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Edit Evaluation

2011-2012 : Basic Clinical Clerkships : BCC-7110 - Core Clkship Internal & FM

Student Performance Evaluation

UCF COM Student Performance Evaluation

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Student
Level

MD3

Course Information

Date	Course	Location	Weeks	Credits
02/06/2012 - 05/04/2012	BCC-7110: Basic Clinical Clerkships Core Clkship Internal & FM	ASSIGNED	13	16

Evaluation Period: 03/26/2012 - 04/13/2012

Evaluator:

Student: **Email**

1. Clinical site

2. I have reviewed and provided feedback on the following number of history and physical documents provided by the student:

3. Evaluator

- ☐ Intern
☐ Resident
☐ Fellow
☐ Inpatient faculty
☐ Outpatient faculty
☐ Other

4. Please choose the item that best characterizes your knowledge of the student's demonstrated competence:

- ☐ Not intense/superficial
☐ Solid but not in-depth
☐ Very good/in-depth

5. This evaluation is based primarily upon (check as many as apply):

- ☐ Review of student's medical documentation
- ☐ Observation of student with patient and/or family members
- ☐ Direct discussion of patient assessment and/or planning
- ☐ Observation of student presentations
- ☐ Observation during attending rounds
- ☐ Input gained from others about student performance
- ☐ Other

Patient Care

6. Physical Examination: Perform a comprehensive physical examination

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
	Often disorganized, misses key findings, incomplete. Fails to respect patient comfort.	Usually thorough and organized; detects most findings. Sensitive to patient comfort.	Consistently thorough, well organized. Always sensitive to patient comfort.	Exceptionally organized and thorough, elicits subtle findings. Makes patient comfort a clear priority.

7. Medical Interviewing: Elicit a comprehensive medical history

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
	Often disorganized, misses key information, not well-focused. Problems not well characterized.	Usually thorough, reasonably organized. Addresses pertinent positives, negatives and psychosocial issues in a logical manner.	Consistently thorough and well organized. Addresses pertinent positives, negatives and psychosocial issues in a sensitive manner.	Exceptionally thorough, precise and well organized. Addresses pertinent positives, negatives and psychosocial issues in a highly effective manner.

8. Clinical Practice: Organize patient care and function in a clinical setting

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
	Inconsistent, inefficient work habits. Poor follow-up of clinical problems. Shows little initiative in problem solving. Cannot see relationships between information; unable to formulate a reasonable description of clinical information.	Usually organized, efficient work habits. Appropriate follow-up of clinical problems. Shows some initiative in problem solving. Some ability to formulate description of clinical information.	Very well organized, efficient work habits. Attentive follow-up of clinical problems. Shows consistent initiative in problem solving. Consistently formulates description of clinical information.	Consistently well organized, efficient work habits. Unusually attentive follow-up of clinical problems. Shows high level initiative in problem solving. Logically and consistently formulates description of clinical information.

9. Procedural Skills: Perform techniques to diagnose, treat or operate

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding

	Not well prepared. Poor organization and execution. Not sensitive to patient risk and comfort.	Usually proficient and careful. Good preparation, organization and execution. Explains procedure to patient and addresses concerns.	Consistently proficient and careful. Well prepared and knowledgeable. Carefully explains and executes procedure with attention to risk. Maximizes patient comfort.	High level proficiency and knowledge. Advanced level of preparedness. Carefully explains and executes procedure with attention to risk. Maximizes patient comfort always.
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Medical Knowledge

10. Fund of Knowledge: Demonstrate knowledge of core topics and various medical resources

Not Observed 	Below Expectations  	Meets Expectations  	Exceeds Expectations  	Outstanding  
	Limited and fragmented understanding of pathophysiology, diagnosis, and management.	Usually demonstrates general understanding of pathophysiology, diagnosis, and management. Integrates knowledge from a variety of resources.	Consistently demonstrates wide-ranging understanding of pathophysiology, diagnosis, and management and integrates knowledge from a variety of resources.	Advanced demonstration of medical pathophysiology, diagnosis, and management. Easily and consistently integrates knowledge from a variety of resources.

11. Clinical Reasoning: Formulate diagnoses and management plans

Not Observed 	Below Expectations  	Meets Expectations  	Exceeds Expectations  	Outstanding  
	Minimally organized approach to clinical data. Unable to prioritize problems. Generates inadequate differential diagnoses.	Usually able to organize and prioritize patient information. Generates a well-reasoned differential diagnosis.	Consistently synthesizes and prioritizes patient information. Generates an accurate and comprehensive differential diagnosis.	Advanced ability to synthesize and prioritize patient information. High level ability to generate comprehensive differential diagnosis.

12. Application of Knowledge: Apply clinical information to patient care

Not Observed 	Below Expectations  	Meets Expectations  	Exceeds Expectations  	Outstanding  
	"Reporter" - reports data but makes no attempt to interpret or apply information.	"Interpreter" - attempts to interpret or apply information appropriate to level of training.	"Manager" - uses information to develop insightful plans for patient management.	"Educator" - understands and uses knowledge to educate patients and colleagues regarding disease processes.

Professionalism

13. Team Relationships: Work effectively with healthcare team

Not Observed 	Below Expectations  	Meets Expectations  	Exceeds Expectations  	Outstanding  
	Does not assume expected level of responsibility. Little	Usually responsible. Shows regard for opinions and skills of	Consistently responsible and helpful. Sincere regard for others.	Extreme level of responsibility and helpfulness.

	regard for opinions and skills of others.	others. Helpful.	Facilitates collegial interaction and learning.	Exemplary regard for others. Facilitates collegial interaction and learning.
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14. Attitude and Professionalism: Display personal qualities and self motivation

Not Observed 	Below Expectations  	Meets Expectations  	Exceeds Expectations  	Outstanding  
	Consistently unreliable or tardy. Appears to lack motivation for learning. Shows little evidence for independent work.	Usually reliable and on-time. Shows initiative to learn and evidence of independent work. Receptive to feedback.	Consistently reliable, enthusiastic and on time. Shows initiative and maximizes learning opportunities. Consistently learns from feedback or experience.	Extremely engaged and enthusiastic learner. Strong initiative in all realms of learning. Always learns from feedback or experience.

15. Feedback and Responsibility: Willing to accept responsibility/ efforts to improve

Not Observed 	Below Expectations  	Meets Expectations  	Exceeds Expectations  	Outstanding  
	Resists or does not implement feedback. Does not display responsible behavior, fails to acknowledge errors.	Readily responds to feedback. Displays responsible behavior, acknowledges errors.	Seeks and rapidly responds to feedback. Teaches and role models responsible behavior, acknowledges errors and seeks ways to improve.	Exhibits genuine desire for feedback. Teaches and role models responsible behavior. Realizes own errors and independently seeks ways to improve.

16. Humanism and Ethics: Interaction with patients and families

Not Observed 	Below Expectations  	Meets Expectations  	Exceeds Expectations  	Outstanding  
	Lack of respect, compassion, integrity, or honesty.	Demonstrates respect, compassion, integrity, and honesty.	Genuine display of empathetic and humanistic care; clear respect, integrity, compassion, and honesty.	Superior or remarkable empathetic and humanistic care. Utmost respect, integrity, compassion, and honesty.

Interpersonal and Communication Skills

17. Oral Case Presentation: Verbally report information to colleagues/team

Not Observed 	Below Expectations  	Meets Expectations  	Exceeds Expectations  	Outstanding  
	Often unclear, incomplete, disorganized, or inaccurate. Lacks syntheses and rationales. Consistent inattention to details. Unable to express thoughts clearly.	Presentations mostly clear, complete, organized with adequate syntheses and rationale. Usually able to present pertinent details.	Usually clear, accurate, well organized and concise with thoughtful problem synthesis. Consistent ability to express pertinent details.	Clear, accurate, well organized and concise with thoughtful rationale and pertinent synthesis. Clear articulation of patient's presentation and details.

18. Medical Documentation: Completion of patient documents

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
				
	Often disorganized, incomplete, superficial, tangential or erroneous. Limited formulations. Write ups and notes late or with major omissions.	Mostly clear, concise, organized, timely with rationale. Adequate case formulations and discussions.	Usually clear, complete, well-organized with concise formulations. Some research of topic using additional resources.	Consistently clear, complete, well-organized with concise formulations. Well-researched discussions using additional resources.

19. Relationship with Patients: Development of therapeutic relationships

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
				
	Minimally reassuring, caring, supportive or respectful. Inept when communicating with patients and families. Insensitive to patients' literacy, beliefs, culture.	Usually caring, supportive and respectful. Often establishes rapport and trust. Generally sensitive to patients' literacy, beliefs, culture as well as emotional and cognitive state.	Consistently caring, supportive, respectful. Consistently establishes rapport and trust. Demonstrates empathy, altruism, and sensitivity to patients' literacy, beliefs, culture.	Superior demonstration of caring, supportive, respectful. Easily establishes rapport and trust. Strongly expresses empathy, altruism, and sensitivity to patients' literacy, beliefs, culture.

20. Communication with Peers: Collegial discussion and appropriate behavior

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
				
	Demonstrates inappropriate attention, listening or nonverbal communication.	Demonstrates adequate attention, listening, appropriate questioning.	Shows engagement with learning process. expresses thoughts in a clear manner.	Actively engaged with learning process. Attentive, with ability to express thoughts in a respectful, clear manner.

Systems-Based Learning**21. Utilize Resources: Access and utilization of outside resources**

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
				
	Unable to access and utilize outside resources needed for effective and efficient patient care.	Attempts to access and utilize outside resources needed for effective and efficient patient care.	Successfully accesses and utilizes outside resources needed for effective and efficient patient care.	Effectively accesses and utilizes outside resources needed for effective and efficient patient care.

22. Systems of Care: Participate in error reduction

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
				
	Does not uses systematic	Attempts to use	Consistently uses	Effectively uses high

	approaches to reduce error and improve patient care.	systematic approaches to reduce errors and improve patient care.	systematic approaches to reduce errors and improve patient care.	level systematic approaches to reduce errors and improve patient care.
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Practice-Based Learning and Improvement

23. Application of Evidence: Literature review and implementation

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
				
	Fails to use information from scientific studies to enhance patient care.	Attempts to use scientific studies to manage information for patient care.	Consistently uses scientific studies to manage information for patient care.	Effectively uses scientific studies to manage and improve patient care.

24. Initiative and Interest: Education of self and others

Not Observed	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
				
	Lacks personal initiative. Shows little interest in facilitating the learning of others.	Some personal initiative. May facilitate the learning of others.	Exhibits consistent self-learning behaviors/initiative. Involves others in learning process.	Strong self-motivation evident. Actively involves others and facilitates learning of colleagues.

Summative and Formative Comments

25. Clinical Evaluations - Summative Comments of Student's Performance (may be used in (MSPE) i.e. "Dean's Letter"):

[Rich text](#)

26. Formative Comments of Student's Performance (specific recommendations for improvement-not included in MSPE)

Rich text

Submit

Save but don't submit, I am not done

Question numbers in **red** are required.

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Important: FERPA, the Family Educational Rights and Privacy Act of 1994, as ammended, protects the privacy of student educational records.

A student's record is considered confidential. Under FERPA, disclosure of personally identifiable information from educational record, other than that defined as directory information may not be communicated to a third party without the express written consent of the student. Any questions, go to / [FERPA Information](#)



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