



* indicates a mandatory response

LLU School of Medicine INTERNAL MEDICINE Final Block Evaluation of Student

SECTION 1 - Student Self Reflection:

What are your strengths?

What areas are you trying to strengthen or improve and what steps will you take to do so?

SECTION II - Preceptor Response:

Do you agree with the student's self assessment of strengths?

Are there additional areas of improvement that you recommend to the student?

Please complete the following sections preferably in the presence of the student. Students should be assessed commensurate with their level of training. For any area marked other than appropriate, an explanation is required.

SECTION III - Clinical Performance

	UE	Deficient Lacks basic history taking & interviewing skills.	Marginal Data gathering is incomplete or disorganized. Important information is usually missing.	Appropriate Obtains appropriate and accurate history. Usually logical and organized.	Outstanding Resourceful, efficient, appreciates subtleties. Incorporates additional sources of information.
History / Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MUST explaining if other than appropriate:

	Deficient Lacks basic physical	Marginal Disorganized at	Appropriate Competent exam skills.	Outstanding Exam is thorough
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	UE	physical examination skills. Superficial or incomplete.	times. Not thorough. Insensitive to patient comfort.	Sensitive to patient's comfort. Practices universal precautions and sterile technique.	thorough, directed when appropriate. Elicits subtle findings.
Physical Examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MUST explaining if other than appropriate:

	UE	Deficient Lacks ability to prepare written H&P or progress note needed for level of training.	Marginal Often disorganized, misses key information, inaccurate. Not well focused. Problems not well characterized.	Appropriate Logical. Organized. Reflects patient's complaint. Summarizes data as it relates to differential diagnosis.	Outstanding Consistently comprehensive, accurate, well organized. Documents subtle finding. Documentation reflects final diagnosis.
Written Documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MUST explaining if other than appropriate:

	UE	Deficient Lacks basic oral communication skills. Unable to express thought clearly.	Marginal Rambles. Poor flow of presentation. Includes irrelevant facts. Does not demonstrate ability to synthesize information.	Appropriate Includes all basic information. Communicates clearly and to the point. Uses active listening.	Outstanding Poised and organized with thought process and rationale clearly demonstrated. Can synthesize information.
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MUST explaining if other than appropriate:

	UE	Deficient Lacks basic interpersonal skills.	Marginal Often poor rapport with patients and colleagues. Disorganized. Disrespectful.	Appropriate Demonstrates rapport with patients and colleagues. Respectful. Able to demonstrate empathy. Cooperative member of the team.	Outstanding Excellent rapport with patients and colleagues. Regularly empathetic. Gains confidence and trust.
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MUST explaining if other than appropriate:

	UE	Deficient Does not demonstrate basic clinical	Marginal Inconsistent prioritization of clinic issues. Poor	Appropriate Sound diagnostic decisions. Able to generate a	Outstanding Understands complex issues. Interrelates patient
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		reasoning skills.	interpretation of data.	reasonable DDX.	problems.
DDX / Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MUST explaining if other than appropriate:

	UE	Deficient Does not consistently read about assigned patients or fails to read assigned or requested readings.	Marginal Does assigned or requested reading but inconsistently incorporates evidence into patient care activities and patient education.	Appropriate Reads about assigned patients and consistently incorporates evidence into patient care activities and patient education. Asks appropriate questions.	Outstanding Reads & seeks evidence beyond assigned patients to teach colleagues and other members of the health care team. Asks insightful questions reflective of the latest evidence.
Evidence-Based Learning and Information Seeking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MUST explaining if other than appropriate:

	UE	Deficient Lacks ability to integrate whole person patient care.	Marginal Insensitive to patients' assets in coping with illness. Difficulty in integrating psychosocial and spiritual care with the physical care of patients.	Appropriate Able to obtain an accurate and comprehensive history, including issues related to age, gender, culture, social setting, emotions, and spirituality.	Outstanding Facilitates use of patients' assets in coping with illness, including spiritual and religious resources. Applies evidence-based traditional and non-traditional therapies.
Whole Person Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MUST explaining if other than appropriate:

SECTION IV - Professionalism and Lifelong Learning Skills

Descriptors:

UE - Unable to evaluate; not applicable.

Deficient - Lacks the skills necessary for success in the medical profession.

Marginal - At the lower limits of qualification for success in the medical profession.

Appropriate - Manifests the skills commensurate with their level of training.

Outstanding - Exceptional Performance; Exceeds all expectations.

* If Deficient or Marginal, please explain in the comment SECTION IV below.

	UE	Deficient*	Marginal*	Appropriate	Outstanding
Shows initiative for own learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds appropriately to feedback and authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Aware of own limitations & solicits and incorporates feedback to improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes responsibility for share of teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrives on time & leaves only when responsibilities are completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents self in a professional manner (i.e., demeanor, dress, hygiene)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats patients and colleagues with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to people of other racial, religious, and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cares about the feelings and needs of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates integrity in interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates knowledge of concepts in clinical ethics (i.e., consent, autonomy, surrogacy, advance care planning, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION V - R.I.M.E. Overall Development of Clinical Proficiency

Junior/senior medical students are expected to accurately report their findings. He/she should be quickly encouraged to become an interpreter of data and be able to prioritize and analyze patient problems. When a student is able to consistently offer management suggestions and educate those in his/her sphere of contact it means accomplishment of the highest goals of the clerkship rotation.

Descriptors:

Deficient - *Performance is deficient. Please explain below.*

Reporter - *Expected performance for an early third year student. Accurately gathers information. Clearly communicates clinical facts. Performs basis H&P. Recognizes normal vs. abnormal. Identifies & tries to label new problems. Responsible. Demonstrates appropriate bedside manner.*

Interpreter - *The majority of students should demonstrate these behaviors. Prioritizes among identified problems. Exhibits diagnostic reasoning: pertinent positives and negatives. Explicitly supported DDX (at least three plausible possibilities). Active participant in patient care.*

Manager / Educator - *Expected performance at the conclusion of the third year. Proposes multiple reasonable treatment plans. Answers the "how things get done" questions. Reads deeply, thinks critically. Shares new learning with others. Has drive and management skills to look for quality evidence.*

Select one. If deficient, please explain below.

- Deficient
- Reporter
- Interpreter
- Manager / Educator

MUST explain if deficient is selected above.

SECTION VI - Preceptor's General Comments.

These comments will be incorporated into the Director's final grade report.

The following will be displayed on forms where feedback is enabled...

(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?

Yes

No

(for the evaluatee to answer...)

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

Yes

No