

Inpatient Internal Medicine, Surgery, Obstetrics & Gynecology, Pediatrics and 2-week Surgery Electives

STUDENT NAME: _____

DATES: _____

SITE: _____

Clinical Knowledge

Major deficiencies in clinical/relevant basic science knowledge base

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

Not Observed

Communication Skills – Presentations on Rounds

Presentations ill prepared, lack important information, contain inaccurate data

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

Not Observed

Communication Skills – Presentation of Assigned Topic(s)

Demonstrates little/no preparation, disorganized, no new information presented

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

Not Observed

Communication Skills – Interacting with Patients and Families

Is insensitive, tactless – fails to detect nonverbal cues

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

Not Observed

Patient Care – Histories and Physicals

H&Ps unreliable, contain major omissions, disorganized

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

Not Observed

Patient Care – Note Writing

Notes unreliable, unorganized, contain significant omissions

Notes accurate, complete & identify all ongoing problems

Notes accurate, complete & indicate clear plans for each ongoing problem

Not Observed

Patient Care – Laboratory and Radiologic Data Interpretation

Unable to interpret most basic data

Interprets basic data & able to relate data to patients

Independently seeks out data, consistently offers interpretation & suggests further workup

Not Observed

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Patient Care – Basic Procedures (IV, Foley, NG, LP, ABG, Suture Laceration)

- | | | | | |
|---|--|---|---|---------------------------------------|
| <input type="checkbox"/> Is inept with most basic procedures, avoids performing | <input type="checkbox"/> Performs when instructed, needs improvement | <input type="checkbox"/> Volunteers to do, is proficient & can do independently | <input type="checkbox"/> Volunteers to do, is proficient, can do independently, demonstrates knowledge of indications & contraindications of procedures, & volunteers to teach others | <input type="checkbox"/> Not Observed |
|---|--|---|---|---------------------------------------|

Patient Care – Overall Patient Care Activities

- | | | | | |
|---|--|---|---|---------------------------------------|
| <input type="checkbox"/> Lacks initiative, does not recognize limits, care could be dangerous to patients | <input type="checkbox"/> Follows management plans outlined by team, reliable to do what is instructed, but minimal self initiative | <input type="checkbox"/> Takes appropriate initiative, follows up, is always reliable, helps others | <input type="checkbox"/> Seeks added responsibility, consistently suggests diagnostic/therapeutic plans | <input type="checkbox"/> Not Observed |
|---|--|---|---|---------------------------------------|

Practice Based Improvement

- | | | | | |
|--|---|---|---|---------------------------------------|
| <input type="checkbox"/> No evidence of independent learning, often unprepared to describe what was learned from prior day's reading | <input type="checkbox"/> Reads some, but not enough, reading too superficial, reads only what is prescribed | <input type="checkbox"/> Reads independently, daily is able to describe what was learned from prior day's reading, occasionally uses multiple sources | <input type="checkbox"/> More consistently uses multiple sources including some primary literature & able to describe the data/conclusions of those sources | <input type="checkbox"/> Not Observed |
|--|---|---|---|---------------------------------------|

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

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

Professionalism

Students should possess the following characteristics:

- | | |
|--|--|
| <input type="checkbox"/> be respectful
<input type="checkbox"/> compassionate | <input type="checkbox"/> punctual
<input type="checkbox"/> reliable
<input type="checkbox"/> conscientious
<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.

Faculty Signature (ATTENDING 1)	Faculty Signature (RESIDENT 1)	Student Signature
Faculty Signature (ATTENDING 2)	Faculty Signature (RESIDENT 2)	Date