

FAMILY MEDICINE CLERKSHIP STUDENT EVALUATION REPORT

FMPC 5000

NAME OF STUDENT (LAST, FIRST, M. I.) _____

EVALUATOR'S NAME _____

NAME OF OFFICE OR HOSPITAL _____

DATES OF CLERKSHIP _____

Please select one:

- 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.

Competency	Description: MCG Expectations	Does not meet Expectations	Marginal	Meets Expectations	Exceeds Expectations	Exemplary (top 5%)	Not Observed
Professionalism * Maintains appropriate professional appearance Yes <input type="radio"/> No <input type="radio"/> (see http://www.georgiahealth.edu/medicine/coffice/documents/P3Clinical%20Dress%20Code.pdf)							
Demonstrates integrity, honesty, and ethical behavior	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	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	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	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"/>

	UNSATISFACTORY 1 - 2	ACCEPTABLE 3 - 4	GOOD 5 - 6	VERY GOOD 7 - 8	OUTSTANDING 9 - 10
<i>1. Charts</i>					
<i>2. Home Visit</i>					
<i>3. Logbook</i>					
<i>A. Suggested list of presenting problems in patient encounters</i>					
<i>B. Suggested list of diagnoses resulting from patient encounters</i>					
<i>4. After-Hours Call Performance</i>					
<i>5. Hospital Patient Care Performance</i>					

Overall comments on this student's performance on this clerkship:

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

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NAME OF ATTENDING PHYSICIAN	SIGNATURE	DATE
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RETURN TO: DAYNA SEVMORE, DEPT OF FAMILY MEDICINE, HB3035, MEDICAL COLLEGE OF GEORGIA AT GHSU, AUGUSTA, GA 30912-3500. PHONE 706/721-4075, 706/721-0927 FAX

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