

KU School of Medicine – Phase II Clinical Performance Rating

Student: _____ Evaluator: _____ Campus: **KC W** Date of Clerkship _____

Clerkship: Ger Fam. Med. Int. Med. Neuropsych Ob/Gyn Peds Surgery Other: _____

DIRECTIONS: Circle the statement that best describes the student's performance in each category

Patient Care: Student is learning the skills necessary to provide care that is compassionate, appropriate, and effective.	Below expectations*	Meets expectations	Exceeds expectations**	Unable to evaluate
Obtain history from patients with core conditions and symptoms.	Disorganized, illogical process, little effort made, incomplete, inaccurate	Adequately elicits relevant data; usually accurate & complete	Exceptional ability to elicit a thorough history, very well organized	Not Observed
Perform an appropriate exam of patients with core conditions and symptoms.	Frequently misses important findings; makes inaccurate findings	Satisfactorily identifies findings accurately	Identifies exam findings that most students would miss	Not Observed
Propose appropriate strategies for evaluating and managing patients with selected conditions and symptoms, including life-threatening conditions.	Commonly makes errors in clinical reasoning	Evaluations are appropriate	Unusually keen diagnosis and patient management skills	Not Observed
Select, interpret, and appropriately use diagnostic tests and procedures.	Orders inappropriate tests; does not have rationale for tests ordered	Tests ordered are appropriate	Tests ordered are appropriate and rationale is well-developed	Not Observed
Perform selected investigations and technical skills.	Poor technical skills	Skills appropriate for experience	Gifted technical skills	Not Observed
Appropriately use common forms of medical documentation, data storage and retrieval, including security and confidentiality aspects.	Documentation is incomplete or inaccurate; doesn't maintain patient confidentiality	Documentation is complete and accurate; maintains patient confidentiality.	Documentation is exceptionally clear and accurate	Not Observed

COMMENTS:

Medical Knowledge: Student is learning to apply their knowledge of biomedical, clinical, and social sciences effectively to patient care.	Below expectations*	Meets expectations	Exceeds expectations**	Unable to evaluate
Apply medical knowledge and analytic strategies to assess undifferentiated patients and solve clinical problems.	Knowledge base is inadequate	Appropriate knowledge base	Outstanding knowledge base	Not Observed
Consistently integrate new scientific and clinical information into patient care.	Does not know new scientific and clinical information	Aware of new information and articulates ideas for applying it in practice	Consistently uses new information to guide patient care	Not Observed

COMMENTS:

Practice-Based Learning and Improvement: Student is learning to use evidence and methods to investigate, evaluate, & improve patient care.	Below expectations*	Meets expectations	Exceeds expectations**	Unable to evaluate
Use information technology to support clinical practice and personal education	Fails to use information technology.	Good use of technology	Outstanding use of technology.	Not Observed
Propose learning needs relevant to clinical care, address these needs in a timely, efficient manner and apply to patient care.	Struggles to identify relevant questions in the care of assigned patients.	Able to identify relevant questions and seek information to support patient care.	Routinely poses questions and applies information to clinical care.	Not Observed
<u>COMMENTS:</u>				

Interpersonal and Communication Skills: Student is learning effective communication skills and maintains professional and therapeutic relationships.	Below expectations*	Meets expectations	Exceeds expectations**	Unable to evaluate
Communicate effectively with patients and families, including situations involving sensitive, technically complex, or distressing information.	Superficial engagement with patients and families	Able to communicate effectively with patients and families	Remarkable ability to establish rapport and communicate with patients and families	Not Observed
Demonstrate adaptation of communication style to the individual needs of patients and urgencies of situation	Style is rigid or awkward.	Recognizes patient needs and adapts to try to meet them.	Exceptional repertoire of styles used appropriately in various situations	Not Observed
Provide a concise, accurate, verbal summary of a patient situation to a faculty member, resident or peer, prioritizing the most significant factors for clinical decision-making.	Presentations are disorganized; do not include important information; minimal prioritization	Satisfactory organization; includes most of the important information	Remarkably well organized, concise, accurate, shows outstanding synthesis and prioritization	Not Observed
Create and maintain appropriate records of clinical encounters using standard terminology and formats.	Disorganized; unable to communicate thoughts & facts. Uses incorrect & vague terminology; illegible.	Well organized; accurate & shows good synthesis; legible	Exceptional ability to convey information in written format; outstanding data synthesis	Not Observed
<u>COMMENTS:</u>				

Systems-Based Practice: Student is learning to understand and demonstrate knowledge of optimal health care delivery.	Below expectations*	Meets expectations	Exceeds expectations**	Unable to evaluate
Demonstrate effective clinical participation in a health care team.	Unsure of all team member roles or how best to utilize them.	Can define the role of team members. Satisfactory understanding of systems for health care.	Exceptionally effective at consulting with health care team to provide optimal patient care.	Not Observed
<u>COMMENTS:</u>				

Professionalism: Student demonstrates behaviors that reflect ongoing commitment to continuous professional development, ethical practice, & sensitivity to diversity.	Below expectations*	Meets expectations	Exceeds expectations**	Unable to evaluate
Integrate altruism, respect, accountability, duty, honor, integrity and commitment to excellence into their clinical and educational activities.	Marginal dedication, reliability & integrity.	Very dependable, reliable, & dedicated.	Remarkable dedication, reliability and integrity; goes above and beyond every day	Not Observed
Demonstrate sensitivity and responsiveness to patient individuality, including the role of culture, ethnicity, gender, age, and other aspects in health practices and decisions.	Disrespectful; not sensitive to patient needs	Respectful; aware of patient needs	Very respectful and sensitive to patient needs. Keenly aware of patient/family concerns, remarkably skillful at assessing patient issues.	Not Observed
Accept and provide constructive feedback as part of a commitment to continuous learning and improvement.	Lacks insight about own deficits, resists/ignores feedback	Good insight; incorporates feedback	Solicits feedback; exceptional insight, incorporates feedback consistently	Not Observed

COMMENTS:

STUDENT'S OVERALL CLINICAL PERFORMANCE RATING			
Unsatisfactory*	Satisfactory	High Satisfactory	Superior**

<u>Required comments that maybe used for Chairman's and/or Dean's Letter</u>	<u>General comments not intended for Chairman's and/or Dean's Letter</u>
* Please list specific action steps to improve ** Please list specific examples of how student exceeded expectations	

By signing below you are indicating that the ratings above were discussed with the student.

Signatures: Student _____ Evaluator _____ Date _____

Status: [] Faculty Member, [] Resident, [] Other: _____

Please return completed form to: Department of Family and Community Medicine, University of Kansas School of Medicine-Wichita, 1010 N Kansas Wichita, KS 67214 or FAX to 293-2696.