



Student Evaluation by Supervising Faculty Member for Away Elective

Return completed evaluation to the Registrar - Sherene Milizia at spcheah@buffalo.edu

Student Name: _____

Rotation Dates: _____

Rotation Location: _____

Evaluator: _____

Date: _____

By submitting this form, I attest that I have not provided care for this student as a patient. I also attest that the student has not worked and/or volunteered for activities such as child or elder care for myself or my family.

*indicates a mandatory response

1. Recommended grade:*
- Incomplete
 - Unsatisfactory
 - Satisfactory
 - High Satisfactory
 - Honors

2. Please describe at least two aspects of this student’s knowledge, professionalism, clinical and/or communication skills that were strengths. *

3. 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). *

History-taking and physical examination skills

4. How many times did you personally observe the student do a history and physical examination? *

0 1-2 3-5 >6 N/A

5. History-taking and physical examination skills *

Below Expectations		Meets Expectations		Exceeds Expectations		N/A
1	2	3	4	5	6	0
Often disorganized, misses key information, inaccurate, not well focused. Problems not well characterized.	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.	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 manner and insightful manner. Elicits subtle findings.	Consistently comprehensive, accurate, well organized. Addresses issues in a logical manner and insightful manner. Elicits subtle findings.	

Clinical decision making - clinical reasoning, oral case presentation, written notes, clinical work

6. Clinical decision making – clinical reasoning, oral case presentations, written notes, clinical work*

Below Expectations		Meets Expectations		Exceeds Expectations		N/A
1	2	3	4	5	6	0
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.	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.	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.	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.	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.	

Fund of knowledge – demonstrates knowledge of core topics & resourcefulness in using current technologies to find information

7. Please indicate the basis on which you arrived at your evaluation (check all that apply):*

workshop clinic conferences presentations rounds other N/A

Fund of knowledge

8. Fund of knowledge – demonstrates knowledge of core topics & resourcefulness in using current technologies to find information: *

Below Expectations		Meets Expectations		Exceeds Expectations		N/A
1	2	3	4	5	6	0
Limited and fragmented understanding of pathophysiology, diagnosis and management.	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.	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.	Consistently demonstrates wide-ranging understanding of pathophysiology, diagnosis, and management, and integrates knowledge from a variety of sources.	

Preparedness and technical skills

9. Please indicate the basis on which you arrived at your evaluation (check all that apply): *

bedside or outpatient procedures

OR

L&D

presentations

other

N/A

10. Preparedness and technical skills*

Below Expectations		Meets Expectations		Exceeds Expectations		N/A
1	2	3	4	5	6	0
Minimal level of ability to perform basic surgical skills, bedside and outpatient procedures. Not fully prepared by reading in advance of cases/procedures.	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.	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.	Consistent mastery of procedural and technical skills. Consistently prepared for cases by demonstrating advanced reading and practice.	

Compassion/humanism – demonstrates empathy and respect for patients and families

11. How many times did you observe this student interacting with a patient and/or family members? *

I'm insufficiently able to judge

1-2

3-5

>6

12. How many times did you observe this student interacting with a patient and/or family members? *

Below Expectations		Meets Expectations		Exceeds Expectations		N/A
1	2	3	4	5	6	0
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.	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.	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.	Consistently caring, supportive, respectful and empathetic; establishes strong rapport and trust; demonstrates altruism; always respectful of cross-cultural/gender issues.	

Professionalism – collegiality, initiative, dependability, attitude

13. Professionalism – collegiality, initiative, dependability, attitude *

Below Expectations		Meets Expectations		Exceeds Expectations		N/A
1	2	3	4	5	6	0
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.	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.	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.	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.	

14. How would you characterize this student along the O-RIME classification? *

Observer	Reporter	Interpreter	Manager	Educator	N/A
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.	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.	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.	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.	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.	