



* indicates a mandatory response

LLU School of Medicine Mid-Rotation Sub-I Evaluation

Clerkship

Critical Thinking

"Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion."

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Inconsistent identification and prioritization of clinical issues. Avoids reaching a conclusion.	Constructs a problem list.	Constructs and prioritizes problem list. Includes psychosocial and spiritual dimensions.
Identification and prioritization of problem list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Missed key data or included. Irrelevant exam/lab data. Accepts information without questioning.	Obtains and reports reliable and clinically relevant information. Occasionally notes subtle findings.	Includes all pertinent data. Focused and comprehensive. Consistently appreciates subtleties and recognizes significance.
Selection of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Reports data without analysis or interpretation. Does not access appropriate resources to aid in problem solving and data interpretation.	Reasonable interpretation of data. Demonstrates reading in explaining and interpreting data and problem-solving.	Knowledgeable regarding lab results, changes in PE and significance related to diagnosis and treatment. Regularly uses reliable evidence-based sources.
Analysis of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Differential diagnoses list is inconsistent with findings or supporting findings are lacking.	Differential diagnosis generally consistent with findings, but some supporting findings may be lacking.	Expanded differential diagnosis based on relevant data. Understands inter-related issues.
Development of differential diagnoses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Proposed work-up is inconsistent with diagnoses being entertained or is rote ("shot-gunning"). Oblivious to cost-containment.	Proposed work-up is consistent with diagnoses, but may be rote. Aware of cost-containment but not reflected in plan.	Proposed plan is consistent with diagnoses being entertained. Understands therapeutic interventions. Reflects awareness of cost containment. Able to explain thought process leading to plan.
Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

Written Communication

"All students graduating from Loma Linda University are expected to write and speak in a professional and effective manner. Students should be able to write professionally."

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Shows little understanding of purpose of the written note.	Uses a standard format without adapting to the particular service.	Adapts note to the unique format of the service.
Context and purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Information is ambiguous or merely rote. Significant positives or negatives are omitted. Focused on unimportant findings. DDX is inconsistent with findings or supporting findings are lacking.	Includes adequate accurate content. Includes some pertinent positive and negative findings. Data generally supports development of DDX and plan.	Includes relevant accurate content. Includes pertinent positive and negative findings. Data supports development of DDX and plan.
Content development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Information not under appropriate headings. Disorganized.	Organization generally ordered. Appropriate information is included.	Uses headings if appropriate. Appropriate information under each heading. Organization contributes to understanding the DDX and plan.
Format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Important data is missing. Does not reference all appropriate sources of data. Copies electronic chart without updating information.	References most of the appropriate sources of data. Charts own findings	Includes appropriate data from history, PE, chart review, consults, lab and diagnostic tests. Charts own findings.
Sources and evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Uses language that confuses reader (i.e. vague terms) Illegible. Uses unaccepted abbreviations. Poor spelling and/or grammar.	Language is appropriate. Writing is mostly legible. Avoids confusing abbreviations. Spelling and grammar does not interfere with meaning.	Language is clear and concise. Writing is legible. Uses only accepted abbreviations. Accurate spelling and grammar. Writing conveys thorough understanding of patient case.
Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

Oral Communication

"All students graduating from Loma Linda University are expected to write and speak in a professional and effective manner. Students should be able to write professionally."

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Lacks organization. Illogical flow. No transitions.	Mostly organized. Able to follow flow. Some use of transitions.	Clearly organized. Logical flow. Appropriate transitions.
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Language vague or rambling. Mumbles or unable to understand. Lacks appropriate medical terminology.	Language appropriate but not concise. Understandable. Uses appropriate medical terminology.	Language concise. Good use of semantic qualifiers. Uses appropriate medical terminology.
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Posture, gesture, eye contact, or vocal expressiveness detracts from the presentation. Speaker appears tentative.	Posture, gesture, eye contact, and vocal expressiveness do not detract from the presentation. Speaker appears comfortable.	Posture, gestures, eye contact, and vocal expressiveness make the presentation compelling. Speaker appears polished and confident.
Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Omits key information. Includes irrelevant or inaccurate facts. No references or non-credible references.	Includes rote information. May identify some pertinent positive and negative findings. Uses references appropriately.	Includes accurate key supporting content. Includes pertinent positive and negative findings. Uses credible references.
Findings (Supporting material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

		1 Needs Improvement (below level of training)	2 Appropriate (consistent performance for level of training)	3 Outstanding (far exceeds expected level of training)
	N/A	Does not demonstrate appropriate clinical reasoning. Unable to identify and prioritize problems. Plan does not address problems identified.	Adequate clinical reasoning. Identifies problems but not well prioritized. Able to develop diagnoses and therapeutic plan with prodding.	Demonstrates strong clinical reasoning. Identifies and prioritizes problems. Explains thought process leading to diagnoses and therapeutic plan.
Synthesis (Central Message)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score

**TOTAL POINTS:
(45 pts. possible)**

[positive number only, no decimals]

Comments:

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