**M3/M4 Elective Student Assessment Form (Original 3/2013) (Revision 2/2014) Approved for use by Phase 3 Committee 2/19/2014**

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:**
- Using the description of a student meeting expectations on the left, please rate the student's performance in each domain.
- 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.

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

Goal Statement: Medical students are expected to demonstrate professional behavior, commitment to ethical principles, and sensitivity to diverse patient populations.

**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]

<table>
<thead>
<tr>
<th>Does not meet Expectations</th>
<th>Marginal</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exemplary (top 5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Demonstrates integrity, honesty, and ethical behavior (5.1; 5.1.1); Fulfills professional commitments (5.2); Demonstrates sensitivity and responsiveness to a diverse patient population (5.5); Communicates with others in a professional manner(4.2; 2.1)</td>
<td>☐</td>
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**Patient Care** (YR 3: 35%; YR 4: 20%)

Goal Statement: Medical students, as members of the healthcare team, are expected to provide patient and family centered care that is compassionate and effective for the promotion of health and the management of illness.

**Perform essential procedures safely and effectively**

<table>
<thead>
<tr>
<th>Does not meet Expectations</th>
<th>Marginal</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exemplary (top 5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Obtains medical history effectively (2.2); Performs appropriate physical exam/mental status exam (2.3); Constructs a sound differential diagnosis (2.5); Chooses appropriate diagnostic testing (2.6); Chooses appropriate therapeutic strategies</td>
<td>☐</td>
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</table>
Medical Knowledge (YR 3: 20%; YR 4: 30%): Goal Statement: Medical students are expected to master a foundation of clinical knowledge with integration of basic sciences and the translation of that knowledge to the clinical setting.

<table>
<thead>
<tr>
<th>* Demonstrates knowledge essential to patient care (1.2; 1.3); Applies Knowledge to Clinical Setting (1.2; 1.3)</th>
<th>Does not meet Expectations</th>
<th>Marginal</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exemplary (top 5%)</th>
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Interpersonal and Communication Skills (YR 3: 20%; YR 4: 10%): Goal Statement: Medical students are expected to demonstrate skills that result in effective communication and collaboration with patients, families, and professional associates.

<table>
<thead>
<tr>
<th>* Establishes positive relationships with patient and families (4.1; 2.1); Presents patients to other team members effectively (4.3); Documents effectively in patient records (4.3); Recognizes communication barriers (4.5)</th>
<th>Does not meet Expectations</th>
<th>Marginal</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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Practice-based Learning and Improvement: Goal Statement: Medical students are expected to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine. (YR 3: 10%; YR 4: 20%)

<table>
<thead>
<tr>
<th>* Demonstrates evidence-based medicine skills (3.4); Develops strategies for continuous individual improvement (3.1; 3.2); Responds effectively to feedback (3.3; 3.4)</th>
<th>Does not meet Expectations</th>
<th>Marginal</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exemplary (top 5%)</th>
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Systems-based Practice (YR 3: 5%; YR 4: 10%): Goal Statement: Medical students are expected to develop an awareness of available health care system resources and demonstrate an ability to use them appropriately to provide optimal quality patient care.

<table>
<thead>
<tr>
<th>* Works effectively with interdisciplinary team (6.1); Works well with others; values roles of the members of the healthcare team</th>
<th>Does not meet Expectations</th>
<th>Marginal</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exemplary (top 5%)</th>
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[a] Numbers next to each competency refer to the MCG Competency-based Objectives document for tracking and curriculum mapping purposes

[b] From the MCG Competency-based Objectives


* 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)]:

Page 2
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
- Reads interpretation of research and evidence
- Takes an active role in educating themselves, colleagues and patients

**Systems-based practice**
- Leads the team for their patients

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

*Did you have an opportunity to meet with this trainee to discuss their performance?*
- [ ] Yes
- [ ] No

(for the evaluator to answer...)

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?*
- [ ] Yes
- [ ] No

(for the evaluatee to answer...)