoing support to implement plan and sustain progress
	Independently identifies goals and implements plan for learning Sustains improvements
	AND Seeks feedback and new challenges to enhance learning
	Not observed

Did the student demonstrate professionalism or integrity? (If no, please describe in the comments.)

Yes                  No

Did the student demonstrate a professional and ethical attitude towards patients and their care? (If no, please describe in the comments.)

Yes                  No

**Comments:**

I attest that I do not have a real or perceived conflict of interest, including, but not limited to, providing health services. (If you have a real or perceived conflict of interest, please do not complete this evaluation.)

<b>For EVMS Administrative Use Only</b>
Total Score:
Assigned Grade:
Completed By: