Please evaluate the performance of the student in the following competencies using the anchors described below:

**Advanced:** Highly commendable performance, top 5-10% of students evaluated

**Competent:** Capable; at expected performance for level

**Needs Improvement:** Demonstrates initial growth; opportunity for improvement

**Unacceptable:** Needs Attention

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Unacceptable: Needs Attention</th>
<th>Not Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Evaluator role:</strong></td>
<td>Attending or Combined Faculty</td>
<td></td>
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</tbody>
</table>

**Patient Care:** Students are expected to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

2. Takes an effective history
   - □ Identifies and fully characterizes all patient concerns in an organized fashion. Recognizes and attends to biopsychosocial issues.
   - □ Identifies and characterizes most patient concerns in an organized fashion.
   - □ Sometimes misses important information. History generally not fully characterized.
   - □ Often misses important information. Patient concerns poorly characterized.
   - □ Not observed.

3. Performs appropriate physical exam
   - □ Able to efficiently focus exam based on differential diagnosis. Attentive to detail.
   - □ Demonstrates correct technique with an organized approach.
   - □ Does not always demonstrate correct technique. Not consistently organized.
   - □ Disorganized. Frequently not thorough. Misses and/or misinterprets findings.
   - □ Not observed.

4. Generates differential diagnosis
   - □ Consistently generates a complete differential diagnosis. Able to demonstrate clinical reasoning.
   - □ Consistently generates a complete differential diagnosis.
   - □ Cannot consistently generate a complete differential diagnosis.
   - □ Poor use of data. Misses primary diagnoses repeatedly.
   - □ Not observed.

5. Generates and manages treatment plan
   - □ Independently generates treatment plans and manages patients with minimal oversight.
   - □ Contributes to the treatment plan and management of patients.
   - □ Does not consistently contribute to treatment plan or management of patients.
   - □ Contributes little to the treatment plan and management of patients. May suggest inappropriate treatment options.
   - □ Not observed.

**Medical Knowledge:** Students are expected to demonstrate knowledge of established and evolving biomedical, clinical and social sciences.

6. Exhibits knowledge of diseases and pathophysiology
   - □ Has fund of knowledge that is beyond expected level of training. Applies knowledge to patient care.
   - □ Demonstrates expected fund of knowledge for level of training.
   - □ Has gaps in basic fund of knowledge.
   - □ Fund of knowledge inadequate for patient care.
   - □ Not observed.

**Practice-Based Learning and Improvement:** Students are expected to investigate and evaluate their patient care practices by appraisal and assimilation of scientific evidence.

7. Demonstrates skills in evidence-based medicine
   - □ Routinely accesses primary and review literature. Applies evidence to patient care.
   - □ Reads only provided literature. Inconsistently applies evidence to patient care.
   - □ No evidence of outside research or reading. Unable to access basic databases.
   - □ Not observed.

**Systems-Based Practice:** Students are expected to demonstrate an awareness of the larger context and system of health care and effectively call on system resources to provide optimal care.

8. Teamwork
   - □ Well-integrated with team. Communicates important issues to appropriate team members in a timely fashion.
   - □ Respectful of team members. Understands role and communicates effectively with team. Identifies appropriate team member for patient care issues.
   - □ Occasional misunderstanding of student role in team. Does not always communicate effectively with team.
   - □ Disrespectful to team members. Disrupts team dynamic.
   - □ Not observed.
### Interpersonal & Communication Skills

Students are expected to effectively communicate and collaborate with patients, their families and health professionals.

<table>
<thead>
<tr>
<th>11. Communication with patients and families</th>
<th>Advanced</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Unacceptable: Needs Attention</th>
<th>Not Evaluated</th>
</tr>
</thead>
</table>


Please rate the student’s performance in each subject below by choosing a box with the most accurate descriptor. Try to think of specific witnessed events and behaviors when rating each subject. **Competent:** At expected performance for level. **Needs Improvement:** Opportunity for improvement. **Unacceptable:** Requires remediation.

### Professionalism

Students are expected to demonstrate a commitment to carrying out professional responsibilities, and to be responsive, compassionate, and honest.

<table>
<thead>
<tr>
<th>RESPECT AND COMPASSION: Consider how the student shows respect and compassion for others and tolerates differences.</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Unacceptable: Needs Attention</th>
<th>Not Evaluated</th>
</tr>
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<tbody>
<tr>
<td>Nonjudgmental. Responds with empathy and demonstrates balanced treatment of others. Seeks to understand values and belief systems of others.</td>
<td>Needs to improve ability to demonstrate empathy or demonstrate respect. Careless with confidential information.</td>
<td>Disrespectful of others. Intolerant of others’ attitudes or beliefs. Treats people preferentially depending on position. Considered untrustworthy. Breaches confidentiality.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| RESPONSE TO FEEDBACK: Consider how the student accepts feedback from faculty, staff and peers. | Accepts feedback without personal offense. Uses feedback to improve performance. | Accepts feedback with resistance, or takes feedback too personally. | Denies issues or attempts to blame others. | |

| ACCOUNTABILITY: Consider whether the student is prepared, can be relied upon to take responsibility for assigned tasks and is punctual. | Readily assumes responsibility. Dependable. Completes tasks on time and is organized. Punctual. | Assumes responsibility only when asked. Not always dependable. Has some difficulty organizing and completing tasks on time. Sometimes late. | Does not accept responsibility. Not dependable. Rarely able to get tasks completed on time. Discorganized. Rarely punctual. | |
Please comment on this student's overall performance. These comments will be included VERBATIM in the Medical Student Performance Evaluation (MSPE, formerly known as the Dean’s Letter). *Attach sheets if necessary.*

Please comment on areas where the student's performance will benefit from enhanced skill development. These comments will NOT appear in the MSPE. *(FOR STUDENT ONLY)* *Attach sheets if necessary.*

I have concerns about this student's performance. The Dean for Students should review his/her record:  ____Yes  ____No

I have reviewed this evaluation with the student:  ____Yes  ____No

___________________________     ________________
Signature of evaluator     Date     Signature of student     Date