

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**. Please note that scores will be adjusted according to the individual student's level within the academic year (or 3rd year).

Complete Evaluation for Rubric "2023-24 EPA 01: History & Physical"							
	Not meeting expectations for third-year clerkships (5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	Exceeding expectations for third-year clerkships (10)
Obtain a complete and accurate history in an organized fashion. (1 point)	<input type="radio"/> Gathers insufficient or overly exhaustive information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. (1 point)	<input type="radio"/> Misses key findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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.

Complete Evaluation for Rubric "2023-24 EPA 02: Differential Diagnosis"							
	Not meeting expectations for third-year clerkships (5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	Exceeding expectations for third-year clerkships (10)
Organizing a Differential Diagnosis (1 point)	<input type="radio"/> Unable to formulate a Differential Diagnosis despite coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Independently constructs and prioritizes differential diagnosis for common presentations
Clinical Reasoning (1 point)	<input type="radio"/> Unable to articulate a clinical impression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Consistently able to articulate a reasonable clinical impression and update accordingly as new information emerges.

Complete Evaluation for Rubric "2023-24 EPA 03: Recommend & interpret tests"							
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	Not meeting expectations for third-year clerkships (5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	Exceeding expectations for third-year clerkships (10)
Provide rationale for decision to order tests, taking into account available evidence-based practices and patient preference (1 point)	<input type="radio"/> Unable to justify or recognize use of testing	<input type="radio"/>	<input type="radio"/> Inappropriately recommends tests	<input type="radio"/>	<input type="radio"/> Recommends mostly appropriate and patient-centered testing	<input type="radio"/>	<input type="radio"/> Recommends consistent evidence-based and patient-centered testing
Interpret results of basic studies (1 point)	<input type="radio"/> Cannot explain clinical importance of results	<input type="radio"/>	<input type="radio"/> Fails to recognize or react to abnormal results	<input type="radio"/>	<input type="radio"/> Interprets and reports clinically relevant results	<input type="radio"/>	<input type="radio"/> Distinguishes common, insignificant abnormalities from clinically important ones

#### Complete Evaluation for Rubric "2023-24 EPA 04: Orders & prescriptions"

	Not meeting expectations for third-year clerkships (5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	Exceeding expectations for third-year clerkships (10)
Demonstrate an understanding of common orders and prescriptions (1 point)	<input type="radio"/> Lacks basic knowledge needed to propose orders or prescriptions	<input type="radio"/>	<input type="radio"/> Unable to articulate rationale behind orders and prescriptions	<input type="radio"/>	<input type="radio"/> Articulates rationale behind orders or prescriptions	<input type="radio"/>	<input type="radio"/> Articulates how an order or prescription will change management

#### Complete Evaluation for Rubric "2023-24 EPA 05: Document clinical encounter"

	Not meeting expectations for third-year clerkships (5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	Exceeding expectations for third-year clerkships (10)
Prioritize and synthesize information (1 point)	<input type="radio"/> Significant deficit(s) in content or organization	<input type="radio"/>	<input type="radio"/> Misses some key information or contains multiple errors OR disorganized content	<input type="radio"/>	<input type="radio"/> Contains key information in an organized fashion but includes unnecessary details or redundancies	<input type="radio"/>	<input type="radio"/> Provides organized, accurate narrative that illustrates clinical reasoning
Professional expectations for documentation (1 point)	<input type="radio"/> 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.	<input type="radio"/>	<input type="radio"/> Includes copy/paste without revision and/or has difficulty meeting expectations for note turnaround times	<input type="radio"/>	<input type="radio"/> Notes are accurate, timely, and updated with appropriate use of templates	<input type="radio"/>	<input type="radio"/> Notes are accurate, timely, and appropriately updated; goes beyond basic template by incorporating multidisciplinary perspectives in notes

#### Complete Evaluation for Rubric "2023-24 EPA 06: Oral presentation of clinical encounter"

	Not meeting expectations for third-year clerkships (5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	Exceeding expectations for third-year clerkships (10)
Data organization and presentation skills (1 point)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not meeting expectations for third-year clerkships (5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	Exceeding expectations for third-year clerkships (10)
	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 (1 point)	<input type="radio"/> Does not make appropriate adjustments.	<input type="radio"/>	<input type="radio"/> Makes some appropriate adjustments, but key elements are mishandled.	<input type="radio"/>	<input type="radio"/> Makes appropriate adjustments to length or complexity with prompting.	<input type="radio"/>	<input type="radio"/> Consistently makes appropriate adjustments to the length and complexity depending on the clinical situation and audience.

**Complete Evaluation for Rubric "2023-24 EPA 09: Interprofessionalism"**

	Not meeting expectations for third-year clerkships (5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	Exceeding expectations for third-year clerkships (10)
Multidisciplinary team communication and respect (1 point)	<input type="radio"/> Dismisses input from nonphysician members of team	<input type="radio"/>	<input type="radio"/> Exhibits limited participation with or does not consistently incorporate input from other team members	<input type="radio"/>	<input type="radio"/> Engages actively with other members of the team and incorporates their input	<input type="radio"/>	<input type="radio"/> Discusses recommendations and collaborates with interprofessional team members when appropriate

**Complete Evaluation for Rubric "2023-24 CC Professionalism"**

	(5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	(10)
<b>Identifies limitations and gaps in knowledge, skill and experience</b> <b>Seeks and incorporates feedback to improve</b> (1 point)	<input type="radio"/> May demonstrate overconfidence by not seeking help or lacks awareness of limitations  May become defensive	<input type="radio"/>	<input type="radio"/> Demonstrates limited help-seeking behavior to fill gaps in knowledge, skill, and experience	<input type="radio"/>	<input type="radio"/> Open and accepting of feedback and makes an effort to improve	<input type="radio"/>	<input type="radio"/> Initiates help-seeking behaviors and seeks feedback often; recognizes limitations and integrates input from others to improve
<b>Professional attributes and responsibilities</b> (1 point)	<input type="radio"/> Frequently inappropriate behavior (unavailable, not reliable, inappropriate attire, erratic attendance, or socially aggressive)	<input type="radio"/>	<input type="radio"/> Occasional lapses in professional behavior (poor confidentiality, poor choice of language, occasionally late, poor communication)	<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"/> Exceeds 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> (1 point)	<input type="radio"/> Does not fulfill obligations of seeing and reporting on assigned patients  Insensitive, disre-	<input type="radio"/>	<input type="radio"/> Fulfills basic requirements of seeing patients  May have difficulty establishing rapport with pa-	<input type="radio"/>	<input type="radio"/> Is an active member of team going beyond basic requirements for patient care  Relates well to most patients,	<input type="radio"/>	<input type="radio"/> Assumes true ownership of his/her patients and anticipates patient and team needs  Easily establishes

	(5.5)	(6.75)	(7.55)	(7.85)	(8.45)	(8.95)	(10)
	spectful, or arrogant		tients, families, or team members		families, and team members		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

