

FAMILY MEDICINE CLERKSHIP STUDENT EVALUATION REPORT FMP 5000

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

EVALUATOR'S NAME

NAME OF OFFICE OR HOSPITAL

DATES OF CLERKSHIP

DIRECTIONS: For each item, please check the category that best describes the performance of the student.

	UNSATISFACTORY	ACCEPTABLE	GOOD	VERY GOOD	OUTSTANDING
KNOWLEDGE:					
1. General medical knowledge					
2. Understanding of health promotion and disease prevention					
3. Knowledge of frequently occurring disease entities in Family Medicine					
4. Understanding of emotional and social problems of patients and dynamics of families					
5. Understanding of common therapeutic approach to problems in the setting of Family Medicine					
6. Understanding of the appropriate use of referral and consultant resources					
PROBLEM SOLVING:					
7. Ability to complete a focused medical history and physical exam					
8. Ability to sense problems not voiced by the patient					
9. Ability to identify and synthesize important data with clarity in patient presentations					
10. Ability to create a differential diagnosis appropriate to presenting problems.					
11. Ability to prioritize problems in terms of urgency					
12. Ability to develop on-going management plans					
13. Ability to solve more complex diagnostic problems					
RELATIONSHIPS:					
14. Demonstrates kindness, respect and concern for patients					
15. Establishes rapport with patients					
16. Develops communicative dialogue with patients					
17. Establishes doctor/patient/family relationships					
18. Engages in patient/family counseling					
19. Functions in an effective and coordinated manner with the health care team					

	UNSATISFACTORY	ACCEPTABLE	GOOD	VERY GOOD	OUTSTANDING
PERCEPTION AND ATTITUDE:					
20. Attendance					
21. Initiative					
22. Motivation					
23. Ability to assume responsibility					

DIRECTIONS: For each item, check the category that best describes the quality and completeness of the student's work output.

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

PERFORMANCE ON ESSAY EXAMS:

For each area of the evaluation below, please circle or check all the phrases in any category that reflects the student's work. Attributes should be cumulative as ratings increase. Written comments are required.

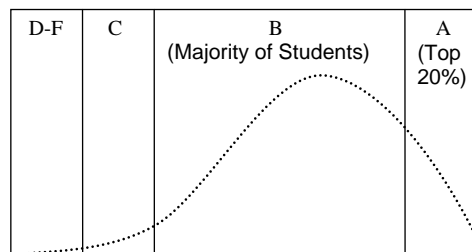
	Not Observed	Not Acceptable	Below Expectations	Meeting Expectations	Exceeding Expectations
Patient Care					
Medical Interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Incomplete, illogical, superficial histories	<input type="checkbox"/> Elicits most pertinent patient information	<input type="checkbox"/> Logical, thorough, and efficient histories
Physical Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Incomplete, inaccurate, cursory, non-directed, unreliable physical examination	<input type="checkbox"/> Some omissions but usually complete and accurate	<input type="checkbox"/> Complete and accurate physical examinations
Procedural Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks proficiency in basic procedures	<input type="checkbox"/> Proficient in most procedures and attempts to minimize patients' discomfort	<input type="checkbox"/> Proficient at procedures and minimizes patients' discomfort
Patient Care Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks initiative in patient care activities	<input type="checkbox"/> Actively participates in patient care activities	<input type="checkbox"/> Exceptionally conscientious in patient care activities
Medical Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Limited knowledge of basic & clinical sciences	<input type="checkbox"/> Solid fund of knowledge	<input type="checkbox"/> Exceptional knowledge of basic & clinical sciences
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Minimal interest in learning	<input type="checkbox"/> Demonstrates interest in learning	<input type="checkbox"/> Enthusiastic interest in learning
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Poorly correlates knowledge with clinical situations and mechanisms of disease	<input type="checkbox"/> Correlates knowledge with clinical situations and mechanisms of disease	<input type="checkbox"/> Comprehensive understanding of complex clinical situations and mechanisms of disease
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> "Reporter" – reports data but makes no attempt to interpret or apply information	<input type="checkbox"/> "Interpreter" – attempts to interpret or apply information appropriate to level of training	<input type="checkbox"/> "Manager" – Uses information to develop insightful plans for patient management
Practice-Based Learning and Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Shows little interest in facilitating the learning of other students and health care professionals	<input type="checkbox"/> Facilitates the learning of other students and health care professionals	<input type="checkbox"/> Unusually proficient in facilitating the learning of other students and health care professionals
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Fails to use information from scientific studies to enhance patient care	<input type="checkbox"/> Attempts to use scientific studies to manage information for patient care	<input type="checkbox"/> Effectively uses scientific studies to manage information for patient care
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks insight and personal initiative	<input type="checkbox"/> Usually demonstrates personal initiative	<input type="checkbox"/> Self-motivated learner
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Lacks respect, compassion, integrity and honesty	<input type="checkbox"/> Demonstrates respect, compassion, integrity & honesty	<input type="checkbox"/> Always demonstrates respect, compassion, integrity & honesty
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Resists or ignores feedback	<input type="checkbox"/> Readily responds to feedback	<input type="checkbox"/> Seeks and rapidly responds to feedback
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Does not display responsible behavior	<input type="checkbox"/> Displays responsible behavior	<input type="checkbox"/> Teaches/role models responsible behavior
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Does not consider the needs of patients, families or colleagues	<input type="checkbox"/> Considers the needs of patients, families and colleagues	<input type="checkbox"/> Consistently considers the needs of patients, families and colleagues above his/her own
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Fails to acknowledge errors	<input type="checkbox"/> Acknowledges errors	<input type="checkbox"/> Willingly acknowledges errors

	Not Observed	Not Acceptable	Below Expectations	Meeting Expectations	Exceeding Expectations
Interpersonal & Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Does not establish adequate, effective, humanistic and therapeutic relationships with patients and families <input type="checkbox"/> Demonstrates inadequate listening, written or nonverbal communication skills <input type="checkbox"/> Has deficient verbal communication skills with patients and families <input type="checkbox"/> Not "interpersonally engaged" with patients and their families <input type="checkbox"/> Delivers poorly organized patient presentations. Has difficulty distinguishing pertinent from extraneous information <input type="checkbox"/> Writes notes that have some omissions or inappropriate redundancies, showing little application of clinical thinking or reading.	<input type="checkbox"/> Establishes effective, humanistic and therapeutic relationships with patients and families <input type="checkbox"/> Shows adequate listening, written and nonverbal communication skills <input type="checkbox"/> Has adequate verbal communication skills with patients and families <input type="checkbox"/> Relates well to patients and their families <input type="checkbox"/> Delivers organized patient presentations, including most pertinent information with little extraneous information <input type="checkbox"/> Writes organized, accurate notes, of appropriate length, with assessments that are thoughtful and reflect reading	<input type="checkbox"/> Establishes highly effective, humanistic and therapeutic relationships with patients and families <input type="checkbox"/> Demonstrates excellent listening, written & nonverbal communication skills <input type="checkbox"/> Demonstrates excellent verbal communication skills with patients and families <input type="checkbox"/> Always "interpersonally engaged" with patients and their families <input type="checkbox"/> Delivers well organized presentations, appropriately tailored to the situation <input type="checkbox"/> Writes exceptionally organized notes, tailored to the situation, with assessments that are consistently thoughtful and reflect reading
Systems-Based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Unable to access/utilize outside resources needed for effective and efficient patient care <input type="checkbox"/> Resists efforts to improve systems of care	<input type="checkbox"/> Attempts to access/utilize outside resources needed for effective and efficient patient care <input type="checkbox"/> Attempts to use systematic approaches to reduce errors and improve patient care	<input type="checkbox"/> Effectively accesses/utilizes outside resources needed for effective & efficient patient care <input type="checkbox"/> Effectively uses systematic approaches to reduce errors and improve patient care

() Showed Improvement

When assigning a grade for this student's overall performance, use the following guidelines:

90-100%	Exceeds expectations in most areas of clinical competency. At most, 20% of students will perform at this level
80-89.9%	Meeting expectations. Clinical competency is appropriate for the student's level of training. Most students will demonstrate competency at this level
70-79.9%	Compared with peers, this student's performance is below expectations for his/her level of training, although still at a marginal passing level.
<70%	This student has significant deficiencies in performance and should not pass the rotation.



Numerical Grade

_____ %

**Please provide written comments about the student's performance:
(COMMENTS ARE REQUIRED BY THE SCHOOL OF MEDICINE)**

Feedback for Student not to be included in Dean's Letter unless there is a consistent theme across clerkships:

NAME OF ATTENDING PHYSICIAN

SIGNATURE

DATE

NAME OF STUDENT

SIGNATURE

DATE

APPROVED (COURSE DIRECTOR)

SIGNATURE

DATE