

SHIFT EVALUATION FORM

Student: _____

Date: _____

Faculty: _____

List Patient Complaints/Diagnoses:

Please spend time to discuss the following elements with the student/intern of their shift with you:

Strengths:

Subjects to read about (please be specific):

Review the following procedural skills:

Work on accuracy in: History Physical Exam Differential diagnosis EKG/Lab/Xray interpretation

Plan for improvement:

Additional Comments (Did they consider available community resources, seek out medical literature to supports decision making or did they consider cost issues when developing management plans):

For each area of evaluation, please check the appropriate level of ability. Qualities should be cumulative as rating increases. Indicate the level at which the student is consistent. Percentiles are added to assist with accuracy of evaluation.

History Taking

<10 th percentile	10 th -33 rd percentile	33 rd -67 th percentile	67 th -90 th percentile	>90 th percentile
<input type="checkbox"/> Unable to elicit important information or nonverbal cues. Often fails to identify major problem.	<input type="checkbox"/> Incomplete or unfocused.	<input type="checkbox"/> Adequate history. Focused on the major problem. Accurate.	<input type="checkbox"/> History is complete & accurate. Details were appropriate to the setting.	<input type="checkbox"/> History is complete, accurate & focused on key pertinent problems. Identifies subtle problems.

Physical Exam

<10 th percentile	10 th -33 rd percentile	33 rd -67 th percentile	67 th -90 th percentile	>90 th percentile
<input type="checkbox"/> Unreliable physical examination.	<input type="checkbox"/> Incomplete exam. Missed major findings.	<input type="checkbox"/> Minor gaps in technical skill. Major findings were identified.	<input type="checkbox"/> Technically sound & thorough exam. Organized focused, and relevant.	<input type="checkbox"/> Thorough, detailed exam, yet focused to primary complaint. Uses pertinent ancillary techniques.

Problem Solving/Management Plans

<10 th percentile	10 th -33 rd percentile	33 rd -67 th percentile	67 th -90 th percentile	>90 th percentile
<input type="checkbox"/> Fails to formulate an adequate plan. Poor judgment in selection or use of diagnostics & therapeutics.	<input type="checkbox"/> Limited differential diagnostic ability. Formulates inappropriate diagnostic and therapeutics.	<input type="checkbox"/> Identified major problems. Able to formulate a basic plan including selection of diagnostics & therapeutics	<input type="checkbox"/> Identified major & minor problems. Develops a complete & efficient plan for diagnostics & therapeutics.	<input type="checkbox"/> Developed an extensive problem list. Plan is thorough and precise. Identifies alternative plans.

Patient management skills

<10 th percentile	10 th -33 rd percentile	33 rd -67 th percentile	67 th -90 th percentile	>90 th percentile
<input type="checkbox"/> Fails to monitor patient responses to treatment and make adjustment after the initial workup. Unable to manage multiple patients.	<input type="checkbox"/> Does not always monitor patient response to treatment or make indicated adjustments after initial workup. Fair ability to manage multiple patients.	<input type="checkbox"/> Monitors response to treatment and adjusts as indicated after initial workup. Average ability to manage multiple patients.	<input type="checkbox"/> Above average ability to monitor response to treatment and make adjustments to treatment plan. Can manage multiple patients efficiently.	<input type="checkbox"/> Closely monitors patients responses to treatment after initial workup; makes astute adjustments as needed; excellent ability to manage multiple pts.

Knowledge Base

<10 th percentile	10 th -33 rd percentile	33 rd -67 th percentile	67 th -90 th percentile	>90 th percentile
<input type="checkbox"/> Cannot recall basic science & clinical information. Demonstrates poor ability to clinically apply knowledge base.	<input type="checkbox"/> Marginal understanding of basic and clinical sciences as it relates to their patients.	<input type="checkbox"/> Has basic knowledge base, and shows the ability for some clinical application.	<input type="checkbox"/> Above average knowledge. Able to consistently relate to clinical material.	<input type="checkbox"/> Outstanding fund of knowledge & understanding of disease mechanisms with excellent ability to apply to clinical situations.

Humanistic Qualities

<10 th percentile	10 th -33 rd percentile	33 rd -67 th percentile	67 th -90 th percentile	>90 th percentile
<input type="checkbox"/> Often insensitive to patient's feelings, needs, & wishes. Lack of empathy & compassion.	<input type="checkbox"/> Occasionally insensitive to patient's feelings. Inattentive to patient needs.	<input type="checkbox"/> Sometimes has difficulty establishing rapport or communicating with patients.	<input type="checkbox"/> Relates well to most patients & family members. Shows empathy & compassion.	<input type="checkbox"/> Outstanding in putting patients &/or family members at ease & appropriately communicates with them. Relates well to difficult patients.

Works as part of a Health Care Team

<10 th percentile	10 th -33 rd percentile	33 rd -67 th percentile	67 th -90 th percentile	>90 th percentile
<input type="checkbox"/> Disrespectful, rude, and insensitive to other members of the health care team.	<input type="checkbox"/> Occasionally fails to act collegially with other members of the health care team.	<input type="checkbox"/> Communicates well, respectful, and cooperative with other members of the health care team.	<input type="checkbox"/> Strong communication skills and professional demeanor with other members of the health care team.	<input type="checkbox"/> Mature and collegial. Communicates expertly with other members of the health care team.

Presentation Skills

<10 th percentile	10 th -33 rd percentile	33 rd -67 th percentile	67 th -90 th percentile	>90 th percentile
<input type="checkbox"/> Presentations are disorganized & incomplete with major omissions.	<input type="checkbox"/> Includes irrelevant facts, ramblings, but with no major omissions.	<input type="checkbox"/> Organized and provided the basic information but may be verbose, or have "holes". Dependent on written prompters	<input type="checkbox"/> Organized and complete presentation. Attempt to chronicle key events in patient's illness. Minimal use of written prompters.	<input type="checkbox"/> Complete, concise, orderly, & polished. Clear delineation of primary problems, excellent characterization, accurate chronology of key events.

Work Ethic

<10 th percentile	10 th -33 rd percentile	33 rd -67 th percentile	67 th -90 th percentile	>90 th percentile
<input type="checkbox"/> Late. Whereabouts are often unknown. Level of commitment questionable.	<input type="checkbox"/> Punctual. Appears peripheral to team activities & patient care.	<input type="checkbox"/> Punctual. Can be relied upon to fulfill all required responsibilities of patient care.	<input type="checkbox"/> Attempts to seek new responsibilities.	<input type="checkbox"/> Exceptionally conscientious. Assumes high levels of responsibilities.

Evaluator Name: _____

Evaluator Signature: _____