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| --- | --- |
| Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Week of Rotation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **Please note there are two sides to this evaluation.** **# of Patients Seen \_\_\_\_\_\_\_\_\_\_****Procedures Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  Emergency Medicine Daily Student Evaluation |

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| --- | --- | --- | --- | --- | --- |
| **H&P** | Extremely poor H&P with no organization**1** | Often Incomplete or inaccurate histories. Poor interviewing skills. Exam is incomplete. **2** | Usually complete and accurate but occasionally missing information. Exam is generally complete. **3** | Complete & Accurate. Histories organized and comprehensive. Physical exam is reliable. Presentations are well developed. **4** | Comprehensive information. Excellent interview skills and technically sound exam. Elicits subtle findings. At the level of a first year resident. **5** |
| **DDX** | Incorrect or inappropriate differential.**1** | Generates differential diagnosis that is incomplete. **2** | Can generate short list of appropriate differential diagnosis. **3** | Synthesizes clinical knowledge into a broad differential. **4** | Sophisticated and extensive differential appropriate to chief complaint. **5** |
| **Work-Up** | No plan or reason for tests. **1** | Frequently overlooks basic tests; difficulty interpreting results. **2** | Understands basic tests and their interpretation. Decisions usually right. **3** | Has complete plan for tests/consults. Efficient. **4** | Tests and plans are thorough, comprehensive, precise & cost effective. Can interpret results. 5 |
| **Medical Knowledge** | Very poor recall, no clinical acumen.**1** | Poor recall of basic knowledge including pathophysiology. **2** | Has basic knowledge of disease process/events. **3** | Above average knowledge, uses to help clinically. **4** | Superior knowledge base with clinical application. At level of first year resident. **5** |
| **Procedures** | Very poor technique. Puts pts. At risk. **1** | Does not use proper technique. Awkward with equipment. **2** | Some difficulty using proper technique. Fails to organize all equipment necessary. **3** | Uses proper technique. Organizes equipment. Knows basic landmarks. Requires some assistance. **4** | Procedures performed with ease and dexterity. Organizes equipment. Able to put pt at ease. Needs minimal assistance. **5** |
| **IP Skills** | Antagonizes pts and family. No logic to clinical record. **1** | Communicates poorly with patients. Clinical records incomplete/illegible. **2** | Utilizes basic communication skills. Written records occasionally incomplete. **3** | Student utilizes effective communication skills with pts. Written records complete and organized. **4** | Communicates very well with pts & families. Accurate and thorough written records. Excellent documentation. **5** |

Areas to Develop:

[ ]  Differential Diagnosis of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  Reading about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  Procedures: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  Patient Management Plan

[ ]  H&P Completeness

[ ]  Presentation Delivery

[ ]  Patient/Staff Communication

[ ]  Comprehensive Patient Management

Strengths Noted this Shift:

[ ]  Professionalism

[ ]  Communication

[ ]  H&P Accuracy (Able to identify a sick patient)

[ ]  Differential Diagnosis

[ ]  Medical Knowledge

[ ]  Interpersonal Skills

[ ]  Comprehensive Patient Management

[ ]  Procedures

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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