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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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