

## Obstetrics & Gynecology Evaluation

STUDENT NAME: \_\_\_\_\_ DATES: \_\_\_\_\_ SITE/ROTATION: \_\_\_\_\_

**Clinical Knowledge** [ ] Not Observed

Major deficiencies in clinical/relevant basic science knowledge base	Understanding of basic concepts marginal – below expected level	Clinical knowledge appropriate to level of training – understands basic pathophysiology & common/simple disease states	Demonstrates knowledge of more complex disease states, complex physiology & treatments	Thorough knowledge of complex issues/uncommon illnesses including being up to date on current literature
[ ]	[ ]	[ ]	[ ]	[ ]

**Communication Skills – Presentations on Rounds** [ ] Not Observed

Presentations ill prepared, lack important information, contain inaccurate data	Presentations orderly, accurate but with some omissions	Presentations accurate, orderly, contain all the basic information – appropriate to level of training	Presentations more concise, articulate with emphasis on important issues/data. Knows all lab/radiology data	Presentations concise, articulate & demonstrate a high level of insight/synthesis – minimal to no use of notes
[ ]	[ ]	[ ]	[ ]	[ ]

**Communication Skills – Presentation of Assigned Topic(s)** [ ] Not Observed

Demonstrates little/no preparation, disorganized, no new information presented	Orderly presentation but summarizes only one source & provides little new information	Clear, concise presentation, utilizes more than one source, offers new information	Clear, concise presentations, utilizes multiple sources, new information provided & summarizes/reviews specific learning objectives	Utilizes & summarizes multiple sources including recent studies with a review of the studies' techniques, data & conclusions
[ ]	[ ]	[ ]	[ ]	[ ]

**Communication Skills – Interacting with Patients and Families** [ ] Not Observed

Is insensitive, tactless – fails to detect nonverbal cues	Occasionally inattentive, sometimes uses terms the patient/family cannot understand	Develops rapport with patient & immediate family, avoids medical jargon, appreciates nonverbal cues, can deal with most day to day patient/family interactions	Willing to deal with more difficult situations & can do so with little input from supervisors	Outstanding rapport with patient & entire family – actively seeks to handle difficult situations/topics – relates to & engages all family members
[ ]	[ ]	[ ]	[ ]	[ ]

**Patient Care – Histories and Physicals** [ ] Not Observed

H&Ps unreliable, contain major omissions, disorganized	H&Ps organized but contain some omissions	H&Ps organized, accurate, all major issues/findings are identified	H&Ps organized, accurate, complete & include appropriate focused historical data & physical examinations which demonstrate knowledge of an appropriate differential diagnosis	H&Ps include even subtle findings & the HPIs & exams clearly demonstrate knowledge of prioritized differential diagnoses for the issues at hand
[ ]	[ ]	[ ]	[ ]	[ ]

**Patient Care – Note Writing** [ ] Not Observed

Notes unreliable, unorganized, contain significant omissions	Notes organized but omit some relevant issues/data	Notes accurate, complete & identify all ongoing problems	Notes accurate, complete & indicate clear plans for each ongoing problem	Notes concise & analytical reflecting thorough understanding of disease process, patient's conditions & both immediate & more distant plans
[ ]	[ ]	[ ]	[ ]	[ ]

**Patient Care – Laboratory and Radiologic Data Interpretation** [ ] Not Observed

Unable to interpret most basic data	Marginal interpretation of data with problems relating data to patients	Interprets basic data & able to relate data to patients	Independently seeks out data, consistently offers interpretation & suggests further workup	Demonstrates understanding of subtle findings within lab/radiologic data & able to relate different data into a unified hypothesis
[ ]	[ ]	[ ]	[ ]	[ ]

## Obstetrics & Gynecology Evaluation

### Patient Care – Overall Patient Care Activities Not Observed

Lacks initiative, does not recognize limits, care could be dangerous to patients	Follows management plans outlined by team, reliable to do what is instructed, but minimal self initiative	Takes appropriate initiative, follows up, is always reliable, helps others	Seeks added responsibility, consistently suggests diagnostic/therapeutic plans	Acts independently, families refer to student as “their doctor,” takes full responsibility for patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Practice Based Improvement Not Observed

No evidence of independent learning, often unprepared to describe what was learned from prior day’s reading	Reads some, but not enough, reading too superficial, reads only what is prescribed	Reads independently, daily is able to describe what was learned from prior day’s reading, occasionally uses multiple sources	More consistently uses multiple sources including some primary literature & able to describe the data/conclusions of those sources	Reads extensively & reading is goal directed & self motivated – consistently shares new knowledge with team
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Social & Community Context of Health Care – Utilization of Ancillary Health Care Services (AHCS)

Unaware of &/or does not utilize AHCS in care of assigned patients	Utilizes AHCS only when told & does not independently interact with AHCS personnel	Appropriately utilizes AHCS, able to independently interact with them	Independently seeks out/recommends/utilizes AHCS for assigned patients	Anticipates both immediate & more long term needs of patients in seeking out AHCS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Professionalism Not Observed

Students should possess the following characteristics:

<input type="checkbox"/> be respectful	<input type="checkbox"/> properly groomed/dressed	<input type="checkbox"/> punctual	<input type="checkbox"/> conscientious	<input type="checkbox"/> honest
<input type="checkbox"/> compassionate	<input type="checkbox"/> considerate of others	<input type="checkbox"/> reliable	<input type="checkbox"/> appropriately motivated	

If there is a concern about any of the above for this student, please check the character and briefly describe the concern. If there are any characteristics for which this student excels, please describe them so they can be included in the student’s summative evaluation. You must construct a narrative/summative evaluation for the student. Include & explain any of above competencies for which the student is below or above expectations. (If more space needed staple separate paper to this evaluation)

---

---

---

---

---

---

---

---

---

---

\_\_\_\_\_  
Faculty Signature (ATTENDING 1)

\_\_\_\_\_  
Faculty Signature (RESIDENT 1)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Faculty Signature (ATTENDING 2)

\_\_\_\_\_  
Faculty Signature (RESIDENT 2)

\_\_\_\_\_  
Date