

Professionalism

1: Respectfulness

- Always respectful.
 - Minor lapse in respectfulness.
 - Area of concern.
-

2: Work Ethic and Dependability

- Consistently takes initiative and follows through.
 - Sometimes requires prompting but always follows through.
 - Area of concern.
-

3: Motivation and Excellence

- Actively strove for excellence.
 - No problem with motivation.
 - Area of concern.
-

4: Honesty

- Honest even when it entails personal risk (e.g. readily admitting a mistake, giving due credit to someone else, etc).
 - There were no concerns.
 - Area of concern.
-

5: Professionalism Comment

Patient Care

6: History Taking

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Despite efforts to address this skill, still not able to conduct a history at the level expected of all 3rd year students. Information is too often navigate EMR to abstract information is too often incomplete or inaccurate, does not appropriately navigate EMR to abstract information.

Accuracy, depth and chronology at the level expected at this stage of 3rd year. Adequately abstracts appropriate info from EMR.

Exceptional history taking. Complete yet very efficient. Demonstrated unusual insight for a 3rd year student, recognizing and addressing subtleties. Always navigates EMR and abstracts appropriate information.

7: Physical Exam



1



2



3

Despite faculty efforts to address this one or more areas of the physical exam remain below the level expected of all 3rd year students. Exam is sufficiently weak to be a source of concern.



4



5



6

Physical exam skills at the level expected at this stage of 3rd year. Sometimes misses things sometimes less than optimal technique.



7



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9

Technique and knowledge of physical well beyond level expected at this stage of 3rd year. Links history and physical very well.

8: Clinical Judgement, Decision Making and Problem Solving



1



2



3

Demonstrated one or more of the following: - Insufficient ability to interpret clinical information - Difficulty prioritizing information/problems - Difficulty elaborating a basic differential diagnosis.



4



5



6

Reasonable analysis of clinical information. For routine problems, able to elaborate a reasonable differential diagnosis and basic management plan. On target for this stage of 3rd year.



7



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Insightful analysis of information and excellent approach to diagnosis and treatment. Able to apply basic science knowledge to clinical situations. Accurately interprets and weighs conflicting information. Clinical judgment exceeds expected level.

9: Preventive Care and Health Maintenance



1



2



3

Insufficient knowledge of / interest in health maintenance and disease prevention for women.



4



5



6

Considers prevention and health maintenance when appropriate. (ie pap smears, mammogram, and contraception) Able to make reasonable recommendations for most patients.



7



8



9

Health maintenance and disease prevention a priority. Able to weigh patient preferences, national recommendations and controversies to make balanced recommendations for patients.

10: Technical Skills



1



2



3

Technical skills well below the level expected at this stage of 3rd year.



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6

Performs skills at the level expected at this stage of 3rd year. Can learn new skills easily with instructions. i.e. suturing, knot tying, vaginal delivery, assistance in OR.



7



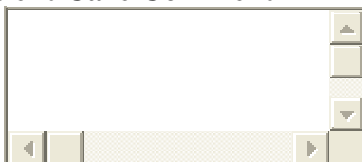
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9

Exceptional technical skills. Technique and knowledge of procedures well beyond level expected at this stage of 3rd year.

11: Patient Care Comment



Medical Knowledge

12: Core Discipline



1

Medical knowledge well below level expected at this stage of 3rd year. Knowledge too often weak and superficial.



2



3



4

Medical knowledge at the level expected at this stage of 3rd year. Grasps our concepts, demonstrates intellectual curiosity.



5



6



7

Exceptional medical knowledge and understanding. Knowledge base in upper 20% of students at same age of 3rd year. Actively contributes to discussion and decision making.



8



9

13: Medical Knowledge Comment

Interpersonal and Communication Skills

14: With Patient and Family



1

Ability to establish rapport and communicate with patients and families is sufficiently weak to be a cause for concern.



2



3



4

Demonstrated to ability to establish effective rapport with nearly all patients/families. Expresses self clearly and at a level that patients can understand. Engenders confidence.



5



6



7

Extremely effective at establishing rapport and communication with patients and families. Aware of the relevance of psychosocial factors, cultural diversity and support systems. Judgment and insight into communicating with others, including more difficult patients.



8



9

15: Oral Presentations



1

Presentations disorganized inaccurate, incomplete or lacking detail.



2



3



4

Presentations at the level expected at this stage of 3rd year. Generally clear, complete and accurate.



5



6



7

Outstanding presentations. Complete yet concise, very well organized with polished delivery. Assessments comprehensive and systematic.



8



9

16: Interpersonal and Communication Skills Comment

Systems-based practice

17: Health Care Team



1



2



3

Interactions with the health care team requires prompting or are obstructive to the care of the patient, often passive in patient management.



4



5



6

Effective in working with other members of the health care team. Cooperative, handles day-to-day responsibilities adequately. Keeps up with clinical duties.



7



8



9

Takes initiative to work with other members of the health care team. Organized and handles complex tasks well. Shows initiative and can be relied upon to work independently.

18: Systems-based Practice Comment

19: Please include a description of the overall strengths and/or concerns/deficits. Specific examples are encouraged. Please give at least one specific suggestion or "next step" to help the student improve.