

GENERAL TEMPLATE FOR MEDICINE SUB-INTERNSHIP EVALUATION FORMS

PROFESSIONALISM

1. Respectfulness
 - o Always respectful
 - o Minor lapse in respectfulness
 - o Area of concern

2. Work Ethic/ Dependability
 - o Consistently takes initiative and follows through
 - o Sometimes requires prompting but always follows through
 - o Area of concern

3. Motivation/Excellence
 - o Actively strove for excellence
 - o No problem with motivation
 - o Area of concern

4. Honesty
 - o Honest even when it entails personal risk (e.g. readily admitting a mistake, giving due credit to someone else, etc)
 - o There were no concerns
 - o Area of concern

Professionalism Comment (*Comment is required for values of "Area of concern."*)

Competency Category	Below expected performance	At the level of performance expected for a UF COM student	Above expected performance
PATIENT CARE 1: History Taking	1 2 3 1: Unable to consistently obtain a complete history for patients with common complaints. Misses cardinal features of a symptom.	4 5 6 5: Consistently obtains a complete history. Able to identify pertinent positives and negatives for common complaints.	7 8 9 8: Consistently complete and organized. Elicits pertinent positives and negatives that indicate a differential is in mind. Probes for supplemental information specific to the condition in question.

2: Physical Exam	<p style="text-align: center;">1 2 3</p> <p>1: Persistent problems with technique and/or misses obvious abnormal findings.</p>	<p style="text-align: center;">4 5 6</p> <p>5: Technically able to perform a complete and accurate physical exam and recognize abnormal findings.</p>	<p style="text-align: center;">7 8 9</p> <p>8: Goes beyond the standard physical exam and looks for relevant findings based on the differential. Picks up on more subtle abnormalities including on day-to-day assessment. Incorporates special tests when indicated.</p>
3: Clinical Reasoning	<p style="text-align: center;">1 2 3</p> <p>1: Insufficient ability to interpret clinical information. Difficulty committing to a working diagnosis.</p>	<p style="text-align: center;">4 5 6</p> <p>5: Generates a reasonable differential diagnosis when appropriate. Able to generate clear working diagnoses. Pieces together clinical information towards the correct diagnosis with straightforward patients.</p>	<p style="text-align: center;">7 8 9</p> <p>8: Generates thoughtful and prioritized differentials when appropriate. Thinks well on their feet and rapidly incorporates new data/findings. Pieces together clinical information towards the correct diagnosis even with advanced and complicated patients.</p>
4: Medical Decision Making	<p style="text-align: center;">1 2 3</p> <p>1: Relies on team for basic management decisions. Poor medical judgment or fails to incorporate patient preference.</p>	<p style="text-align: center;">4 5 6</p> <p>5: Generates reasonable management plans for common conditions. Medical judgment at expected level for a 4th year student.</p>	<p style="text-align: center;">7 8 9</p> <p>8: Develops plans independently, even on complicated patients. Medical judgment at expected level for an intern.</p>

Patient Care Comment (*Comment is required for values of 1, 2, 8, or 9.*)

Competency Category	Below expected performance	At the level of performance expected for a UF COM student	Above expected performance
MEDICAL KNOWLEDGE	<p>1 2 3</p> <p>1: Medical knowledge well below level expected at this stage of 4th year.</p>	<p>4 5 6</p> <p>5: Medical knowledge at expected level of a 4th year student.</p>	<p>7 8 9</p> <p>8: Medical knowledge at the expected level of an intern.</p>

Medical Knowledge Comment (*Comment is required for values of 1, 2, 8, or 9.*)

Competency Category	Below expected performance	At the level of performance expected for a UF COM student	Above expected performance
PRACTICE-BASED LEARNING/IMPROVEMENT	<p>1 2 3</p> <p>1: Demonstrated one or more of the following:</p> <ul style="list-style-type: none"> - Poor self-insight. - Poor ability at accepting or applying feedback. - Lack of initiative in using the medical literature to inform patient care. 	<p>4 5 6</p> <p>5: Seeks and applies feedback well. Clearly reads about topics to improve patient care and tries to apply EBM in practice.</p>	<p>7 8 9</p> <p>8: Actively seeks feedback and applies it well. Intellectually curious and eager to learn about all patients on the team, not just those assigned. Consistently applies EBM to patient care. Teaches others when opportunities arise.</p>

Practice-Based Learning/Improvement Comment (*Comment is required for values of 1, 2, 8, or 9.*)

Competency Category	Below expected performance	At the level of performance expected for a UF COM student	Above expected performance
INTERPERSONAL AND COMMUNICATION SKILLS 1: With Patient and Family	<p>1 2 3</p> <p>1: Ability to establish rapport and communicate with patients and families is sufficiently weak to be a cause for concern.</p>	<p>4 5 6</p> <p>5: Establishes effective rapport with nearly all patients/families. Establishes self clearly and at a level that patients can understand without jargon.</p>	<p>7 8 9</p> <p>8: Extremely effective at establishing rapport and communicating with patients and families. Aware of the relevance of psychosocial factors, cultural diversity, and support systems.</p>

Competency Category	Below expected performance	At the level of performance expected for a UF COM student	Above expected performance
2: Oral Presentations	<p>1 2 3</p> <p>1: Presentations ineffective for one or more reasons: disorganizes, incomplete, inaccurate, poor speaking skills.</p>	<p>4 5 6</p> <p>5: Presentations usually well organized. Occasionally misses details and/or includes extraneous information.</p>	<p>7 8 9</p> <p>8: Outstanding presentations at the intern level. Complete yet concise, very well-organized with polished delivery.</p>
3: Written Medical Record	<p>1 2 3</p> <p>1: Progress notes disorganized, inaccurate, or not updated.</p>	<p>4 5 6</p> <p>5: Progress notes organized and complete with clear working diagnoses and plans. Avoids excessive pasting of clinical information.</p>	<p>7 8 9</p> <p>8: Outstanding progress notes and record keeping. Complete yet concise, very well-organized, and very clearly communicated.</p>

Interpersonal and Communication Skills Comment (*Comment is required for values of 1, 2, 8, or 9.*)

Competency Category	Below expected performance	At the level of performance expected for a UF COM student	Above expected performance
SYSTEMS-BASED PRACTICE	<p style="text-align: center;">1 2 3</p> <p>1: Ineffective team member. Does not understand the role of other health care professionals.</p>	<p style="text-align: center;">4 5 6</p> <p>5: Helpful team member. Helps discharge planning and other transitions of care with assistance.</p>	<p style="text-align: center;">7 8 9</p> <p>8: Extremely helpful team member. Pro-actively involves other health care professionals. Facilitates discharge planning and other transitions of care with minimal need for supervision.</p>

Systems-Based Practice Comment (*Comment is required for values of 1, 2, 8, or 9.*)

Please include a description of the overall strengths and/or concerns/deficits. Specific examples are encouraged. Please give at least one specific suggestion or "next step" to help the student improve.