



THIS FORM IS A PREVIEW ONLY!

Click [HERE](#) to review the Policy for Separation of Academic/Physician Roles in the Provision of Health Treatment

If you have been involved in direct medical care for this student, please **SUSPEND** this evaluation.

(Question 1 of 15 - Mandatory )

I have **NOT** provided or been involved in direct medical care for this student, to the best of my knowledge.

In order to make these evaluations most helpful to the learner and to mitigate bias that can unknowingly affect assessments, please provide comments on **OBSERVABLE BEHAVIORS** (rather than personality traits) and use **SPECIFIC EXAMPLES** to support the observations you include. Biases to be aware of may include, but are not limited to, unconscious biases based on one's race/ethnicity, religion, sexual orientation, gender identity, or disability or other cognitive biases due to anchoring, availability bias, confirmation bias, groupthink, or reliance on gist, etc.

**SUMMATIVE COMMENTS (these comments are for inclusion in the Dean's Letter):** (Question 2 of 15 - Mandatory )

Include the following information as the first line of your Summative Comments **(the following text can be copied and pasted):**

The student earned a FINAL grade of \_\_\_\_\_ for the clinical rotation. During this clinical rotation the student's performance *[please provide a narrative by domain for this student.]* This student **[MET/DID NOT MEET]** the professionalism expectations of the clinical rotation.

Provide a narrative of the student's overall performance including specific behaviors in each of the evaluated categories.

**FORMATIVE COMMENTS (these comments are NOT for inclusion in the Dean's Letter):** (Question 3 of 15 - Mandatory )

Inform student about specific ways to work/improve/change, **focusing your feedback on areas where they are getting checkmarks below the target behaviors.** Please be specific.

**PROFESSIONALISM COMMENTS (these comments may be included in the Dean's Letter if a pattern of behavior is established across the course of the academic year and across rotations):** (Question 4 of 15 - Mandatory )

Provide a narrative of the student's overall professional behavior. Include comments relevant to their clinical and administrative professionalism.

**INTERVIEWING TECHNIQUE****A 4th year student who is competent in this domain:**

- Introduces self to patient and attempts to develop rapport
- Follows an organized interview framework and completes within an appropriate time frame
- Uses summarization of history back to patient or checks for accuracy
- Actively listens using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)
- Demonstrates patient-centered interview skills (e.g. attends to patients' verbal/nonverbal cues, culture, social determinants, need for interpretive/ adaptive services etc.)
- Demonstrates a hypothesis driven approach to gathering the history of present illness
- Probes for subtle pertinent details when gathering data necessary for differential diagnosis prioritization

*(Question 5 of 15 - Mandatory )*

<input type="radio"/>	0	Not observed or not enough information to make a judgement
<input type="radio"/>	1	Needs intensive remediation in this domain
<input type="radio"/>	2	Needs directed coaching in this domain
<input type="radio"/>	3	Approaching competency in this domain
<input type="radio"/>	4	Competent in this domain
<input type="radio"/>	5	Achieving behaviors <a href="#">beyond the 4th year competency criteria</a>

**PHYSICAL EXAM/MENTAL STATUS EXAM SKILLS****A 4th year student who is competent in this domain:**

- Uses correct technique for routine physical examination in an organized fashion
- Performs examination in a patient-sensitive manner
- Identifies and correctly interprets common and obvious pertinent findings
- Performs specific maneuvers to increase or decrease likelihood of diagnoses on the differential
- Demonstrates focused, efficient and systematic exam on all relevant systems

*(Question 6 of 15 - Mandatory )*

<input type="radio"/>	0	Not observed or not enough information to make a judgement
<input type="radio"/>	1	Needs intensive remediation in this domain
<input type="radio"/>	2	Needs directed coaching in this domain
<input type="radio"/>	3	Approaching competency in this domain
<input type="radio"/>	4	Competent in this domain
<input type="radio"/>	5	Achieving behaviors <a href="#">beyond the 4th year competency criteria</a>

**ORAL PRESENTATION SKILLS****A 4th year student who is competent in this domain:**

- Delivers presentations that are accurate, clear, well organized, focused, and concise for all patients
- Integrates/synthesizes new patient information in real time into presentation
- Proactively seeks to involve patient and family when presenting in front of the patient
- Able to tailor length and complexity of presentation to situation and receiver of information
- Presents clinical reasoning effectively, including a concise, well-organized synthesis statement with a leading diagnosis, a prioritized differential diagnosis with justification, and a clear management plan for common and less common conditions
- Where relevant, able to provide structured signout to next provider shift using IPASS format.

*(Question 7 of 15 - Mandatory )*

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**DOCUMENTATION SKILLS****A 4th year student who is competent in this domain:**

- Documents pertinent positive and negative findings in a manner that enables reader to recognize/prioritize the differential diagnosis and rule in/out diseases
- Documents diagnostic reasoning clearly, including a synthesis statement with a leading diagnosis and a prioritized differential diagnosis, justifying it with relevant epidemiology (e.g., prevalence), positive and negative findings, and pathophysiology
- Creates a problem list that is appropriately prioritized and complete for major and minor biopsychosocial problems
- Provides an appropriate rationale for the management plan for common conditions, citing relevant guidelines and evidence where applicable
- Includes discharge criteria/follow up plan as part of documentation

*(Question 8 of 15 - Mandatory )*

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**DATA SYNTHESIS/DIAGNOSTIC SKILLS****A 4th year student who is competent in this domain:**

- Identifies "sick" vs. "not sick" patients correctly
- Prioritizes differential diagnosis accurately for common and uncommon clinical problems specific to the patient including "can't miss" diagnoses
- Justifies differential diagnosis logically for less common clinical presentations by using disease prevalence, pathophysiology, and pertinent positive and negative clinical findings
- Makes the correct diagnosis for typical presentations of common diseases and occasionally makes the correct diagnosis for atypical presentation of common diseases or typical presentations of uncommon diseases

(Question 9 of 15 - Mandatory )

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**MANAGEMENT REASONING SKILLS****A 4th year student who is competent in this domain:**

- Provides appropriate management suggestions for common and less common conditions
- Provides an appropriate rationale for the management of common and less common conditions
- Provides specific, accurate suggestions and changes to plan, based on patient specific factors, acuity, current response to treatment and new data.
- Incorporates best available evidence-based data into management planning using point of care resources
- Integrates/synthesizes new clinical data effectively in real time to modify diagnostic plans when appropriate
- Begins to incorporate contingency planning into management plans
- Defines discharge criteria/follow up plan for patients starting at admission and as part of daily management plan

(Question 10 of 15 - Mandatory )

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**COMMUNICATING PLAN AND COUNSELING PATIENTS****A 4th year student who is competent in this domain:**

- Communicates information that is accurate, at an appropriate level of detail, emphasizes key points and encourages patient questions/perspectives/concerns
- Uses language familiar to the patient based on health literacy, avoiding medical jargon, and using an interpreter appropriately
- Uses teach back method with patients to confirm patient understanding
- Communicates about diagnostic testing and how results will influence diagnosis, further evaluation and future plans of care
- Able to address common patient questions while communicating plan
- Provides patient-centered education/resources to patients when applicable
- Includes best available information about discharge readiness in discussions with patient/family

*(Question 11 of 15 - Mandatory )*

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**TEAMWORK SKILLS****A 4th year student who is competent in this domain:**

- Demonstrates respectful interactions with team members (ie inpatient and outpatient staff, faculty and trainees)
- Integrates into team function by being prepared, completing assigned tasks and volunteering to help with team tasks
- Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency
- Demonstrates an understanding of the roles and responsibilities of different interprofessional team members
- Communicates effectively with interprofessional team members and proactively keeps team members informed and up to date
- Coordinates with interdisciplinary team members (e.g. consults, referrals, PT, social work, VNA) to improve patient care
- Incorporates recommendations from interprofessional team members into the care plan
- Able to articulate an appropriate consult question prior to initiating a consult.

*(Question 12 of 15 - Mandatory )*

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**PROFESSIONALISM AND HUMANISTIC CONDUCT****A 4th year student who is competent in this domain:**

- Demonstrates preparedness, punctuality, and reliability with student responsibilities
- Maintains confidentiality
- Shows patients, colleagues, and staff respect, empathy, and compassion
- Validates patient's physical and emotional needs and tries to address them
- Receives feedback openly and incorporates it to change behavior
- Demonstrates understanding and appreciation for the professional role and the gravity of being the "doctor" by becoming fully engaged in patient care activities
- Displays self-awareness of knowledge, skills, and emotional limitations by engaging in appropriate help-seeking behaviors

*(Question 13 of 15 - Mandatory )*

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**Final Grade:** *(Question 14 of 15 - Mandatory , Question to be answered by Grader)*

Incomplete	Fail	Pass	High Pass	Honors	Withdrew
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**This Final Grade Form was edited, reviewed and approved by the Clerkship/Sub-I/Elective Director.****Clerkship/Sub-I/Elective Director Digital Signature (Please type your name below)** *(Question 15 of 15 - Mandatory )*


Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

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