



* indicates a mandatory response

LLU School of Medicine SURGERY Mid-Rotation / Final Evaluation of Student

Select appropriate box:

Mid-Rotation Progress Report

Final Evaluation Report

Student Self Assessment:

What are your strengths?

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

Descriptors:

UE - Unable to evaluate; not applicable.

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

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

Outstanding - Exceptional Performance; Exceeds all expectations.

Marginal	Appropriate	Outstanding
<i>Medical Knowledge</i>		
Marginal understanding of concepts. Inconsistent understanding of patient problems.	Demonstrates understanding of basic pathophysiology. Medical knowledge is appropriate for level.	Broad textbook mastery or directed literature search. Understands therapeutic interventions.
<i>History / Interview</i>		
Data gathering is incomplete or disorganized.	Obtains appropriate and accurate history. Usually logical and organized.	Resourceful, efficient, appreciates subtleties. Incorporates additional sources of information.
<i>Physical Examination</i>		
Disorganized at times. Not thorough. Insensitive to patient comfort.	Competent exam skills. Sensitive to patient's comfort. Practices universal precautions and sterile technique.	Exam is thorough, directed when appropriate. Elicits subtle findings.
<i>Written History & Physical</i>		
Inaccurate data or major omissions. Rarely incorporates databases. Poor chart documentation.	Logical development. Accurate and complete. Generally uses databases.	Always uses databases. Analytical. Thorough understanding of disease process and patient situation.
<i>Oral Communication</i>		
Rambling with poor flow of presentation. Includes irrelevant facts. Does not demonstrate ability to synthesize information.	Includes all basic information. Communicates clearly and to the point. Uses active listening.	Poised and organized with thought processes and rationale clearly demonstrated.
<i>Interpersonal Skills</i>		
Often poor rapport with patients and colleagues. Disorganized.	Demonstrates rapport with patients and colleagues, respectful. Able to demonstrate empathy. Cooperative member of the team.	Excellent rapport with patients and colleagues. Regularly empathetic. Gains confidence and trust.
<i>DDX / Problem Solving</i>		
Inconsistent prioritization of clinic issues. Poor interpretation of data.	Sound diagnostic decisions. Able to generate a reasonable DDX.	Understands complete issues. Interrelates patient problems.
<i>Independent Learning</i>		
No evidence of outside reading or not able to incorporate knowledge into patient care. Relies on preceptor for learning.	Reads about patient problems and general related topics. Shows initiative for own learning. Solicits and incorporates feedback into practice.	Seeks out current evidence and continually seeks new learning opportunities. Summarizes information to colleagues. Frequently teaches preceptor/patient.
<i>Whole Person Care</i>		
Insensitive to patients' assets in coping with illness. Difficulty in integrating psycho-social and spiritual care with the physical care of patients.	Able to obtain an accurate and comprehensive history, including issues related to age, gender, cultural and social setting, emotional and spiritual.	Facilitates use of patient's assets in coping with illness, including spiritual and religious resources. Applies evidence-based traditional and non-traditional therapies.

Using the descriptors above, please evaluate the student in each category below by checking the appropriate box.

For any mark that is Marginal * or Outstanding **, a comment and/or example must be provided.

Clinical Performance

	UE	Marginal *	Appropriate	Outstanding **
History/Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Physical Examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Written Documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
DDx/Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Evidence-Based Learning & Information Seeking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Whole Person Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

Professionalism & Lifelong Learning

	UE	Marginal *	Appropriate	Outstanding **
Shows initiative for own learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Responds appropriately to feedback & authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Aware of own limitations and solicits and incorporates feedback to improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Takes responsibility for share of teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Arrives on time & leaves only when responsibilities are completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Presents self in a professional manner (i.e., demeanor, dress, hygiene)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Treats patients and colleagues with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Sensitive to people of other racial, religious, and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Cares about the feelings and needs of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Demonstrates integrity in interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

	UE	Marginal *	Appropriate	Outstanding **
Demonstrates knowledge of concepts in clinical ethics (i.e., consent, autonomy, surrogacy, advanced care planning, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment(s) / Example(s):

Make sure that for any Marginal * or Outstanding ** marks, a comment and/or example is provided.

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