STUDENT: ____________________________________________________________

DIRECTIONS: Please evaluate the student in each of the following areas. Consider all behaviors from the first two weeks of the clerkship. This form should be discussed and completed with the student present. Both physician supervisor and student should sign completed form on page 5.

1. History Taking Skills: focused history for patient’s problem(s)

   The student earning “unsatisfactory” has inconsistent performance of skills
   • History of common problems incomplete or inaccurate
   • Misses key information or chronology unclear
   • Does not ask about OTC or home remedies
   • Awkward collection of sensitive information
   • Does not utilize medical record

   The competent student consistently
   • Asks focused Hx, PMHx, and ROS questions in a logical sequence
   • Identifies reason(s) for visit fully
   • Explores sensitive information professionally
   • Data gathered is accurate / correct
   • Utilizes medical record
   • Reviews medication list (including OTC and home remedies) and recent labs

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2. History Taking Skills: focused bio-psychosocial assessments

   The student earning “unsatisfactory” has inconsistent performance of skills
   • Does not collect psychosocial data and / or fails to incorporate into treatment and management

   The competent student consistently
   • Elicits information from patient relating to family, support systems, stressors, culture, and socio-economic factors

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Scan/email PDF of form to lmdearma@utmb.edu
FAX completed form to 409-772-4296
Layne Dearman, Clerkship Coordinator phone: 409-772-1395
3. **History Taking Skills: elicits patient’s health beliefs and approaches**

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<tr>
<th>The student earning “unsatisfactory” has inconsistent performance of skills</th>
<th>The competent student consistently</th>
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<tr>
<td>• Does not ask about vitamins, supplements, nutrition, exercise, lifestyle or alternative approaches to health and healing</td>
<td>• Elicits appropriate data on vitamins, supplements, nutrition, exercise, lifestyle</td>
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<tr>
<td>• Fails to follow-up or clarify offered information</td>
<td>• Elicits alternative approaches to health and healing from patients</td>
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4. **Physical Examination Skills**

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<tr>
<td>• Cannot perform physical exam or mental status exam maneuvers correctly</td>
<td>• Performs physical exam and mental status exam appropriately</td>
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<td>• Does not perform complete exam</td>
<td>• Performs complete exam for relevant area</td>
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<td>• Misses important abnormal findings</td>
<td>• Distinguishes normal from abnormal findings</td>
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5. **Communication Skills: verbal**

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<tr>
<td>• Disorganized in presentation</td>
<td>• Presents data in appropriate, logical sequence without commentary</td>
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<td>• Missing important data</td>
<td>• Uses proper medical terminology</td>
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<td>• Data inaccurate</td>
<td>• Focuses daily presentations to key information and tolerate interruption w/o losing flow</td>
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<td>• Does not use proper medical terminology</td>
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6. **Communication Skills: patient education**

The student earning “unsatisfactory” has inconsistent performance of skills
- Ineffective communicating or establishing rapport with patients/family
- Not easily understood by patient/family
- Insensitive to patient/family emotional state

The competent student consistently
- Establishes rapport with even the most difficult patients/families
- Changes and adapts communication style for individuals in distress or with emotional impairment
- Uses appropriate language for patient/family understanding

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7. **Problem-Solving Skills: fund of knowledge**

The student earning “unsatisfactory” has inconsistent performance of skills
- Fund of knowledge spotty / sparse
- Spotty / sparse knowledge of broad treatment categories
- Sparse knowledge of Dx tools
- No evidence of outside reading

The competent student consistently
- Understands basic pathophysiology
- Suggests appropriate diagnostic and therapeutic plan for level of training
- Shows evidence of outside reading

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8. Problem-Solving Skills: management skills for common problems

The student earning “unsatisfactory” has inconsistent performance of skills

- Spotty / sparse knowledge of broad treatment categories
- Sparse knowledge of diagnostic tools
- Excessive / unnecessary use of laboratory and diagnostic procedures
- Is not familiar with health maintenance and risk assessment guidelines
- Fails to incorporate psychosocial data into treatment plan
- Does not recognize potential contraindications for drug use with vitamins or supplements

The competent student consistently

- Demonstrates thorough knowledge of common medical problems
- Suggests appropriate diagnostic and therapeutic plan for level of training
- Demonstrates thorough knowledge of health maintenance and risk assessment
- Demonstrates understanding and influence of bio-psychosocial data by integrating appropriately into treatment and management decisions

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9. Problem-Solving Skills: application of basic sciences

The student earning “unsatisfactory” has inconsistent performance of skills

- Fund of knowledge of drug classes used to treat common problems is spotty / sparse
- Does not apply basic science principles
- Does not understand basic pathophysiology of common problems
- Spotty / sparse knowledge of drug classes and mechanisms of action
- Difficulty recognizing side effects or contraindications of drug use

The competent student consistently

- Demonstrates thorough knowledge of drug classes used in Family Medicine and mechanisms of action
- Identifies drug side effects and contraindications for drug use
- Understands basic pathophysiology of common problems
- Uses basic science principles in problem-solving.

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### 10. Professionalism

The student earning "unsatisfactory" has inconsistent performance of skills

- Appears disinterested in learning
- Chronically late
- Demonstrates disrespect of patients, healthcare professionals, peers, and staff
- Accepts constructive criticism/feedback poorly
- Does not demonstrate interest in improving skills

The competent student consistently

- Demonstrates responsibility for patients and learning activities
- Seeks and accepts feedback
- Actively participates in team activities
- Demonstrates respect for patients, healthcare professionals, peers, and staff
- Demonstrates honesty and integrity

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Please check one statement as your assessment of the student’s progress to this point. Comments below should support your overall assessment.

**Overall Assessment**

- Serious weakness noted in one or more areas. Student is at risk of receiving “F” for Family Medicine.
- Some weakness noted. Performance is below that expected for a student at this level.
- Performance at expected level for training. Competence demonstrated in ALL skills areas necessary to pass clerkship objectives. (Most students should fall in this category.)
- Performance above level of training in some areas. Excellence demonstrated in some skills areas, competency in all other areas.
- Performance consistently above that expected for this level. Excellence demonstrated in ALL skills areas. (This category should be reserved for the top 10% of all students you have ever taught.)

Comments:

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NAME OF EVALUATOR (PLEASE PRINT): ________________________________

SIGNATURE: ______________________________________ DATE: __________

NAME OF STUDENT (PLEASE PRINT):  __________________________________________________________________

SIGNATURE: ________________________________

FAX completed form to 409-772-4296 or scan/email to: lmdearma@utmb.edu

Mid-Clerkship Rating Form
2016-17
- 5 -