

STUDENT NAME: Dr. Baddeley

PLEASE CHECK ONE OF THE FOLLOWING: Resident Fellow Outpatient

SOCIAL SECURITY NUMBER: _____

CLERKSHIP SITE: DIC FROM: 4/15 TO: 5/11/96

Number of Hours Per Week Observed: 2 1/2 - 3 days/week

I. Data Gathering
A. Biopsy Taking

PROFICIENT OUTSTANDING NEEDS MEDIATION INSUFFICIENT INFORMATION

Proficient: Student listens to the patient, uses some facilitative behaviors to elicit patient concerns/needs; obtains most of the pertinent information by asking accepted routine questions, but may not probe or pursue subtle cues; interview may not obviously reflect a biopsychosocial perspective; aware of family influence and patient comfort but may not obviously incorporate in interview.
Outstanding: Student consistently listens to the patient, facilitates the patient's story and fully explores the patient's concerns/needs. Consistently asks thoughtful, purposeful questions to assemble all the pertinent history information, e.g., initiates such line of questioning with an open-ended question, followed by specific directed questions to pursue pertinent positive and negative points that need elaboration; interview reflects a biopsychosocial perspective and incorporates family data and patient's content.

Needs Mediation: Student's history taking strategy is more random than purposeful and questions are often unclear and/or judgmental; student does not interview from a biopsychosocial perspective and often fails to obtain pertinent data, fails to use active listening or facilitating behaviors.

B. Physical Exam

PROFICIENT OUTSTANDING NEEDS MEDIATION INSUFFICIENT INFORMATION

Proficient: Student usually performs an adequate, appropriate physical examination; technique is generally proper and skill level is acceptable but not exceptional; discovers many significant normal and abnormal findings.

Outstanding: Student consistently performs an appropriate physical examination; technique is generally proper and skilled; discovers all or most significant normal and abnormal findings.

Needs Mediation: Student tends not to perform the needed components of the examination; technique is poor and/or physical examination often is performed incorrectly or inappropriately; often misses significant normal and abnormal findings.

II. Doctor-Patient Relationship

PROFICIENT OUTSTANDING NEEDS MEDIATION INSUFFICIENT INFORMATION

Proficient: Student usually demonstrates an effort to utilize each doctor-patient interaction to develop or enhance the relationship with the patient; works to establish rapport; is aware of patient concerns but does not necessarily fully develop them or respond to them; is aware of family and context influences, but may focus on medical issues; respects patient autonomy; usually does not use jargon, and is not judgmental.

Outstanding: Student consistently utilizes each doctor-patient interaction to develop or enhance the relationship with the patient; tends to the physical and emotional comfort of the patient; works to establish rapport, invites and responds to patient concerns/needs, thoughts, and feelings; understands the influence of the patient's family and context; respects patient autonomy and concerns; is careful not to use jargon and takes care to explain unfamiliar terms; establishes a collaborative atmosphere; handles sensitive issues such as sexuality, substance abuse in a non-judgmental, professional manner.

Needs Mediation: Student usually doesn't demonstrate an awareness of factors that effect patient-physician relationships; doesn't allow patients to express their concerns; tends to be inattentive to patient comfort; e.g., no eye contact, hurried, uses jargon, interrupts, may be judgmental, dictatorial or unaring.

III. Anticipatory Health Care

PROFICIENT OUTSTANDING NEEDS MEDIATION INSUFFICIENT INFORMATION

Proficient: Student usually investigates lifestyle and risk factors; gives standard instruction regarding health management and preventive care, usually recognizes emerging problems; aware of growth and development factors through the life cycle.

Outstanding: Student consistently strives to discuss personal lifestyle and risk factors with each patient; collaborates with the patient to develop, implement, and revise strategies to assess and reduce personal risk factors and promote wellness; considers such factors as age, race, ethnicity, family history and dynamics, and patient content when recommending health enhancement strategies, e.g., weight loss, smoking cessation; anticipates potential problems; consistently incorporates growth and development factors through the life cycle.

Needs Mediation: Student tends not to investigate lifestyle and risk factors; does little to promote patient involvement in considering health issues; rarely instructs patients regarding preventive care; generally does not recognize emerging problems; generally does not recognize predictable growth and development factors.

IV. Clinical Reasoning

PROFICIENT OUTSTANDING NEEDS REVISION INSUFFICIENT INFORMATION

Predictions: Student usually identifies appropriate potential diagnoses on patient concerns/appendix, historical and physical data, but is not always able to determine those that are most likely or serious; tends to order familiar or routine procedures and tests that are generally appropriate but sometimes cannot justify their selection; is able to interpret familiar tests and recognizes their role in making a diagnosis.

Outstanding: Student almost always identifies the most likely and/or potentially serious diagnoses, justifying point of view with a thoughtful synthesis of patient concerns/appendix, positive and negative historical and physical exam data; typically selects and justifies appropriate procedures and tests to further narrow diagnostic possibilities; recognizes the limitations and considers costs and benefits of tests.

Needs Revision: Student often fails to identify the potential diagnoses that are most likely or serious; may identify potential diagnoses that are not warranted based on the available data; ignores patient's contributions; considers only one possibility or focuses on one symptom when developing a differential; often orders diagnostic procedures without understanding their limitations or being sensitive to their costs and benefits.

V. Interdisciplinary Relationships

PROFICIENT OUTSTANDING NEEDS REVISION INSUFFICIENT INFORMATION

Predictions: Student usually develops an appropriate management plan, but may not take into account a range of factors; may seek and accept the advice of experts without thoughtful deliberation; usually seeks and considers data from multiple sources, e.g., old records, family members, other members of the health care team, when developing management plans; generally checks for patient understanding and acceptance of the plan.

Outstanding: Student usually develops a comprehensive management plan that takes into account a wide variety of factors, e.g., cost, risk, effectiveness, compliance, patient values and context, family influence; thoughtfully considers referrals, consultations, and use of community resources and other health providers; integrates data from all relevant sources into a comprehensive plan of care; ensures patient understanding of diagnosis and enlists patient collaboration in establishing management goals.

Needs Revision: Student tends to develop an inappropriate or incomplete plan; tends not to consider all relevant data or to recognize the importance of coordinating and ensuring continuity of care; ignores patient input into the plan or patient understanding.

VI. Charting

PROFICIENT OUTSTANDING NEEDS REVISION INSUFFICIENT INFORMATION

Predictions: Student usually writes complete, accurate and legible notes but they may not be concise; records most positive or pertinent negative items from the patient's history and physical examination; notes are generally logically organized; records most of the significant problems; rationales for management plans may not always be clear.

Outstanding: Student almost always writes complete notes that are concise and logically organized; within practice facility norms and policies; with distinguishing signs and symptoms; accurately and legibly records all pertinent history and physical examination findings; notes include all significant problems and management plans, including patient education, with clearly stated and sound rationales.

Needs Revision: Student tends to omit significant history or physical examination data; tends to confuse signs and symptoms; notes are often illogically organized or inaccurate and fail to include major problems; management plans are not well thought out; ignores practice facility charting norms and policies.

VII. Self-directed Learning

PROFICIENT OUTSTANDING NEEDS REVISION INSUFFICIENT INFORMATION

Predictions: Student does assigned readings most of the time though tends not to dig deeper; generally follows directions regarding what to study; consults relevant textbook and journal material; motivation and persistence vary according to the degree of personal interest in a problem.

Outstanding: Student recognizes need for more information; asks and tries to answer questions by reading and reconciling information from articles, books, and ancillary sources on clinical problems that arise without prodding from preceptor; digs at a problem and has a high degree of curiosity; is eager to pursue additional information on topics without being assigned to do so; works conscientiously on long-term problems; can be trusted to complete assignments.

Needs Revision: Student does little reading or tends not to follow through on preceptor suggestions; unable to maintain interest in long-term problems; frequently must be prodded to finish assignments.

Please check (✓) any behaviors that need improvement and explain each check in the space provided under Recommended Remediation. Write additional comments on the back of this form if necessary.

- 1. Dress is professional, business-like
- 2. ✓ Is punctual and reliable, e.g., on time to clinic, gives adequate notice about schedule changes, (easy to find when in clinic)
- 3. Completes assigned tasks
- 4. Is respectful of courtesies to other members of the health care team and peers
- 5. Is respected of/ courteous to patients and their family members
- 6. Follows policies and procedure
- 7. ✓ Works cooperatively with others, e.g., offers to help to do more than minimum
- 8. Accepts and uses constructive criticisms
- 9. Other, e.g., substance abuse, sexism, racism. Please explain.

GENERAL SUMMARY COMMENTS:

Provide information that best characterizes student's performance in this clerkship, including the student's strengths and limitations. This information may be included in the Dean's Letter of Recommendation to Residency Program Directors. Please craft your comments with this in mind.

STUDENT FEEDBACK:

Provide constructive criticism and/or suggestions for student's benefit only. Not for inclusion in Dean's Letter.

RECOMMENDED REMEDIATION:

If a grade needs remediation is specified, please describe below the remediation activities that you believe will best assist this student in achieving an acceptable level of performance as regards the clerkship objectives. Include information regarding suggested remediation activities, such as amount of time recommended, location of remediation, key persons to be involved, etc.

I believe that [redacted] may need to repeat his "Physical Diagnosis" course. I believe his "Data base" is good but he seems unable to interact with patients appropriately. Coordinate his information with patient systems and signs recognizing

Have you reviewed this evaluation with student? Yes No

Scott Bradley
Faculty Signature

6.24.96
Date

Student Signature

I apologize for the delay in sending this.