EVALUATION OF STUDENT PERFORMANCE - 4TH YEAR

STUDENT:

ELECTIVE:

CLASS OF:

DATE OF ELECTIVE:

PLEASE GIVE A NARRATIVE OF THE STUDENT’S PERFORMANCE INDICATING THE SETTINGS IN WHICH THE PERFORMANCE WAS OBSERVED AND THE PERSONS WHO CONTRIBUTED COMMENTS. WHEN POSSIBLE, PLEASE INCLUDE THE FOLLOWING AREAS OF EVALUATION IN THE NARRATIVE:

• INTELLECTUAL CAPACITY, ABILITY TO SYNTHESIZE, JUDGEMENT
• FUND OF GENERAL MEDICAL KNOWLEDGE, GROWTH IN FUND OF KNOWLEDGE OF DISCIPLINE
• PERFORMANCE LEVEL WITH ATTENTION TO CONSISTENCY AND PERFORMANCE AT EXPECTED LEVEL
• QUALITY OF HISTORIES, PHYSICALS, PRESENTATIONS
• PROFESSIONAL HABITS AND ATTITUDES, HONESTY, INDUSTRY, INITIATIVE, RESPONSIBILITY, HANDLING OF CRITICISM
• RELATIONSHIPS WITH PATIENTS AND THEIR FAMILIES, PEERS, STAFF, SUPERIORS

PLEASE INCLUDE ANY OTHER APPROPRIATE OBSERVATIONS. THE NARRATIVE SHOULD CONCLUDE WITH A SUMMARY STATEMENT ON PERFORMANCE AND A DESCRIPTION OF THE TOTAL PERFORMANCE, EMPLOYING ONE OF THE FOLLOWING ADJECTIVES: UNSATISFACTORY, SATISFACTORY, VERY GOOD, EXCELLENT, OUTSTANDING.

PLEASE RETURN TO THE Office of Student Affairs WITHIN TWO WEEKS of the completion of the elective. IT CAN BE HANDWRITTEN AND FAXED TO 212-305-1343 (EXT. 5-1343). THANK YOU.

FINAL GRADE FOR THE COURSE:

HONORS _____ PASS _____ FAIL _____

NB: A FINAL GRADE MUST BE GIVEN IN ORDER FOR THIS EVALUATION TO BE COMPLETE.
### Fund of Knowledge
- **Unsatisfactory**: Limited and fragmented understanding of pathophysiology, diagnosis, and management.
- **Below Expectations**: Usually demonstrates general understanding of pathophysiology, diagnosis, and management. Integrates knowledge from a variety of resources.
- **Meets Expectations**: Consistently demonstrates wide-ranging understanding of pathophysiology, diagnosis, and management. Integrates knowledge from a variety of resources.
- **Above Expectations**: Consistently comprehensive, well organized. Addresses pertinent positives, negatives and psychosocial issues in a logical manner.
- **Outstanding**: Consistently thorough, well-organized, elicits subtle findings. Always sensitive to patient’s comfort.

### History Taking
- **Unsatisfactory**: Often disorganized, misses key information, not well focused. Problems not well characterized.
- **Below Expectations**: Usually thorough, reasonably organized. Addresses pertinent positives, negatives and psychosocial issues in a logical manner.
- **Meets Expectations**: Consistently comprehensive, well organized. Addresses pertinent positives, negatives and psychosocial issues in a logical manner.
- **Above Expectations**: Consistently thorough, well-organized, elicits subtle findings. Always sensitive to patient’s comfort.
- **Outstanding**: Consistently comprehensive, well organized. Addresses pertinent positives, negatives and psychosocial issues in a logical manner.

### Physical Examination
- **Unsatisfactory**: Often disorganized, misses key findings, incomplete. Fails to respect patient comfort.
- **Below Expectations**: Usually thorough, reasonably organized. Addresses pertinent positives, negatives and psychosocial issues in a logical manner.
- **Meets Expectations**: Consistently comprehensive, well organized. Addresses pertinent positives, negatives and psychosocial issues in a logical manner.
- **Above Expectations**: Consistently thorough, well-organized, elicits subtle findings. Always sensitive to patient’s comfort.
- **Outstanding**: Consistently comprehensive, well organized. Addresses pertinent positives, negatives and psychosocial issues in a logical manner.

### Clinical Reasoning
- **Unsatisfactory**: Disorganized approach to clinical data. Unable to prioritize problems. Generates inadequate differential diagnoses.
- **Below Expectations**: Usually able to organize and prioritize patient information. Generates a well-reasoned differential diagnosis.
- **Meets Expectations**: Consistently synthesizes and prioritizes patient information. Generates an accurate and comprehensive differential diagnosis.
- **Above Expectations**: Consistently clear, accurate, well organized and concise with thoughtful rationales and pertinent synthesis.
- **Outstanding**: Consistently clear, accurate, well organized and concise with thoughtful rationales and pertinent synthesis.

### Oral Case Presentations
- **Unsatisfactory**: Often unclear, incomplete, disorganized, or inaccurate. Lacks syntheses and rationales.
- **Below Expectations**: Presentations usually clear, complete, organized with adequate syntheses and rationale.
- **Meets Expectations**: Consistently clear, complete, well-organized with concise formulations. Well-researched discussions using additional resources.
- **Above Expectations**: Consistently clear, complete, well-organized with concise formulations. Well-researched discussions using additional resources.
- **Outstanding**: Consistently clear, complete, well-organized with concise formulations. Well-researched discussions using additional resources.

### Written Notes
- **Unsatisfactory**: Often disorganized, incomplete, superficial, tangential or erroneous. Limited formulations. Write-ups and notes often late.
- **Below Expectations**: Usually clear, concise, organized, timely with rationale. Adequate case formulations and discussions.
- **Meets Expectations**: Consistently clear, complete, well-organized with concise formulations. Well-researched discussions using additional resources.
- **Above Expectations**: Consistently clear, complete, well-organized with concise formulations. Well-researched discussions using additional resources.
- **Outstanding**: Consistently clear, complete, well-organized with concise formulations. Well-researched discussions using additional resources.

### Procedural Skills
- **Unsatisfactory**: Inept or careless. Poor preparation, organization and execution. Disregard for patient risk and comfort.
- **Below Expectations**: Usually proficient and careful. Good preparation, organization and execution. Explains procedure to patient and addresses concerns.

### Clinical Work
- **Unsatisfactory**: Inconsistent, inefficient, unreliable work habits. Poor follow-up of clinical problems. Shows little initiative in problem solving.
- **Below Expectations**: Usually organized, efficient and reliable work habits. Appropriate follow-up of clinical problems. Shows initiative in problem solving.
- **Meets Expectations**: Consistently well organized, efficient, and reliable work habits. Attentive follow-up of clinical problems. Shows initiative in problem solving.
- **Above Expectations**: Consistently well organized, efficient, and reliable work habits. Attentive follow-up of clinical problems. Shows initiative in problem solving.
- **Outstanding**: Consistently well organized, efficient, and reliable work habits. Attentive follow-up of clinical problems. Shows initiative in problem solving.

### Relationship With Patients
- **Unsatisfactory**: Not reassuring, caring, supportive or respectful. Inept at communicating with patients.
- **Below Expectations**: Usually caring, supportive, and respectful. Often establishes rapport and trust.

### Team Relationships
- **Unsatisfactory**: Irresponsible or unreliable. Poor regard for opinions and skills of others.
- **Below Expectations**: Usually responsible and reliable. Shows regard for opinions and skills of others. Helpful.
- **Meets Expectations**: Consistently responsible, reliable and helpful. Facilitates collegial interaction and learning.
- **Above Expectations**: Consistently responsible, reliable and helpful. Facilitates collegial interaction and learning.
- **Outstanding**: Consistently responsible, reliable and helpful. Facilitates collegial interaction and learning.

### Attitude and Professionalism
- **Unsatisfactory**: Unreliable or tardy. Appears to lack motivation for learning. Shows little evidence for independent work.
- **Below Expectations**: Usually reliable and on-time. Shows initiative to learn and evidence of independent work. Receptive to feedback.
- **Meets Expectations**: Consistently reliable, enthusiastic and on-time. Shows initiative and maximizes learning opportunities. Consistently learns from feedback or experience.
- **Above Expectations**: Consistently reliable, enthusiastic and on-time. Shows initiative and maximizes learning opportunities. Consistently learns from feedback or experience.
- **Outstanding**: Consistently reliable, enthusiastic and on-time. Shows initiative and maximizes learning opportunities. Consistently learns from feedback or experience.
Comments:
Please comment on the student's strengths and areas in need of improvement. Please be specific.

Please comment on student's performance on exams (oral and/or written).

OVERALL RATINGS

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Unsatisfactory</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Skills</td>
<td>Unsatisfactory</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Outstanding</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Unsatisfactory</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Above Expectations</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

SUMMARY OF EVALUATION

- Unsatisfactory
- Satisfactory
- Very Good
- Excellent
- Outstanding

TO BE COMPLETED BY COURSE DIRECTOR ONLY

FINAL GRADE: FAIL ❑ PASS ❑ HONORS ❑

Signature - Course Director Date

Name and Title

Affiliation