

Leave the following blank if you are the evaluator.

I am submitting this evaluation on behalf of:

It is appropriate for me to evaluate this student (i.e. no familial, personal, doctor-patient relationship).

Yes

No

Please choose **the option that best describes this student**. Scores will be automatically adjusted to reflect the student's level of experience.

**Complete Evaluation for Rubric "2022-23 EPA 01: History & Physical"**

	Preclerkship Level		Early Clerkship Level		Late Clerkship Level		JI Level
Obtain a complete and accurate history in an organized fashion	<input type="radio"/> Gathers insufficient or overly exhaustive information	<input type="radio"/>	<input type="radio"/> Gathers some information or occasionally too much information	<input type="radio"/>	<input type="radio"/> Obtains an acceptable history in a mostly organized fashion.	<input type="radio"/>	<input type="radio"/> Obtains a complete and accurate history in an organized fashion.
Identify, describe, and document normal and abnormal physical exam or mental status exam findings.	<input type="radio"/> Misses key findings.	<input type="radio"/>	<input type="radio"/> Identifies, describes, and documents normal findings.	<input type="radio"/>	<input type="radio"/> Identifies, describes, and documents normal and abnormal physical exam or mental status exam findings.	<input type="radio"/>	<input type="radio"/> Routinely identifies, describes, and documents normal and abnormal findings and uses the exam to help prioritize the working differential diagnoses.

**General Comments**

**Complete Evaluation for Rubric "2022-23 EPA 02: Differential Diagnosis"**

	Preclerkship Level		Early Clerkship Level		Late Clerkship Level		JI Level
<b>Organizing a Differential Diagnosis</b>	<input type="radio"/> Unable to formulate a Differential Diagnosis	<input type="radio"/>	<input type="radio"/> Constructs an inaccurate and unfocused differential diagnosis	<input type="radio"/>	<input type="radio"/> Constructs a basic differential diagnosis for common presentations	<input type="radio"/>	<input type="radio"/> Constructs a prioritized differential diagnosis for common presentations
<b>Clinical Reasoning</b>	<input type="radio"/> Lacks basic clinical and reasoning	<input type="radio"/>	<input type="radio"/> Demonstrates difficulty in applying medical knowledge to patient presentations	<input type="radio"/>	<input type="radio"/> Demonstrates basic knowledge to begin to develop a clinical impression	<input type="radio"/>	<input type="radio"/> Demonstrates application of organized knowledge to develop a well-reasoned clinical impression

**General Comments**

**Complete Evaluation for Rubric "2022-23 EPA 03: Recommend & interpret tests"**

	Preclerkship Level		Early Clerkship Level		Late Clerkship Level		JI Level
Provide rationale for decision to order tests, taking into account available evidence-based practices and patient preference	○ Cannot rationalize use of diagnostic testing	○	○ Inappropriately recommends tests  Fails to consider patient preferences	○	○ Recommends mostly appropriate tests and is aware of patient's preferences	○	○ Articulates evidence-based, patient centered rationale for utilizing diagnostic testing
Interpret results of basic studies with appropriate urgency	○ Acknowledges test results in relation to reported references ranges but cannot relate clinical importance	○	○ Fails to recognize significantly abnormal tests or their urgency	○	○ Recognizes urgency of studies and recognizes significant abnormalities  May still misinterpret insignificant abnormalities	○	○ Distinguishes common, insignificant abnormalities from clinically important ones with appropriate urgency

**General Comments**

**Complete Evaluation for Rubric "2022-23 EPA 04: Orders & prescriptions"**

	Preclerkship Level		Early Clerkship Level		Late Clerkship Level		JI Level
Demonstrate an understanding of common orders and prescriptions	○ Lacks basic knowledge needed to propose orders or prescriptions	○	○ Unable to articulate rationale behind orders and prescriptions	○	○ Articulates rationale behind orders or prescriptions	○	○ Recognizes patterns in clinical presentation to guide orders and prescriptions  Articulates how an order or prescription will change management

**General Comments**

**Complete Evaluation for Rubric "2022-23 EPA 05: Document clinical encounter"**

	Preclerkship Level		Early Clerkship Level		Late Clerkship Level		JI Level
Prioritize and synthesize information	○ Significant deficit(s) (disorganized, lacks coherence, not timely, OR excessive use of copy and paste)	○	○ Misses some key information or contains multiple errors	○	○ Key information but may include unnecessary details or redundancies and few errors	○	○ Provides efficient, timely, accurate narrative
Incorporating feedback to improve documentation	○ Does not incorporate feedback to improve documentation	○	○ Incorporates some feedback	○	○ Consistently incorporates feedback	○	○ Seek out feedback and consistently incorporates this feedback to improve documentation

**General Comments**

**Complete Evaluation for Rubric "2022-23 EPA 06: Oral presentation of clinical encounter"**

	Preclerkship Level		Early Clerkship Level		Late Clerkship Level		JI Level
Data organization and presentation skills	○ Presents in a disorganized fashion, no chronology to history, often not prepared to present	○	○ Provides acceptable delineation of primary problems with occasional "holes" in characterization, chronology, and diagnostic information	○	○ Presents history in an organized, chronologic fashion, but has an underdeveloped assessment or plan	○	○ Consistently filters, synthesizes, and prioritizes information into a well organized presentation with a well-reasoned assessment and plan

	Preclerkship Level		Early Clerkship Level		Late Clerkship Level		JI Level
Ability to adjust the oral presentation to the situation or the audience	○ Presents information in a condescending or patronizing manner or that upsets patient or family	○	○ Projects too much or too little confidence, or overly reliant on standard templates	○	○ Presents confidently without reading notes; may require prompting to adjust length or complexity to the situation	○	○ Conveys appropriate self assurance and tailors length and complexity of presentation to situation and audience

**General Comments**

**Complete Evaluation for Rubric "2022-23 EPA 09: Interprofessionalism"**

	Preclerkship Level		Early Clerkship Level		Late Clerkship Level		JI Level
Interprofessional communication and respect	○ Does not take initiative to interact with interprofessional team members or value their input	○	○ Interacts with interprofessional team members but does not consistently incorporate their input	○	○ Interacts with interprofessional team members consistently incorporates their input	○	○ Discusses and negotiates recommendations with interprofessional team members when appropriate
Multidisciplinary team communication and cooperation	○ Dismisses input from non-physician professionals	○	○ Exhibits limited participation and unilateral communication in team discussions	○	○ Listens actively and elicits ideas from other team members valuing their expertise	○	○ Communicates information to all team members and used evidence-based approach to navigate disagreements

**General Comments**

**Complete Evaluation for Rubric "2022-23 CC Professionalism"**

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<b>Identify limitations and gaps in knowledge, skill and experience and seeks and incorporates feedback to improve</b>	<input type="radio"/> May demonstrate overconfidence by not seeking help or lacks awareness of limitations and gaps in own personal knowledge	<input type="radio"/>	<input type="radio"/> Demonstrates limited help-seeking behavior to fill gaps in knowledge, skill, and experience; makes an effort to change with feedback but may not be successful	<input type="radio"/>	<input type="radio"/> Open and accepting of feedback to improve knowledge, skill, and experience	<input type="radio"/>	<input type="radio"/> Initiates help-seeking behavior and seeks feedback; recognizes limitations and integrates input from others to improve
<b>Professional attributes and responsibilities</b>	<input type="radio"/> Frequently inappropriate behavior (unavailable, not reliable, suggestive or inappropriate attire, erratic attendance, or socially aggressive)	<input type="radio"/>	<input type="radio"/> Occasional inappropriate behavior (poor confidentiality, poor choice of language, occasionally late)	<input type="radio"/>	<input type="radio"/> Meets expected standards for professionalism (punctual, demonstrates mutual respect with patients and team members)	<input type="radio"/>	<input type="radio"/> Consistently meets high professional standards (follows through on tasks, punctual, behaves ethically, maintains poise under pressure, admits mistakes and changes behavior).
<b>Demonstrates duty and accountability to patients, the healthcare team, and the profession of medicine</b>	<input type="radio"/> Does not fulfill obligations of seeing and reporting on patients assigned to him/her  Insensitive, disrespectful, or arrogant	<input type="radio"/>	<input type="radio"/> Fulfills basic requirements of seeing patient  May have difficulty establishing rapport with patients, families, or team members	<input type="radio"/>	<input type="radio"/> Is an active member of team going beyond basic requirements for patient care  Relates well to most patients, families, and team members	<input type="radio"/>	<input type="radio"/> Assumes true ownership of his/her patients and anticipates patient and team needs  Easily establishes rapport with patients, families, and team members

**General Comments**

**Overall Narrative Feedback**

Narrative Comment (not automatically included on the MSPE/Dean's letter): Please include at least 4 sentences with specific examples when possible. Please include discussion of at least 1-2 strengths and 1-2 areas for improvement.

I have given the student verbal feedback consistent with this evaluation.

Yes

No