



* indicates a mandatory response

Final M3/M4 Student Assessment Form

Check all that apply:

- These evaluations are based on my personal observations.
- These evaluations are a summary based on the observations of faculty and/or residents on our service.

NOTE: It is MCG policy that a health care provider who has provided care for a medical student will not serve in an evaluative capacity for the student or supervise educational activities that result in evaluation. This policy is in place:

- To protect student's privacy and confidentiality and
- To assure student gets a fair process.

If you believe you should not be completing this evaluation please check here and notify the clerkship director.

- I have provided this student healthcare in the past and should not serve in an evaluative role.

NOTE:

- Using the description of a student meeting expectations on the left, please rate the student's performance in each domain. [Items are formatted as Competency: Meets expectation descriptor]
- Narrative comments are required if you select "does not meet expectations," "marginal," or "exemplary" in any category.
- Keep in mind the student's level of education when completing this evaluation.
- Examples of behaviors that exceed expectations can be found at the end of this document.

		F	D	C	Meets Expectations		Exceeds Expectations	
	Not Observed	Does not meet Expectations	Marginal	---	---	---	---	Exemplary (top 5%)
*Demonstrates integrity, honesty, and ethical behavior (5.1; 5.1.1): Shows honesty and integrity; Respects the rights of others; handles confidential information discreetly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Fulfills professional commitments (5.2): Completes assigned work; takes fair share of the team's work; arrives on time; meets deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professionalism* (YR 3: 10%; YR 4: 10%)

****Students rated "Does Not Meet Expectations" or "Marginal" in any category of Professionalism will earn a "D" or "F" and will require consideration for remediation. The clerkship director has discretion to modify and/or decide on recommended remediation after consultation with the preceptor.**

Maintains appropriate professional appearance (5.3)

(see <http://www.georgiahealth.edu/medicine/coffice/documents/P3Clinical%20Dress%20Code.pdf>)

- No
- Yes

	Not Observed	Does not meet Expectations	Marginal	Meets Expectations		Exceeds Expectations		Exemplary (top 5%)
				---	---	---	---	
*Demonstrates integrity, honesty, and ethical behavior (5.1; 5.1.1): Shows honesty and integrity; Respects the rights of others; handles confidential information discreetly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Fulfills professional commitments (5.2): Completes assigned work; takes fair share of the team's work; arrives on time; meets deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Demonstrates sensitivity and responsiveness to a diverse patient population (5.5): Flexible, respectful and tolerant; considers relevance of patients' culture, age, gender, and disabilities to care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Communicates with others in a professional manner (4.2; 2.1): Listens effectively to patients, families, and other team members; does not interrupt; good control of verbal and nonverbal expressions; aware of others' emotional expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Patient Care (YR 3: 35%; YR 4: 20%)

*** Performs essential procedures safely and effectively**

- No
- Yes
- N/A

	Not Observed	Does not meet Expectations	Marginal	Meets Expectations		Exceeds Expectations		Exemplary (top 5%)
				---	---	---	---	
*Obtains medical history effectively (2.2): Obtains accurate patient histories; reports information relevant to the patient situation, including psychosocial factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Performs appropriate physical exam/mental status exam (2.3): Performs complete and symptom-focused physical examinations, as appropriate to the patient's presentation; accurately identifies major exam findings pertinent to the patient situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*Constructs a sound differential diagnosis (2.5): Reasons through patient problems; distinguishes important and relevant from unimportant and irrelevant; generates appropriate differential diagnoses for common clinical presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Observed	Does not meet Expectations	Marginal	Meets Expectations		Exceeds Expectations		Exemplary (top 5%)
				---	---	---	---	
* Chooses appropriate diagnostic testing (2.6): Identifies and interprets the most useful clinical, laboratory, radiologic, and pathologic testing for common clinical presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Chooses appropriate therapeutic strategies (2.7): Contributes to the team's deliberations on treatment planning; generates basic treatment plans for common clinical conditions; treatment plans include attention to prevention strategies appropriate to the patient's presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Competently explains indications for essential procedures (2.4): Explains indications and contraindications for procedures, relevant to the patient's case	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Medical Knowledge (YR 3: 20%; YR 4: 30%)

	Not Observed	Does not meet Expectations	Marginal	Meets Expectations		Exceeds Expectations		Exemplary (top 5%)
				---	---	---	---	
* Demonstrates knowledge essential to patient care (1.2; 1.3): Demonstrates a sound fund of "basic" and "clinical" science knowledge; explains underlying mechanisms of disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Applies Knowledge to Clinical Setting (1.2; 1.3): Correlates knowledge (e.g. pathophysiology; anatomy) with clinical signs and symptoms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interpersonal and Communication Skills (YR 3: 20%; YR 4: 10%)

	Not Observed	Does not meet Expectations	Marginal	Meets Expectations		Exceeds Expectations		Exemplary (top 5%)
				---	---	---	---	
* Establishes positive relationships with patient and families (4.1; 2.1): Develops effective rapport; empathetic; patient; develops mutual trust with patients; respectful of patients' privacy, dignity, individual integrity, and culture; responds to patients' needs, expectations, and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not Observed	Does not meet Expectations	Marginal	Meets Expectations		Exceeds Expectations		Exemplary (top 5%)
				---	---	---	---	
<p>* Presents patients to other team members effectively (4.3): Oral presentations are clear, concise, and organized; accurately reports history and physical exam findings; reports main elements of the assessment and plan; uses appropriate medical vocabulary</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>* Documents effectively in patient records (4.3): Written or electronic notes are clear, concise, and organized; accurately records history and physical exam findings; records main elements of the assessment and plan; uses appropriate medical vocabulary</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>* Recognizes communication barriers (4.5): Identifies barriers to effective communication with patients, such as limited health literacy (i.e. patient or family's ability to obtain, process, or understand basic health information or services[1]), vision/hearing impairment, disability, or age</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[1] health literacy definition from US DHHS; see <http://www.health.gov/communication/literacy/quickguide/factsbasic.htm>

Practice-based Learning and Improvement (YR 3: 10%; YR 4: 20%)

	Not Observed	Does not meet Expectations	Marginal	Meets Expectations		Exceeds Expectations		Exemplary (top 5%)
				---	---	---	---	
<p>* Demonstrates evidence-based medicine skills (3.4): Develops clinical questions related to patients' problems; uses medical information technology to locate valid evidence relevant to the clinical question</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>* Develops strategies for continuous individual improvement (3.1): Shows curiosity; recognizes learning needs; takes initiative and is self-directed in learning; reflects critically on own performance</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>* Responds effectively to feedback (3.3; 3.4): Accepts constructive feedback without defensiveness; demonstrates improvement with feedback</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Systems-based Practice (YR 3: 5%; YR 4: 10%)

	Not Observed	Does not meet Expectations	Marginal	Meets Expectations		Exceeds Expectations		Exemplary (top 5%)
				---	---	---	---	
<p>* Works effectively with interdisciplinary team (6.1) : Works well with others; values roles of the members of the healthcare team</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Overall comments on this student's performance on this clerkship [NOTE: These comments will be included in the student's Medical Student Performance Evaluation (MSPE) (formerly, Dean's Letter)]:

Feedback to the student, not included in Dean's letter unless consistent theme:

Examples of behaviors and skills that exceed expectations:

Professionalism

- inspires others by example
- takes on extra work to help the team

Patient Care:

- Finds subtleties from the patient history that others don't discern
- Elicits advanced and subtle findings from the physical exam
- Generates differential diagnoses for less common clinical presentations
- Formulates treatment plans independently; can select among options for his/her patients

Medical Knowledge

- applies an advanced fund of knowledge to patient care

Interpersonal and Communication Skills

- seen as the principal communicator for their patients
- includes key and nuanced findings in clinical presentations, as relevant to the patient situation
- adds interpretation and synthesis to written notes
- Takes an active role in educating themselves, colleagues and patients

Practice-based learning and improvement:

- able to appraise the basic types of research studies; accurately applies findings from studies to patient care; differentiates credibility of different sources of evidence
- uses evidence to add to team discussions and development of patient care plans
- readily seeks feedback
- educates the team

Systems-based practice

- leads the team for their patients

The following will be displayed on forms where feedback is enabled...

(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?

- Yes
- No

(for the evaluatee to answer...)

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

- Yes

No