

MARSHALL UNIVERSITY MEDICAL CENTER

FACULTY EVALUATION OF STUDENT PERFORMANCE

STUDENT NAME	MUSOM COURSE # :	PRECEPTOR/ATTENDING NAME:	PLEASE RETURN THIS FORM TO: Michelle Ruppert, Registrar 1600 Medical Center Drive, Ste. 3415 Huntington, WV 25701 PHONE: (304) 691-1731 Email: morton9@marshall.edu
	COURSE DESCRIPTION:		
	DATES:	LOCATION:	
	NUMBER OF DAYS MISSED: REASON (S):		

I ATTEST THAT I HAVE HAD NO PROVIDER RELATIONSHIP WITH THIS STUDENT.

DOES THIS STUDENT PASS PROFESSIONALISM? YES NO IF NO, STOP HERE, AND DO NOT COMPLETE EVALUATION

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

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

	1	2	3	4	5
PROFESSIONALISM	Does not accept responsibility; inappropriate or immature behavior	Generally denies responsibility; frequently uses inappropriate or immature behavior;	Usually exhibits good judgment in personal and professional situations	Often exhibits good judgment and maturity.	Exceptional professional conduct; demonstrates maturity, excellent judgment
SELF DIRECTED LEARNING/ LEARNING ATTITUDE	Does not exhibit motivation, shows little evidence of independent work	Frequently does not explore independent learning opportunities	Conscientious worker who is receptive to teaching and feedback	Often shows interest in independent learning opportunities and feedback	Exceptionally hard worker who maximizes learning opportunities
INTERACTIONS WITH PATIENTS	Relationships are often distant, strained or dysfunctional	Relationships are cool or awkward	Usually forms constructive, professional relationships	Conveys exceptional warmth and understanding	Skillfully uses rapport for therapeutic gain
BASIC CLINICAL KNOWLEDGE	Major deficiencies in many areas	Generally adequate with minor deficiencies in important areas	Generally appropriate to student level	Generally above average depth in important areas	Outstanding
CLINICAL REASONING SKILLS	Usually illogical or impractical	Frequently illogical or impractical	Usually logical and practical	Almost always logical & practical	Frequent astute insights
HISTORY TAKING SKILLS	Often misses major important findings	Frequently misses relevant data or obtains inaccurate information	Usually elicits most relevant data; almost always accurate	Almost always elicits all relevant clinical data; always accurate	Elicits data efficiently and in great depth, when appropriate
PHYSICAL EXAMINATION SKILLS	Often misses major important findings	Frequently misses or makes inaccurate findings	Usually identifies findings accurately	Almost always identifies important findings with accuracy	Often discovers subtle physical findings
DIAGNOSTIC DECISION-MAKING SKILLS	Often does not identify major patient problems; Differential diagnosis skills are poor	Frequently identifies major patient problems; Differential diagnosis skills are adequate	Usually identifies major patient problems; Differential diagnosis skills are appropriate to level	Often reveals exceptional insight; Differential diagnosis skills are above average	Often reveals exceptional insight; Differential diagnosis skills are excellent

OVERALL EVALUATION - Please circle: Pass Fail

Faculty Signature

Date