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.**

Complete Evaluation for Rubric "~~2024-25~~ EPA 01: History & Physical"

Obtain a complete and accurate history in an organized fashion.	○ Gathers insufficient or overly exhaustive information	○	○ Gathers some information or occasionally too much information	○	○ Obtains an acceptable history in a mostly organized fashion.	○	○ Obtains a complete and accurate history in an organized fashion.
Identify, describe, and document normal and abnormal physical exam or mental status exam findings.	○ Misses key findings.	○	○ Identifies, describes, and documents normal findings.	○	○ Identifies, describes, and documents normal and abnormal physical exam or mental status exam findings.	○	○ Routinely identifies, describes, and documents normal and abnormal findings and uses the exam to help prioritize the working differential diagnoses.

Complete Evaluation for Rubric "~~2024-25~~ EPA 02: Differential Diagnosis"

Organizing a Differential Diagnosis	○ Unable to formulate a Differential Diagnosis despite coaching	○	○ Can construct a basic differential diagnosis with coaching	○	○ Constructs a basic differential diagnosis for common presentations independently	○	○ Independently constructs and prioritizes differential diagnosis for common presentations
Clinical Reasoning	○ Unable to articulate a clinical impression	○	○ Inconsistently able to articulate a clinical impression	○	○ Consistently able to articulate a reasonable clinical impression but has difficulty integrating new information as it emerges.	○	○ Consistently able to articulate a reasonable clinical impression and update accordingly as new information emerges.

Complete Evaluation for Rubric "2024-25 EPA 03: Recommend & interpret tests"

Provide rationale for decision to order tests, taking into account available evidence-based practices and patient preference	○ Unable to justify or recognize use of testing	○	○ Inappropriately recommends tests	○	○ Recommends mostly appropriate and patient-centered testing	○	○ Recommends consistent evidence-based and patient-centered testing

	○	○	○	○	○	○	○
Interpret results of basic studies	Cannot explain clinical importance of results		Fails to recognize or react to abnormal results		Interprets and reports clinically relevant results		Distinguishes common, insignificant abnormalities from clinically important ones

Complete Evaluation for Rubric "~~2024-25~~ EPA 04: Orders & prescriptions"

	○	○	○	○	○	○	○
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		Articulates how an order or prescription will change management

Complete Evaluation for Rubric "~~2024-25~~ EPA 05: Document clinical encounter"

	○	○	○	○	○	○	○
Prioritize and synthesize information	Significant deficit(s) in content or organization		Misses some key information or contains multiple errors OR disorganized content		Contains key information in an organized fashion but includes unnecessary details or redundancies		Provides organized, accurate narrative that illustrates clinical reasoning
Professional expectations for documentation	Excessive and inappropriate use of copy/paste function OR copies information directly from resident/attending notes OR unable to complete notes in a reasonable time.		Includes copy/paste without revision and/or has difficulty meeting expectations for note turnaround times		Notes are accurate, timely, and updated with appropriate use of templates		Notes are accurate, timely, and appropriately updated; goes beyond basic template by incorporating multidisciplinary perspectives in notes

Complete Evaluation for Rubric "~~2024-25~~ EPA 06: Oral presentation of clinical encounter"

	○	○	○	○	○	○	○
Data organization and presentation skills	Presentation is disorganized, or is often not prepared to present.		Presentation is somewhat organized, but key elements are incompletely or exhaustively addressed.		Presentation is organized and succinct but the assessment and/or plan are underdeveloped.		Presentations are consistently organized, succinct, and prioritized with a well-reasoned assessment and plan
Ability to adjust the oral presentation to the situation or the audience	Does not make appropriate adjustments.		Makes some appropriate adjustments, but key elements are mishandled.		Makes appropriate adjustments to length or complexity with prompting.		Consistently makes appropriate adjustments to the length and complexity depending on the clinical situation and audience.

Complete Evaluation for Rubric "2024-25 EPA 09: Interprofessionalism"

	○	○	○	○	○	○	○
Multidisciplinary team communication and respect	Dismisses input from nonphysician members of team		Exhibits limited participation with or does not consistently incorporate input from other team members		Engages actively with other members of the team and incorporates their input		Discusses recommendations and collaborates with interprofessional team members when appropriate

Complete Evaluation for Rubric "~~2024-25~~ CC Professionalism"

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

Overall Narrative Feedback

Summative 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. Please include a comment for any EPA marked below average.

I have provided the student verbal and/or written feedback.

Yes   No