

**UNIVERSITY OF VIRGINIA SCHOOL OF MEDICINE
FACULTY EVALUATION OF STUDENT PERFORMANCE**

Degree of confidence in your evaluation of the student: VERY CONFIDENT FAIRLY CONFIDENT NOT AT ALL CONFIDENT

<p>PROFESSIONALISM (UVa Comp # 1)</p>	<p align="center">1</p> <p>Consistently does not accept appropriate responsibility for patient care; generally tends to impede collaborative work; creates conflict which adversely affects learning/working situations; is not always honest; consistently exhibits inappropriate or immature behavior.</p>	<p align="center">2</p> <p>Repeatedly fails to accept appropriate responsibility for patient care; occasionally creates needless conflict which interferes with group process; is not always honest; frequently engages in inappropriate or immature behavior.</p>	<p align="center">3</p> <p>Generally accepts appropriate responsibility for patient care; working relationships are fairly smooth; does not impede collaborative work, but does not actively collaborate in problematic situations; is honest; usually exhibits good judgment in personal and professional situations.</p>	<p align="center">4</p> <p>Consistently accepts appropriate responsibility for patient care; has good working relationships; contributes to collaborative work in most situations and occasionally in problematic situations; is honest; often exhibits good judgment and maturity.</p>	<p align="center">5</p> <p>Always accepts appropriate responsibility for patient care; consistently participates in productive relationships with peers, co-workers and others; deals with conflict in an open manner; stimulates others to work cooperatively; always demonstrates honesty, maturity, excellent judgment.</p>
<p>SELF DIRECTED LEARNING/ LEARNING ATTITUDE (Implied in UVa Comp # 1?)</p>	<p align="center">1</p> <p>Does not exhibit motivation; does not seek learning; very limited in ability to identify and engage in appropriate learning activities; seldom questions own effectiveness and progress; does not respond to feedback.</p>	<p align="center">2</p> <p>Prefers to have learning activity close directed; frequently does not explore independent learning opportunities; inconsistent in evaluating own effectiveness and progress; does not consistently seek feedback and does not respond positively when it is provided.</p>	<p align="center">3</p> <p>Conscientious worker who sometimes makes judicious use of multiple source for self-directed learning; generally evaluates own effectiveness, including identification of effective behaviors and those needing to be changed; is receptive to teaching and feedback.</p>	<p align="center">4</p> <p>Hard worker who often self-initiates learning opportunities in new situations; regularly uses several sources; frequently evaluates own progress and effectiveness; seeks feedback and guidance when needed and usually responds constructively.</p>	<p align="center">5</p> <p>Exceptionally hard worker who seeks and assumes responsibility for learning in complex and unfamiliar situations; always uses multiple sources (literature, texts, colleagues, consultants) consistently evaluates own progress and effectiveness; always seeks and responds to feedback constructively.</p>
<p>INTERACTIONS WITH PATIENTS (UVa Comp # 2 & 12)</p>	<p align="center">1</p> <p>Unable to utilize an appropriate mix of interviewing techniques; fails to respond to patient clues; relationships are often distant, strained or dysfunctional; does not utilize a culturally and socially competent approach to each patient.</p>	<p align="center">2</p> <p>Has some difficulty using mix of interview techniques; occasionally inattentive; relationships are cool or awkward; sometimes utilizes a culturally and socially competent approach to each patient.</p>	<p align="center">3</p> <p>Generally uses a good mix of interviewing techniques to elicit and follow-up on concerns; usually forms constructive, professional relationships; usually utilizes a culturally and socially competent approach to each patient.1</p>	<p align="center">4</p> <p>Consistently uses a variety of appropriate interview techniques to elicit and follow-up on concerns; establishes good rapport; listens well and conveys a high level of warmth and understanding; almost always utilizes a culturally and socially competent approach to each patient.</p>	<p align="center">5</p> <p>Excellent ability to utilize appropriate variety of techniques to elicit expressed and unexpressed content/feelings/concerns; readily develops rapport and skillfully uses it for therapeutic benefit; instills confidence in patient; consistently utilizes a culturally and socially competent approach to each patient.</p>
<p>BASIC CLINICAL KNOWLEDGE (UVa Comp # 3)</p>	<p align="center">1</p> <p>Major deficiencies in identifying related pathophysiologic and therapeutic concepts related to patient's signs and symptoms.</p>	<p align="center">2</p> <p>With probing, identifies related pathophysiologic and therapeutic concepts related to patient's signs and symptoms. May be inconsistent.</p>	<p align="center">3</p> <p>Generally appropriate understanding and explanation of pathophysiology and principles of therapeutics as they apply to common or familiar conditions.</p>	<p align="center">4</p> <p>Generally above average depth in understanding and explanation of pathophysiology and principles of therapeutics as they apply to clinical situations, including some that are unfamiliar.</p>	<p align="center">5</p> <p>Outstanding understanding and explanation of pathophysiology and principles of therapeutics as they apply to a wide range of clinical conditions.</p>

CLINICAL REASONING SKILLS (UVa Comp # 9)	<p style="text-align: center;">1</p> Unable to develop an analysis of symptoms and findings that includes a range of diagnostic possibilities; usually illogical or impractical.	<p style="text-align: center;">2</p> Frequently unable to develop an analysis of symptoms and findings that includes a range of diagnostic possibilities; often illogical or impractical.	<p style="text-align: center;">3</p> Generally able to articulate an analysis of symptoms and findings that include several diagnostic possibilities; usually logical and practical.	<p style="text-align: center;">4</p> Usually able to articulate an excellent analysis of symptoms and findings that considers a wide range of diagnostic possibilities; usually prioritized, logical and practical.	<p style="text-align: center;">5</p> Consistently able to articulate a cogent prioritized differential diagnosis based on initial and evolving history and exam findings; frequent astute insights.
HISTORY TAKING SKILLS (UVa Comp # 4)	<p style="text-align: center;">1</p> Consistently misses major important elements in the medical history; frequently obtains, presents, and records erroneous information.	<p style="text-align: center;">2</p> Frequently misses relevant data in medical history; often obtains, presents, or records inaccurate information.	<p style="text-align: center;">3</p> Usually elicits most relevant data in comprehensive and focused medical histories; almost always accurate in presentations and in recording information.	<p style="text-align: center;">4</p> Almost always elicits all relevant clinical data for comprehensive and focused medical histories; always accurate in presentations and in the health record.	<p style="text-align: center;">5</p> Consistently elicits comprehensive and focused medical histories efficiently and in appropriate depth for circumstances; always obtains accurate and thorough information even in complex situations.
PHYSICAL EXAMINATION SKILLS (UVa Comp # 5)	<p style="text-align: center;">1</p> Does not use appropriate exam techniques and misses or misinterprets major important findings.	<p style="text-align: center;">2</p> Frequently does not use appropriate exam techniques; frequently misses important findings or makes inaccurate findings; often misinterprets findings.	<p style="text-align: center;">3</p> Usually selects and performs appropriate exam techniques; usually identifies and interprets findings accurately.	<p style="text-align: center;">4</p> Almost always selects and performs appropriate exam techniques; almost always identifies and interprets important findings with accuracy.	<p style="text-align: center;">5</p> Consistently selects and performs appropriate exam techniques; always recognizes and correctly interprets important normal and abnormal findings; often discovers subtle physical or mental findings.
EVALUATION DECISION-MAKING SKILLS (UVa Comp # 6)	<p style="text-align: center;">1</p> Unable to select or interpret appropriate diagnostic tests; unable to provide rationale or cost/risk/benefit analysis.	<p style="text-align: center;">2</p> Frequently unable to select or interpret appropriate diagnostic tests; unable to provide rationale or cost/risk/benefit analysis.	<p style="text-align: center;">3</p> Is usually able to choose appropriate diagnostic tests in familiar situations; usually provides rationale and accurate cost/risk/benefit analysis; usually interprets results accurately in familiar situations.	<p style="text-align: center;">4</p> Ability to choose appropriate diagnostic tests in complex situations often reveals good insight; usually provides rationale and accurate cost/risk/benefit analysis; usually interprets results accurately in complex and unfamiliar situations.	<p style="text-align: center;">5</p> Ability to choose appropriate diagnostic tests in complex situations often reveals exceptional insight; always provides rationale and accurate cost/risk/benefit analysis; interprets results accurately in complex and unfamiliar situations.
PROCEDURAL SKILLS (UVa Comp # 7)	<p style="text-align: center;">1</p> Unable to perform routine procedures correctly; does not respond to instructional feedback.	<p style="text-align: center;">2</p> Frequently unable to perform routine procedures correctly; response to feedback is inconsistent.	<p style="text-align: center;">3</p> Usually able to perform routine procedures correctly; responds appropriately to instructional feedback about procedural skills.	<p style="text-align: center;">4</p> Almost always performs routine procedures correctly; sometimes seeks out opportunities to become adept at special procedures.	<p style="text-align: center;">5</p> Consistently performs routine procedures correctly; seeks out opportunities to become adept at special procedures and performs them with appropriate supervision.
TREATMENT DECISION-MAKING SKILLS (UVa Comps # 10 & 11)	<p style="text-align: center;">1</p> Unable to develop a therapeutic plan or prognosis that is reasoned and prioritized.	<p style="text-align: center;">2</p> Frequently unable to develop a reasoned and prioritized therapeutic care plan and prognosis for familiar situations.	<p style="text-align: center;">3</p> Usually develops a reasoned and prioritized therapeutic care plan and prognosis for familiar situations; with prompting, able to develop a therapeutic plan for unfamiliar	<p style="text-align: center;">4</p> Always develops a reasoned and prioritized care plan and prognosis for familiar situations and almost always for complex or unfamiliar situations.	<p style="text-align: center;">5</p> Consistently develops a reasoned and prioritized therapeutic plan and prognosis, even in complex and unfamiliar situations.

			situations.		
PRESENTATION AND DOCUMENTATION SKILLS (UVa Comp # 8)	1 Does not organize, present, or record clinical information accurately.	2 Frequently does not organize, present, or record information accurately; frequently uses incorrect terminology.	3 Usually organizes, presents, and records clinical information accurately; usually uses correct terminology.	4 Almost always organizes, presents, and records clinical information concisely, accurately, and using correct terminology.	5 Consistently organizes, presents, and records clinical information concisely, accurately, and using correct terminology.

Please comment on the student's performance noting strengths and weaknesses: _____

Are there any aspects of this student's performance that suggest a need for special attention? YES NO MAYBE

Provide a Summary of Concerns below:

Does this student exhibit Professionalism, as described in the "University of Virginia School of Medicine Professionalism Objectives for Clerkships"? YES NO

IF NO, document specific issues or concerns below:

OVERALL EVALUATION – Please circle: A B C D F

