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.  

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<tr>
<td>1</td>
<td>2-5</td>
<td>&gt;5</td>
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Please indicate the number of unique patients upon which this assessment is based.  

| 1 | 2 | 3 | 4 | 5 |

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

Housestaff potential: Unsatisfactory | Satisfactory | Good | Excellent | Not observed

| 1 | 2 | 3 | 4 | 5 |

Grade Scale

**Grade Scale - INTERNAL MEDICINE**
- Fail (<75)
- Pass (75-85)
- High Pass (86-92)
- Honors (93-100)
- Incomplete

**Grade Scale - FAMILY MEDICINE**
- Fail (<75)
- Pass (75-85)
- High Pass (86-92)
- Honors (93-100)
- Incomplete

**Grade Scale - PEDIATRICS**
- Fail (<50)
- Pass (50-64)
- High Pass (65-89)
- Honors (90-100)
- Incomplete

**Grade Scale - PSYCHIATRY**
- Fail (<70)
- Pass (70-79)
- High Pass (80-89)
- Honors (90-100)
- Incomplete

**Grade Scale - NEUROLOGY**
- Fail (<70)
- Pass (70-79)
- High Pass (80-89)
- Honors (90-100)
- Incomplete

**Grade Scale - OB/GYN**
- Fail (<11)
- Pass (12-14)
- High Pass (15-17)
- Honors (18-20)
- Incomplete

**Grade Scale - SURGERY**
- Fail (<60)
- Pass
- High Pass
- Honors
- Incomplete
Grade Scale - RADIOLOGY

<table>
<thead>
<tr>
<th>(60-75)</th>
<th>(76-89)</th>
<th>(90-100)</th>
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<tbody>
<tr>
<td>Fail (&lt;70)</td>
<td>Pass (70-81)</td>
<td>High Pass (82-92)</td>
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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. Obtains a focused, complete pertinent history in an organized fashion.*
   - 1 | 2 | 3 | 4  
   - No | Partially | Yes | 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. Performs a clinically relevant focused physical exam pertinent to the patient's visit.*
   - 1 | 2 | 3 | 4  
   - No | Partially | Yes | 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
### 3. Differential Diagnosis

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<tbody>
<tr>
<td>Develops a focused appropriate differential diagnosis for patient’s problem</td>
<td>No</td>
<td>Partially</td>
<td>Yes</td>
<td>Not observed</td>
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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

### 4. Diagnostic studies

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<tr>
<td>Recommends an appropriate diagnostic plan and provides rationale</td>
<td>No</td>
<td>Partially</td>
<td>Yes</td>
<td>Not observed</td>
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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

### 5. Assessment

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<tr>
<td>Identifies key clinical questions and retrieves appropriate evidence in care of patients</td>
<td>No</td>
<td>Partially</td>
<td>Yes</td>
<td>Not observed</td>
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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
### 6. Documentation

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<tr>
<td>No</td>
<td>Partially</td>
<td>Yes</td>
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Provides accurate, focused and well organized documentation of clinical encounter.

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:

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### 7. Oral Presentation

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<td>No</td>
<td>Partially</td>
<td>Yes</td>
<td>Not observed</td>
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Oral presentation is accurate, organized and concise.

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:

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### 8. Interprofessional Interactions

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<td>No</td>
<td>Partially</td>
<td>Yes</td>
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Interacts appropriately with different health professionals based on their role in the care of an individual patient

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
### 9. Professionalism

Student demonstrates all aspects of professionalism in interactions with others

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<td></td>
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<td>Yes</td>
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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:**

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