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**University at Buffalo School of Medicine and Biomedical Sciences**

**Medical Student Performance Evaluation Form**

**Student name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course number\_\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_\_\_**

**Recommended Grade: \_\_\_\_\_ (I) \_\_\_\_\_ (U) \_\_\_\_\_ (S) \_\_\_\_\_ (S+) \_\_\_\_\_ (H)**

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| 1. **Please describe at least two aspects of this student’s knowledge, professionalism, clinical and/ or communication skills that were strengths.** | | |
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| 1. **Please describe at least two aspects of this student’s knowledge, professionalism, clinical and/ or communication skills that could be improved (aside from reading more).** | | |
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| 1. **History –taking and physical examination skills**   How often did you directly observe the student do a history and physical? \_\_\_0, \_\_\_1-2, \_\_\_\_3-5, \_\_\_>6 | | |
| **1**  **2**  **Below expectations** | **3**  **4**  **Meets expectations** | **5**  **6**  **Exceeds expectations** |
| Often disorganized, misses key information, inaccurate, not well focused. Problems not well characterized. | Usually thorough, reasonable organized, usually accurate. Addresses pertinent positives, negatives and psychosocial issues in a logical manner. Detects most findings. | Consistently comprehensive, accurate, well organized. Addresses issues in a logical and insightful manner. Elicits subtle findings. |

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| 1. **Clinical decision making – clinical reasoning, oral case presentations, written notes, clinical work**   If you feel insufficiently able to judge, please check here \_\_\_ | | |
| **1**  **2**  **Below expectations** | **3**  **4**  **Meets expectations** | **5**  **6**  **Exceeds expectations** |
| Disorganized approach to clinical data; unable to prioritize problems; generates inadequate differential diagnoses. Presentations often unclear, incomplete, disorganized or inaccurate, lack syntheses and rationales. Written notes often disorganized, incomplete, superficial, tangential or erroneous; limited formulations; often late. Poor follow-up of clinical problems, little initiative in problem solving | Usually able to organize and prioritize patient information; generates a well-reasoned differential diagnosis. Presentations usually clear, complete, organized with adequate syntheses and rationale. Written notes usually clear, concise, organized, timely with rationale. Adequate case formulations and discussions. Appropriate follow-up of clinical problems; shows initiative in solving problems. | Consistently synthesizes and prioritizes patient information. Generates an accurate and comprehensive differential diagnosis.  Presentations consistently clear, accurate, well organized and concise with thoughtful  rationales and pertinent syntheses. Written  notes consistently clear, complete, well  organized, with concise formulations. Well researched discussions using additional  resources. |
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| 1. **Fund of knowledge –demonstrates knowledge of core topics & resourcefulness in using current technologies to find information**   Please indicate the basis on which you arrived at your evaluation: check all that apply  workshop  clinic  conferences  presentations  rounds  other | | |
| **1**  **2**  **Below expectations** | **3**  **4**  **Meets expectations** | **5**  **6**  **Exceeds expectations** |
| Limited and fragmented understanding of pathophysiology, diagnosis and management. | Usually demonstrates general understanding of pathophysiology, diagnosis and management. Usually integrates knowledge from a variety of  sources; regularly uses medline searches, evidence-based medicine and current technologies to answer patient driven questions. | Consistently demonstrates wide-ranging  understanding of pathophysiology, diagnosis, and management, and integrates knowledge from a variety of sources. |
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| 1. **Preparedness and technical skills**   Please indicate the basis on which you arrived at your evaluation: check all that apply  bedside or outpatient procedures  OR  L&D  presentations  other | | |
| **1**  **2**  **Below expectations** | **3**  **4**  **Meets expectations** | **5**  **6**  **Exceeds expectations** |
| Minimal level of ability to perform basic surgical skills, bedside and outpatient procedures. Not fully prepared by reading in advance of cases/procedures. | Able to perform procedures adequately, demonstrated steady improvement. Generally prepared for cases/procedures. | Consistent mastery of procedural and technical skills. Consistently prepared for cases by demonstrating advanced reading and practice. |

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| 1. **Compassion/humanism – demonstrates empathy and respect for patients and families**   How many situations did you observe this student interacting with a patient and family?  Check one: \_\_\_0, \_\_\_1-2, \_\_\_ 3-5, \_\_\_ >6  If you feel insufficiently able to judge, please check here \_\_\_ | | |
| **1**  **2**  **Below expectations** | **3**  **4**  **Meets expectations** | **5**  **6**  **Exceeds expectations** |
| Inadequate level of respect, compassion, and empathy; fails to instill trust; frequently displays insensitivity and intolerance of patient's need for comfort and encouragement; fails to recognize and respect cross-cultural/gender differences. | Usually caring, supportive and respectful; often establishes rapport and trust; usually displays sensitivity and tolerance of patient's needs; usually recognizes and respects cross-cultural/gender issues. | Consistently caring, supportive, respectful and empathetic; establishes strong rapport and trust; demonstrates altruism; always respectful of cross-cultural/gender issues. |
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| 1. **Professionalism – collegiality, initiative, dependability, attitude**   If you feel insufficiently able to judge, please check here: \_\_\_ | | |
| **1**  **2**  **Below expectations** | **3**  **4**  **Meets expectations** | **5**  **6**  **Exceeds expectations** |
| Frequently irresponsible, unreliable, or late; shows disdain for professional colleagues; records frequently tardy and illegible. Uninterested, lacks motivation; unaware of weaknesses, strengths; shows little improvement over the clerkship; insufficiently motivated to acquire knowledge. Unavailable when needed, reacts badly to stress, unwilling to work as part of a team. | Usually responsible and reliable and committed to team of health care professionals; records usually clear and timely; usually motivated; usually reliable and able to be counted on to  follow through on tasks, responsibilities;  usually available when needed; usually able to handle stress and willing to work as part of a team. | Always responsible, reliable, committed,  cooperative and respectful. Shows regard for professional colleagues; displays initiative and provides leadership; records always timely and legible. Enthusiastic, functions independently; self-motivated. Always does what is expected and more; available when needed; always follows through on responsibilities; excellent team player; reacts well to stress. |

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| 1. **How would you characterize this student along the O-RIME classification** | | | | |
| **1** | **2** | **3** | **4** | **5** | |
| **Observer**  Demonstrates reliability in keeping appointments and other behavior appropriate for a clinical shadowing experience. More at the level of a  1st or 2nd year student | **Reporter**  Accurately gathers and clearly communicate the clinical facts  Requires the basic skills to obtain a history from the patient and do a physical exam.  Emphasizes day-to-day reliability, i.e. being on time, following up with labs and patient progress.  Ability to recognize normal and abnormal and consistency in bedside skills. | **Interpreter**  Interpreter  Transition from being a “bystander” to being an active participant  Prioritize among identified problems  Offer a differential diagnosis (3)  Application of test results to specific patients  Higher knowledge level  Selection of clinical findings that support possible diagnoses in applying test results to specific patients | **Manager**  Higher-level of interpersonal skills, including the ability to educate the patient  Tailors the plan to particular patient circumstances and preferences  Technical and manual skills for procedures  Requires higher level of knowledge, confidence, and judgment  Account for learner level | **Educator**  Goes beyond basic requirements  Ability to read critically, self-directed learning  Shares new knowledge with others  Requires the insight to define important questions to research in more depth, ability to find evidence-based practice  Skill of interpreting this evidence  Maturity and confidence to share in educating a team | |
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**Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course director signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**