

Preview Form



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Resident Evaluation of Medical Student - Clinical Skills Assessment Form (Final V3)

[Insufficient contact to evaluate](#) (delete evaluation)

Attached File: [Duke SOM Goals/Objectives](#)

The link to the Duke SOM core expectations/goals for learners in the MD program may be reviewed by clicking on the above attachment.

I attest that I have not provided direct health care services to this student. *

Please indicate the number of unique patients upon which this assessment is based. *

1	2	3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2-5	>5

Please indicate the duration of contact (in number of days) you had with this student. *

Housestaff potential: *

1	2	3	4	5
<input type="radio"/>				
Unsatisfactory	Satisfactory	Good	Excellent	Not observed

Grade Scale

	1	2	3	4	5
Grade Scale - INTERNAL MEDICINE	<input type="radio"/> Fail (<75)	<input type="radio"/> Pass (75-85)	<input type="radio"/> High Pass (86-92)	<input type="radio"/> Honors (93-100)	<input type="radio"/> Incomplete
Grade Scale - FAMILY MEDICINE	<input type="radio"/> Fail (<75)	<input type="radio"/> Pass (75-85)	<input type="radio"/> High Pass (86-92)	<input type="radio"/> Honors (93-100)	<input type="radio"/> Incomplete
Grade Scale - PEDIATRICS	<input type="radio"/> Fail (<50)	<input type="radio"/> Pass (50-64)	<input type="radio"/> High Pass (65-89)	<input type="radio"/> Honors (90-100)	<input type="radio"/> Incomplete
Grade Scale - PSYCHIATRY	<input type="radio"/> Fail (<70)	<input type="radio"/> Pass (70-79)	<input type="radio"/> High Pass (80-89)	<input type="radio"/> Honors (90-100)	<input type="radio"/> Incomplete
Grade Scale - NEUROLOGY	<input type="radio"/> Fail (<70)	<input type="radio"/> Pass (70-79)	<input type="radio"/> High Pass (80-89)	<input type="radio"/> Honors (90-100)	<input type="radio"/> Incomplete
Grade Scale - OB/GYN	<input type="radio"/> Fail (<11)	<input type="radio"/> Pass (12-14)	<input type="radio"/> High Pass (15-17)	<input type="radio"/> Honors (18-20)	<input type="radio"/> Incomplete
Scale Grade - SURGERY	<input type="radio"/> Fail (<60)	<input type="radio"/> Pass	<input type="radio"/> High Pass	<input type="radio"/> Honors	<input type="radio"/> Incomplete

	(60-75)	(76-89)	(90-100)	
<input type="radio"/>				
Fail (<70)	Pass (70-81)	High Pass (82-92)	Honors (93-100)	Incomplete

Grade Scale - RADIOLOGY

Suggested numerical grade: *

Overall narrative comments (Please note strengths and weaknesses): *

Please indicate whether this student demonstrated each of the following behaviors. To assist the student, place a check mark(s) next to skills which need improvement.

1. History

	1	2	3	4
Obtains a focused, complete pertinent history in an organized fashion. *	<input type="radio"/> No	<input type="radio"/> Partially	<input type="radio"/> Yes	<input type="radio"/> Not observed

Areas for improvement (check all that apply):

- Patient-centered interview skills
- Clinical reasoning to help focus questions
- Organization and efficiency in obtaining information
- Identifying pertinent history elements
- Demonstrating cultural awareness
- Completeness of history, include more key elements
- Focusing the history
- Including relevant positive and negative elements
- Questioning technique
- Use direct patient data versus medical record

Additional comments/Other:

2. Physical exam

	1	2	3	4
Performs a clinically relevant focused physical exam pertinent to the patient's visit: *	<input type="radio"/> No	<input type="radio"/> Partially	<input type="radio"/> Yes	<input type="radio"/> Not observed

Areas for improvement (check all that apply): *

- Efficiency in gathering exam information
- Focus PE exam based on patient's history
- Thoroughness
- Interpretation of findings
- Identify pertinent negative findings
- Basic exam techniques (specify system below)
- Clerkship specific exam techniques
- Observing cultural/gender/race concerns

Additional comments/Other:

3. Differential Diagnosis

Develops a focused appropriate differential diagnosis for patient's problem*

	1	2	3	4
	<input type="radio"/> No	<input type="radio"/> Partially	<input type="radio"/> Yes	<input type="radio"/> Not observed

Areas for improvement (check all that apply):

- Developing a reasonable focused working diagnosis
- Critically evaluating the findings supporting the differential
- Identifying inconsistencies in exam or history with the differential
- Focusing differential on the most likely explanations for the patient's problem
- Organizing the differential on likelihood
- Documenting the clinical reasoning that supports the differential
- Using information technology to refine differential
- Use new information to update/prioritize differential

Additional comments/Other:

4. Diagnostic studies

Recommends an appropriate diagnostic plan and provides rationale

	1	2	3	4
	<input type="radio"/> No	<input type="radio"/> Partially	<input type="radio"/> Yes	<input type="radio"/> Not observed

Areas for improvement (check all that apply):*

- Prioritizing diagnostic tests
- Appropriate testing for patient's condition
- Rationale for ordering tests
- Using EBM/clinical reasoning for testing decisions
- Cost-awareness/risk-benefit analysis in testing
- Interpreting results of basic diagnostic studies
- Recognizing abnormal test results

Additional comments/Other:

5. Assessment

Identifies key clinical questions and retrieves appropriate evidence in care of patients

	1	2	3	4
	<input type="radio"/> No	<input type="radio"/> Partially	<input type="radio"/> Yes	<input type="radio"/> Not observed

Areas for improvement (check all that apply):

- Focusing pertinent clinical questions
- Evaluating quality of scientific evidence
- Using scientific evidence to assist with patient care
- Communicating findings to the health care team
- Demonstrate more curiosity

Additional comments/Other:

6. Documentation

Provides accurate, focused and well organized documentation of clinical encounter.

1	2	3	4
<input type="radio"/> No	<input type="radio"/> Partially	<input type="radio"/> Yes	<input type="radio"/> Not observed

Areas for improvement (check all that apply):

- Efficiency of documentation
- Accuracy of documentation (specify section below)
- Organizing a problem list
- Rationalizing the differential diagnosis
- Creating a focused differential
- Organizing & prioritizing information
- Formulating a management plan
- Synthesizing information into a cogent narrative
- Include more clinical reasoning in notes
- Timeliness of record documentation

Additional comments/Other:

7. Oral Presentation

Oral presentation is accurate, organized and concise.

1	2	3	4
<input type="radio"/> No	<input type="radio"/> Partially	<input type="radio"/> Yes	<input type="radio"/> Not observed

Areas for improvement (check all that apply):

- Organization of presentations
- Being more concise in presentations
- Focusing on the key patient specific elements of a presentation
- Including more pertinent positives and negatives
- Better highlighting the key active issues
- Communicating areas of uncertainty
- Modifying presentation based on audience, amount of time, purpose, and specialty
- Preserving patient confidentiality and privacy

Additional comments/Other:

8. Interprofessional Interactions

Interacts appropriately with different health professionals based on their role in the care of an individual patient

1	2	3	4
<input type="radio"/> No	<input type="radio"/> Partially	<input type="radio"/> Yes	<input type="radio"/> Not observed

Areas for improvement (check all that apply):

- Contributing within one's role to optimize care and team functioning
- Understanding of the roles of health professionals
- Respecting and appreciating team members
- Ask more clarifying questions when uncertain
- Listen more carefully

Additional comments/Other:

9. Professionalism

Student demonstrates all aspects of professionalism in interactions with others

1	2	3	4
<input type="radio"/> No	<input type="radio"/> Partially	<input type="radio"/> Yes	<input type="radio"/> Not observed

Areas for Improvement (check all that apply):

- Compassion and respect for patients/families
- Balancing personal and patient care needs
- Interactions with other members of the health care team
- Dependability in fulfilling responsibilities
- Timeliness
- Utilizing feedback to improve performance
- Recognizing one's own personal limits and when to seek assistance

Additional comments/Other:

* Required fields [Option description \(place mouse over field to view\)](#)

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